# Department of Basic Education

# ANNUAL REPORT | 2023/24

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Read to Lead
A Reading Nation is a Leading Nation

2030 NDP

30 YEARS OF FREEDOM

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# PART A:
# GENERAL INFORMATION

# 1. DEPARTMENT GENERAL INFORMATION


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# 2. LIST OF ABBREVIATIONS/ACRONYMS

| | |
|---|---|
| ADEA | Association for the Development of Education in Africa |
| AFL | Assessment for Learning |
| AFTRA | African Federation of Teaching Authorities |
| AGSA | Auditor-General of South Africa |
| APP | Annual Performance Plan |
| ASIDI | Accelerated Schools Infrastructure Delivery Initiative |
| ATP | Annual Teaching Plan |
| BELAB | Basic Education Laws Amendment Bill |
| C/LPID | Children/ Learners with Profound Intellectual Disability |
| CAPS | Curriculum and Assessment Policy Statement |
| CEM | Council of Education Minister |
| COVID-19 | Coronavirus Disease 2019 |
| CSE | Comprehensive Sexuality Education |
| CSTL | Care and Support for Teaching and Learning |
| CTT | Core Training Team |
| DBC | Departmental Bargaining Chamber |
| DBE | Department of Basic Education |
| DDD | Data-Driven District |
| DHAs | Department of Home Affairs |
| DHET | Department of Higher Education and Training |
| DIRCO | Department of International Relations and Cooperation |
| DOJ&CD | Department of Justice and Constitutional Development |
| DoRA | Division of Revenue Act |
| DPME | Department of Planning, Monitoring and Evaluation |
| DPSA | Department of Public Service and Administration |
| DSAC | Department of Sport, Arts and Culture |
| DSD | Department of Social Development |
| DTDC | District Teacher Development Centre |
| E4E | Education for Employability |
| EC | Eastern Cape |
| ECARES | Early Childhood Administration and Reporting System |
| ECD RMS | Early Childhood Development Registration Management System |
| ECD | Early Childhood Development |
| ECDoE | Eastern Cape Department of Education |
| EDC | Education Development Centre |
| EFAL | English First Additional Language |
| EGRA | Early Grade Reading Assessment |
| EIG | Education Infrastructure Grant |
| ELNA | Early Learning National Assessment |
| ELRC | Education Labour Relations Council |
| EMIS | Education Management Information System |
| ENE | Estimates of National Expenditure |
| ETDP SETA | Education, Training and Development Practices Sector Education and Training Authority |
| EXCO | Executive Committee |
| FET | Further Education and Training |
| FLBP | Funza Lushaka Bursary Programme |
| FP | Foundation Phase |
| FS | Free State |
| G2G | Government-to-Government |
| GBEM | Girls and Boys Education Movement |
| GCIS | Government Communication and Information System |
| GDE | Gauteng Department of Education |
| GEC | General Education Certificate |
| GEM | Global Education Monitoring |
| GHD | Global Handwashing Day |

| | |
|---|---|
| GITO | Government Information Technology Services |
| GP | Gauteng Province |
| GTAC | Government Technical Advisory Centre |
| HEDCOM | Heads of Education Departments Committee |
| HEIs | Higher Education Institutions |
| HESOP | National Heritage Education Schools Outreach Programme |
| HRD | Human Resource Development |
| IBSE | Inquiry-Based Science Education |
| ICASA | Independent Communications Authority of South Africa |
| ICT | Information and Communications Technology |
| IEB | Independent Examination Board |
| IIAL | Incremental Introduction to African Language |
| INKAL | Inkosi Albert Luthuli |
| ISASA | Independent Schools Association of Southern Africa |
| ISHP | Integrated School Health Programme |
| KZN | KwaZulu-Natal |
| LAMAP | La Main à la pâte |
| LMS | Learner Management Systems |
| LP | Limpopo |
| LRP | Learning Recovery Programme |
| LSAs | Learner Support Agents |
| LSEN | Learners With Special Education Need |
| LSPID | Learners with Severe and Profound Intellectual Disability |
| LTSM | Learning and Teaching Support Material |
| LURITS | Learner Unit Record Information and Tracking System |
| MMS | Middle Management Service |
| MoA | Memorandum of Agreement |
| MoU | Memorandum of Understanding |
| MP | Mpumalanga |
| MST | Maths, Science and Technology |
| MTEF | Medium-Term Expenditure Framework |
| MTSF | Medium-Term Strategic Framework |
| MTT | History Ministerial Task Team |
| NAPTOSA | National Professional Teachers' Organisation of South Africa |
| NC | Northern Cape |
| NDP | The National Development Plan |
| NECT | National Education Collaboration Trust |
| NEEDU | National Education Evaluation and Development Unit |
| NEIC | National Examinations Irregularities Committee |
| NGO | Non-Government Organisation |
| NMCP | Nelson Mandela Children's Parliament |
| NNW | National Nutrition Week |
| NQF | National Qualification Framework |
| NSC | National Senior Certificate |
| NSFAS | National Student Financial Aid Scheme |
| NSNP | National School Nutrition Programme |
| NSSF | National School Safety Framework |
| NTA | National Teaching Awards |
| NTIP | New Teacher Induction Programme |
| NW | North west |
| OTDP | Online Teacher Development Platform |
| PCO | Professional Conference Organiser |
| PED | Provincial Education Department |
| PFMA | Public Finance Management Act |
| PIRLS | Progress in International Reading Literacy Study |
| PLCs | Professional Learning Communities |
| PMDS | Performance Management and Development System |

| | |
|---|---|
| PPP | Public-Private Partnership |
| PSCBC | Public Service Co-ordinating Bargaining Council |
| PSS | Psycho-Social Support |
| PTDIs | Provincial Teacher Development Institutes |
| PTT | Provincial Training Team |
| PYEI | Presidential Youth Employment Initiative |
| PYEI-BEEI | Presidential Youth Employment Initiative- Basic Education Employment Initiative |
| QLTC | Quality Learning and Teaching Campaign |
| QMS | Quality Management System |
| RCLs | Representative Council of Learners |
| SACE | South African Council for Educators |
| SADTU | South African Democratic Teachers' Union |
| SAFE | Sanitation Appropriate for Education |
| SA-SAMS | South African School Administration and Management System |
| SASCE | Southern African Society for Cooperative Education |
| SASL | South African Sign Language |
| SBA | School-Based Assessment |
| SCM | Supply Chain Management |
| SCMP | Second Chance Matric Programme |
| SDIP | Service Delivery Improvement Plan |
| SERAT | Sexuality Education Review Assessment Tool |
| SGB | School Governing Body |
| SIAS | Screening, Identification, Assessment and Support |
| SIBG | School Infrastructure Backlog Grant |
| SILN | Systemic Improvement of Language and Numeracy |
| SIPs | School Improvement Plans |
| SISCOs | School Improvement System Coordinating Officers |
| SITA | State Information Technology Agency |
| SLA | Service-Level Agreement |
| SLPs | Scripted Lesson Plans |
| SMT | School Management Team |
| SOIs | Standardised Output Indicators |
| SoNA | State of the Nation Address |
| SoS | Schools of Skill |
| SQL | Structured Query Language |
| SRGBV | School-Related Gender Based Violence |
| SSA | State Security Agency |
| SSE | School Self-Evaluations |
| TALIS | Teaching and Learning International Survey |
| TDI | Teacher Development Implementation |
| TIMSS | Trends in International Mathematics and Science Study |
| TMT | The Mvula Trust |
| TRC | Truth and Reconciliation Commission |
| TSM | Three Stream Model |
| TVET | Technical and Vocational Education and Training |
| UNESCO | United Nations Educational, Scientific and Cultural Organisation |
| UNICEF | United Nations International Children's Emergency Fund |
| USAID | United States Agency for International Development |
| VVOB | Flemish Association for Development Corporation and Technical Assistance |
| WC | Western Cape |
| WSE | Whole School Evaluation |

# 3. FOREWORD BY THE MINISTER

The Department of Basic Education (DBE) 2023/24 Annual Report presents the continued commitment to perform on the six (6) Basic Education Sector priorities laying a solid foundation for a quality and efficient education system, as well as providing permanent solutions to the architecture of our country's education and training system. For the 2023/24 reporting period, implementation has continued on the *Action Plan to 2024: Towards the Realisation of Schooling 2030*, which gives expression to the Constitution, the National Development Plan, as well as the continental and international conventions, continues to provide the moral imperative and a mandate to Government to make the social justice principles of access, redress, equity, efficiency, inclusivity and quality educational opportunities, widely available to all citizens.

The financial year under review concluded the 2019-2024 term of office of the sixth Administration of the Democratic Government of South Africa and the 2019-24. 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 Medium-term Strategic Framework (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 National Assembly (NA) passed the Basic Education Laws Amendment (BELA) Bill in Parliament and has since referred the BELA Bill to the National Council of Provinces (NCOP) for further processing. The BELA Bill reflects South Africa's aspiration for a more inclusive, equitable and efficient basic education system, addressing key challenges that have, for years, hindered the progress of the education ecosystem. The Portfolio Committee on Basic Education held extensive public hearings in all nine provinces, received written submissions, and held public hearings at Parliament for interested parties and organisations to make further oral submissions. Amongst the amendments to the BELA Bill, is a provision that Grade R will now be the new compulsory school-starting age and parents who fail to enrol their children for Grade R will be formally penalised. The Bill further confirms that corporal punishment is no longer allowed at school and that those found guilty of such offences must be penalised. In terms of language policy, the Bill provides that a School Governing Body (SGB) will be required to submit the language policy of a public school and any amendment thereof to the Head of Department (HoD) for approval.

As the reporting period of the Medium-Term Strategic Framework (MTSF) closes, one of the major achievements was the transfer of many responsibilities for Early Childhood Development (ECD) from Departments of Social Development to Departments of Basic Education. A first-ever Thrive by Five national study established the extent to which young learners are developmentally on track by age 5. This assists the DBE to monitor progress in the developmental outcomes of our young learners as new programmatic support is rolled out within the newly restructured ECD system. The percentages of 5- and 6-year-olds attending early learning opportunities has steadily been increasing over the years. The percentage of 5-year-olds attending educational institutions has increased from about 40% in 2002 to almost 90%. The DBE is now making every effort to further increase participation through, for instance, a mass registration drive for ECD Programmes. Quality improvement initiatives are also being introduced, including a new ECD Infrastructure Strategy, curriculum support materials, and new forms of practitioner training and support.

Access to education opportunities for the South African learners has increased over the years. South Africa spends a bigger share of its gross domestic product on education than any other country in Africa. A "No-Fee" schools' policy has abolished school fees in the poorest primary and secondary schools across the country, helping to attract poor, orphaned, disabled and vulnerable children to school. In the area of assessment, there are two examination opportunities currently for candidates who want to sit for the exit NSC and SC examinations i.e., November and June examinations, respectively each year. This also confirms the greater accessibility of the education system to the broader society. Increased access to education is confirmed by the following numbers:

a) A total of 715 719 full-time candidates enrolled to write the NSC examination.

b) 572 983 full-time candidates attained an NSC

c) 4 080 more candidates attaining admission to Bachelor Studies compared to 2022.

d) A total of 441 871 (81.3%) of social grant learners attained an NSC.

The class of 2023 delivered a testimony of how dedication and resilience ultimately culminate in a dream translating into reality. This cohort was subjected to unusual and adverse learning conditions during their Grade 9 and Grade 10 academic years in 2020 and 2021 respectively. The cumulative effect of COVID-19 and the resultant learning losses and disengagement from education had a significant impact. The swift and collaborative responses of the Department of Basic Education (DBE), teachers, parents, our partners in education and South Africans at large, led to the development of a holistic recovery plan that, to a large degree, mitigated the negative impact of the achievement of the key learning milestones. As a result, the 2023 National Senior Certificate (NSC) overall pass rate reached 82.9%, compared with 80.1% in 2022, and 76.4% in 2021. This is an improvement of 2.8%, and 6.5% from the pass rates achieved by the Classes of 2022 and 2021 respectively.

The increased performance continues to demonstrate that Government has made education its apex priority precisely because it is a means of promoting good citizenship and of preparing our people for the needs of a modern economy and a democratic society. Various programmes are already underway to achieve this goal. The three streams model which will allow learners to choose from an academic, a vocational or occupational stream in the Further Education and Training band is one of the key initiatives in Basic Education, that is making steady progress. Implementing the General Education Certificate (GEC) will assist in creating a balance of focus between the Further Education and Training Band and the General Education and Training (GET) Band, a much-needed change. The Systemic Evaluation as implemented continues to be an assessment of learners and the system more broadly, targeting Grades 3, 6 and 9, provides a more in-depth and comprehensive report on the performance of the system for continuous improvements. The Department has institutionalised the Early Learning National Assessment (ELNA) which allows the sector to assess the readiness of learners for Grade 1 so that the deficits can be identified at this early stage and remediated.

In the previous years and more recent during the pandemic, digital learning emerges as a transformative tool in scaling up teacher professional development. It continues to offer a broad spectrum of opportunities for educators to engage with content that is not only relevant but also adaptable to their immediate environment. The integration of digital learning platforms, designed with a human touch, promises to enhance cognitive and emotional resilience among teachers, fostering a sense of connection and belonging.

In reflecting on our journey as the DBE, we have also made commendable strides in addressing the educational needs of persons with disabilities and learners who experience barriers to learning. We celebrate the adoption of the Eighteenth Amendment Bill of the South African Constitution, that amended Section 6 of the Constitution of the Republic of South Africa, that made the South African Sign Language Home Language (SASLHL) the 12th official language of the country. During the 2023 academic year, the DBE engaged with a wide array of stakeholders to provide support strategies to teachers and learners who offer South African Sign Language Home Language (SASLHL). The success of the ongoing support and engagements is reflected in the remarkable improvement in the results for the subject . Furthermore , the DBE provided question papers in braille for blind candidates , question papers were adapted for deaf candidates, question papers were made available in large print and question papers were made available in audio version, to accommodate learners with barriers to learning.

To the stakeholders in the education sector, let us continue to work hand in hand, to ensure that our education system is not just a mirror of our society but a beacon of hope, a catalyst for change, and a bridge to a brighter, more inclusive future.

I wish to thank all role players, from Members of the Executive Council (MEC), Heads of Education Departments, Senior Management, Educators and Officials at all levels, for their contributions and continued implementation of the Education Priorities.

**Ms S Gwarube, MP**

**Minister of the Department of Basic Education**

**September 2024**

# 4. REPORT OF THE ACCOUNTING OFFICER

## Overview of the operations of the department:

The Fourth Industrial Revolution has expanded our mission beyond basic education, requiring us to prepare learners for future realities requiring critical thinking, creativity, and adaptability, not just for current jobs.

The path to improvement in assessment and the basic education system as a whole requires sustained effort, collaboration, and innovation from all stakeholders involved. The task of transforming the education system is not the sole responsibility of the Department of Basic Education but a shared national endeavour. A future where every child in South Africa has access to quality education that enlightens and empowers is envisioned.

The discussion on the future of basic education in South Africa should be based on international and regional assessments. A unified vision should be created to surpass global benchmarks and equip every South African learner with the necessary knowledge, skills, and values to thrive in a complex and interconnected world.

**Infrastructure**

Over the past three decades, the department has made significant improvements in the accessibility and quality of educational facilities. Through various initiatives, thousands of existing structures have been renovated and new schools have been built, particularly in underserved areas. These efforts have improved the learning environment for millions of learners, providing clean water, reliable electricity, and secure learning spaces. The department has repaired and refurbished 11 077 schools, provided water infrastructure to 2 459 schools, electrified 8 313 schools, provided fencing to 5 605 schools, and added 115 512 additional classrooms to alleviate overcrowding. By August 2023, 329 state-of-the-art schools have been built, replacing 510 identified in 2011. The Sanitation Appropriate for Education (SAFE) programme has equipped 3 015 schools with age-appropriate and safe sanitation facilities since 2018.

**Systemic Studies**

The long-term improvement in Grade 12 results depends on primary level performance. Interpreting data from assessments like SACMEQ and PIRLS can be more challenging than analysing TIMSS results for Grade 9. However, both assessments show similar improvements before the pandemic. SACMEQ data shows a 0.06 standard deviation increase in Grade 6 mathematics between 2007 and 2013, while TIMSS recorded a 0.07 standard deviation increase in Grade 9 mathematics from 2002 to 2019. PIRLS data indicates a 0.07 standard deviation annual improvement in Grade 4 reading from 2006 to 2016. Evaluating progress in terms of standard deviations allows for approximate comparisons across different testing programs.

The PIRLS benchmark, set by the UN, is high, but learners with lower reading abilities have varying reading abilities. In 2016, 93% of PIRLS 2016 participants correctly answered at least one constructed response question, demonstrating basic comprehension skills.

The 2015-2019 TIMSS Grade 4 mathematics trend showed no improvement, predating the pandemic. Possible explanations include budgetary constraints, increased learner-educator ratios, and larger class sizes.

In May 2023, South Africa's Systemic Evaluation, a national assessment program, released its first results. The Programme measures progress against SDG benchmarks across Grades 3, 6, and 9. In 2024, the country is set to release results from international assessments, which serve as crucial indicators of progress and areas requiring innovation.

The Teaching and Learning International Survey (TALIS) has provided valuable insights into the challenges faced by educators. The upcoming 2024 study, based on field trials from 2023, aims to enhance teaching methodologies and learning environments in schools.

The SACMEQ V study, involving 7 000 learners from 314 schools, is set to provide a comprehensive analysis of educational outcomes in the Southern and Eastern Africa region, with the anticipated results expected to inform strategies for enhancing student achievement.

Our ongoing collaboration with TIMSS and PIRLS continues to provide insights into the pathways to excellence in these fundamental areas.

**Assessments**

The South African National Senior Certificate (NSC) examinations saw 897 775 full-time and part-time candidates enrol in the 2023 exams. The examinations involved 162 question papers, 10.2 million printed question papers, 9.6 million scripts, and 6 889 secure examination centres. 72 500 invigilators and 52 500 markers were appointed in 184 secure marking centres. The 2023 NSC exams also demonstrated high system stability, improved data collection, analysis, and feedback processes within the Department of Basic Education (DBE). The Class of 2023 demonstrated the greatest determination, fortitude, and resolve to overcome challenges, similar to the Class of 2022, indicating a maturing and resilient Basic Education system on the rise. This indicates the ability to deal with unexpected challenges.

The Class of 2023, the tenth cohort to take the CAPS-based National Senior Certificate exams, has seen an improvement in age profile. In 2023, 88.2% of full-time candidates and 47.8% of part-time candidates were 16-20 years old, reflecting a more mature age profile. The 2023 NSC exam has reached an overall pass rate of 82.9%, an improvement of 2.8% from the previous year. This marks the highest pass rate in the NSC's history, with 572 983 candidates passing the exam. The pass rate is the second highest in the NSC's history, and when expressed as a percentage, it is the highest in the NSC's history so far. Bachelor passes and passes with distinction are also the highest in the history of NSC exams.

The Assessment for Learning approach is crucial for evaluating a diverse range of skills, enhancing the visibility and significance of teaching and learning.

The discussion on diversified assessment methods emphasises the need for quality alternative forms, focusing on incorporating real-world relevance in SBA tasks and ensuring schools are consistent custodians of these processes.

The pursuit of inclusivity in assessment necessitates a comprehensive approach that considers diverse learning needs and utilises technology as a catalyst for educational transformation.

Our commitment to teacher development emphasises the need for comprehensive training across the entire teaching and learning value chain. We believe in the power of collaborative growth and learning through the establishment of Professional Learning Communities and the curation and sharing of Assessment for Learning good practices.

Our commitment to multisectoral collaborations, evidence-based interventions, and teacher training revolution aims to create a safe, nurturing environment for every child.

**Early Childhood Development**

The focus on Early Childhood Development has been both reflective and forward-looking, with significant progress made since our last convening, including the development of the service delivery model and 2030 Strategy, and strengthening coordination across government departments. The recommendations, focusing on workforce development, community engagement, inclusion, and digital solutions, aim to create a comprehensive approach to Early Childhood Development (ECD) that ensures no child is left behind.

**Teaching**

The discussions revealed a complex situation where the demand and supply of teaching professionals are misaligned, not just in numbers but also in specialisations needed for the evolving education system.

The Department of Higher Education and Training and Higher Education Institutions must improve their enrolment planning to match graduates' output with the demand for specialised teaching skills, especially for Foundation Phase educators proficient in mother tongue instruction.

The Basic Education Sector Lekgotla, held in March 2024, highlighted the challenges faced by teachers working outside their specialisations, emphasising the need to produce more educators and align their specialisations with actual needs, as new subjects and a 20% increase in Higher Education Institution output are required by 2030.

The retention of teachers in the profession, despite moving to School Governing Body posts, private institutions, or international opportunities, is a significant concern.

Improved data sharing, demand planning, and improvements in teaching conditions, infrastructure, and learner-to-teacher ratios are crucial for forecasting and meeting future teacher requirements.

The teacher induction programme is a crucial aspect of enhancing teacher efficacy and retention. A well-structured induction Programme aids new educators in settling down, mastering teaching skills, and managing classrooms, significantly impacting job satisfaction, happiness, and retention rates. Digital learning is a transformative tool in scaling up teacher professional development, offering a broad spectrum of opportunities for educators to engage with relevant and adaptable content. The integration of digital learning platforms, designed with a human touch, promises to enhance cognitive and emotional resilience among teachers, fostering a sense of connection and belonging.

The National Induction Programme, rooted in the Integrated Strategic Planning Framework for Teacher Education and Development, should be mandatory, targeted, and closely linked to the probation and supervision of new teachers.

## Overview of the financial results of the department:

**Table 1: Departmental receipts**

| Departmental receipts | 2023/24 | | | 2022/23 | | |
|---|---|---|---|---|---|---|
| | 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 | 3 372 | 3 552 | (180) | 3 334 | 3 607 | (273) |
| Interest, dividends and rent on land | 15 000 | 2 171 | 12 829 | 5 500 | 7 760 | (2 260) |
| Sale of capital assets | 15 | 13 | 2 | - | 4 | (4) |
| Financial transactions in assets and liabilities | 3 000 | 6 265 | (3 265) | 2 500 | 684 | 816 |
| **Total** | **21 387** | **12 001** | **9 386** | **11 334** | **12 055** | **(721)** |

**Table 2: Programme Expenditure**

| Sub-programme | 2023/24 | | | 2022/23 | | |
|---|---|---|---|---|---|---|
| | 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 | 577 874 | 576 283 | 1 591 | 569 582 | 564 259 | 5 323 |
| Curriculum Policy, Support and Monitoring | 3 344 465 | 3 320 739 | 23 726 | 3 267 520 | 3 172 133 | 95 387 |
| Teachers, Education Human Resources and Institutional Development | 1 507 090 | 1 500 401 | 6 689 | 1 497 761 | 1 496 586 | 1 175 |
| Planning, Information and Assessment | 15 023 186 | 14 990 222 | 32 964 | 15 529 447 | 15 366 653 | 162 794 |
| Educational Enrichment Services | 9 575 980 | 9 573 598 | 2 382 | 8 828 850 | 8 827 028 | 1 822 |
| **Total** | **30 028 595** | **29 961 243** | **67 352** | **29 693 160** | **29 426 659** | **266 501** |

**Table 3: Virements/roll overs**

| Shifted from | R'000 | Shifted to | R'000 |
|---|---|---|---|
| Programme 1: Administration | (12 205) | Programme 4: Planning, Information and Assessment | 12 205 |
| Programme 2: Curriculum Policy, Support and Monitoring | (179 534) | Programme 4: Planning, Information and Assessment | 179 534 |
| Programme 3: Teachers, Education Human Resources and Institutional Development | (6 771) | Programme 4: Planning, Information and Assessment | 1 342 |
| | | Programme 5: Educational Enrichment Services | 5 429 |
| Programme 1: Administration | (12 205) | Programme 4: Planning, Information and Assessment | 12 205 |
| Programme 2: Curriculum Policy, Support and Monitoring | (179 534) | Programme 4: Planning, Information and Assessment | 179 534 |
| Programme 3: Teachers, Education Human Resources and Institutional Development | (6 771) | Programme 4: Planning, Information and Assessment | 1 342 |
| | | Programme 5: Educational Enrichment Services | 5 429 |

**Reason for the virement:**

As approved by the National Treasury (Treasury approval no 9/4/4/4/13) due to the foreign exchange rate on the transaction date. The funds were shifted within the programmes to cater for shortfalls encountered on various items. The Director-General prepared and approved the other virements for shortfall incurred within programmes on various items.

**Public Private Partnerships:**

The DBE head office has been operating under the PPP agreement for 13 years, during which the project deliverables have been consistently provided satisfactorily. However, no new PPP agreements have been entered into during this time.

**Unauthorised, Irregular and Fruitless and Wasteful Expenditure:**

The Department has Unauthorised Expenditure worth R6.4 million emanating from 2014/15 financial year which relates to overspending of the programme . In the current financial year Parliament has granted approval for the Department to write-off unauthorised expenditure in the future financial years without funding.

The Department managed to obtain condonation of Irregular Expenditure amounting to R1.5 billion for prior financial years.

The Department incurred R8.7 million for Fruitless Expenditure in current financial year due to stopped schools under ASIDI programme.

**Supply Chain Management:**

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

SCM processes and systems to prevent irregular expenditure: The internal control measures are in place and reflected in the SCM policy that is in line with relevant SCM prescripts.

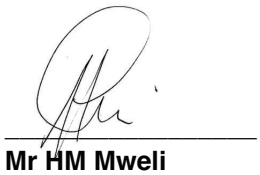
The SCM Policy has been reviewed, including the latest regulations and National Treasury Instruction notes. Procedures, processes, and systems (e.g., procurement checklists, register to record activities/documents with the procurement sub-directorate, payment checklists; compliance/ irregular expenditure checklists, standard operation procedures, etc.) have been updated and are in place to mitigate against the occurrence of irregular, fruitless and wasteful expenditure through continuous monitoring and internal controls. Officials have been guided on how to implement the latest regulations and instruction notes. The BAC uses a checklist to check the tender compliance during the adjudication of the tenders.

Challenges experienced in SCM and how they were resolved: SCM Directorate structure is under-capacitated on managerial positions. Capacity is limited to lower positions for SCM practitioners. There are vacant positions but could not be filled due to National Treasury's cost containment measures. The Department has received Gifts and Donation in kind for the following activities:

- National Teachers Awards
  - Via Afrika
  - VODACOM FOUNDATION
  - Woolworths

- National Senior Certificate Announcements
  - MTN
  - KAGISO TRUST
  - AVBOB
  - FUNDI
  - IDC
  - STANDARD BANK
  - ENTSIKA
  - Old Mutual
  - Massmart
  - Shoprite
  - FirstRand Limited
  - ABSA Bank
  - Hollywood Bets
  - Road Accident Fund

There were no events after reporting date identified in the current period under review.



**Mr HM Mweli**
**Accounting Officer**
**Department of Basic Education**
**September 2024**

# 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 F) 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 2024.

Yours faithfully

**Mr HM Mweli**
**Accounting Officer**
**Department of Basic Education**
**September 2024**

# 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**

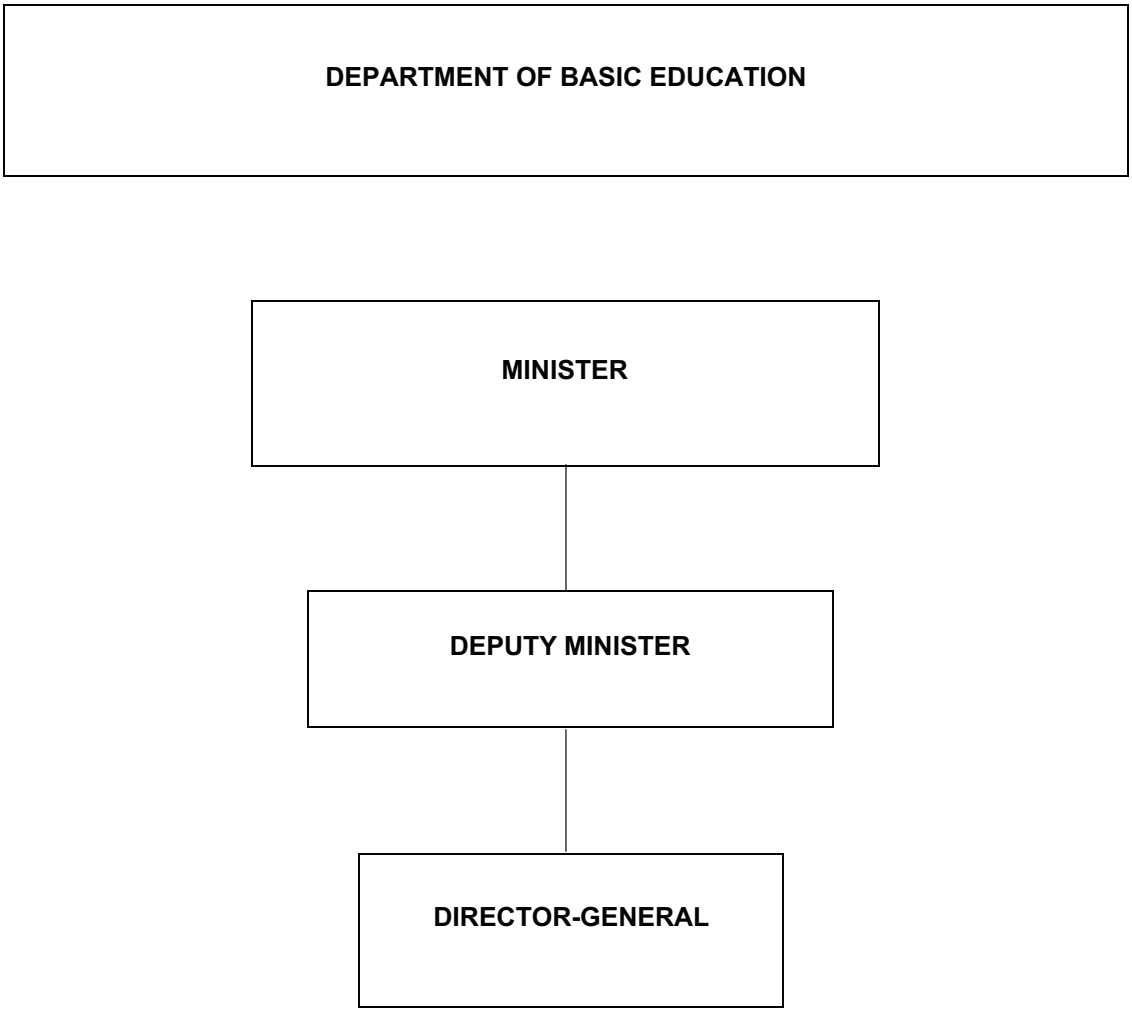
Striving to address the training needs for high-quality service and seeking ways to achieve our goals.

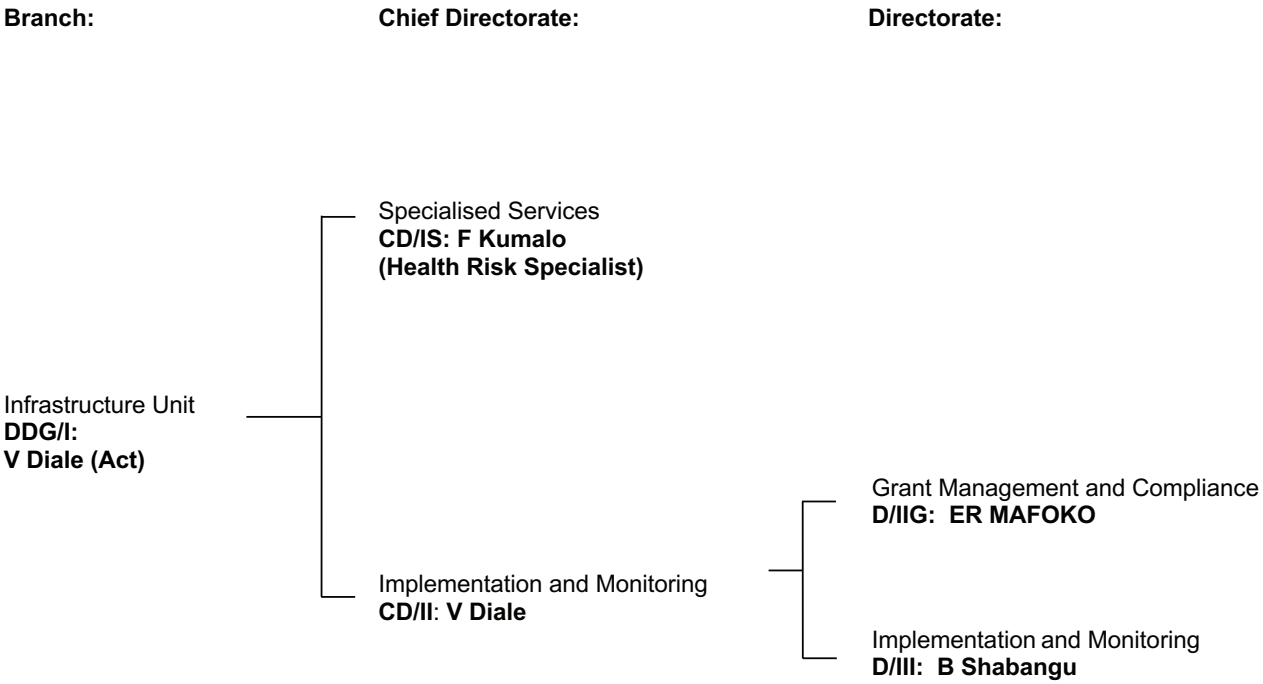
# 7. LEGISLATIVE AND OTHER MANDATES

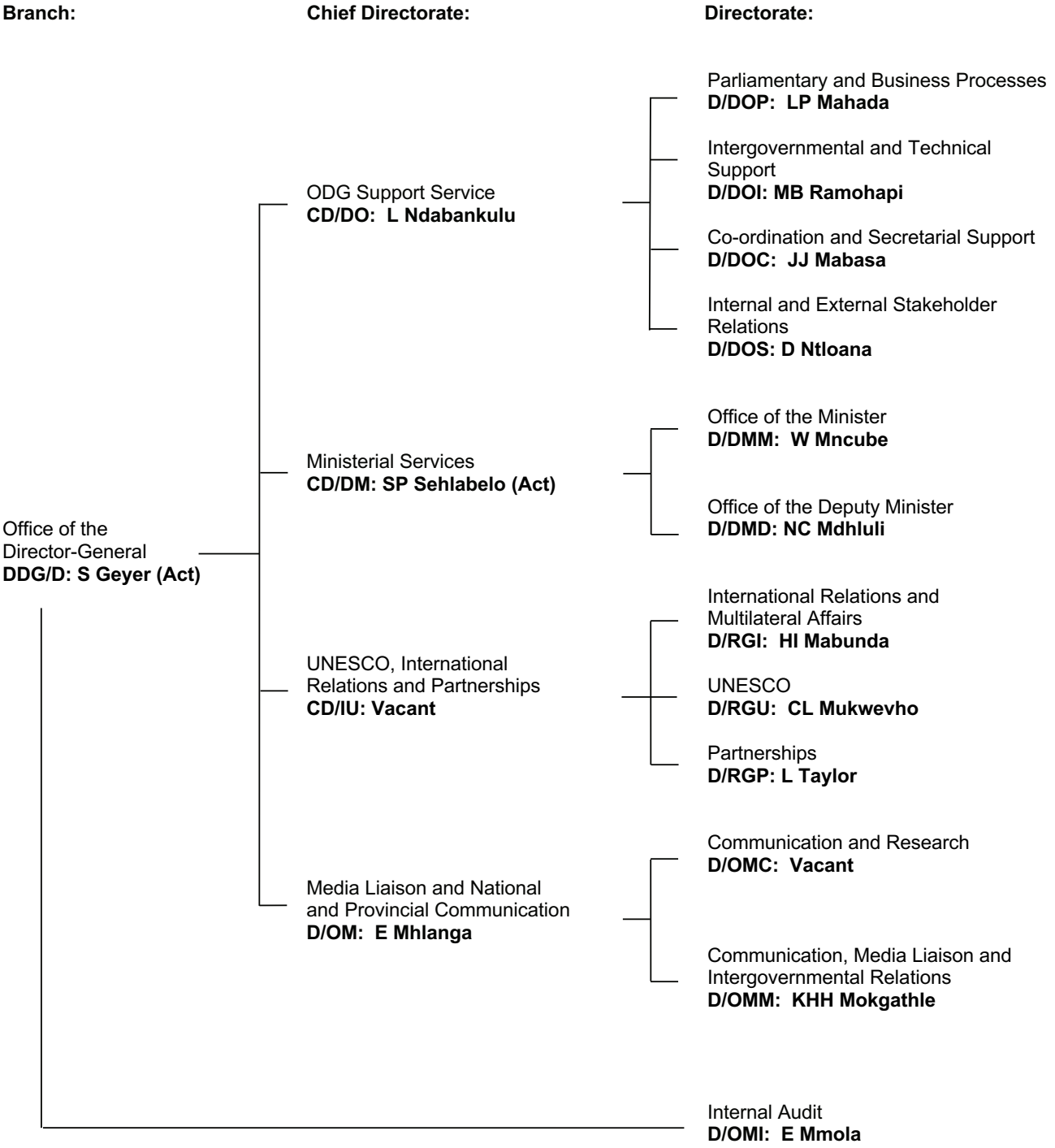
The Department of Basic Education derives its mandate from the following legislation:

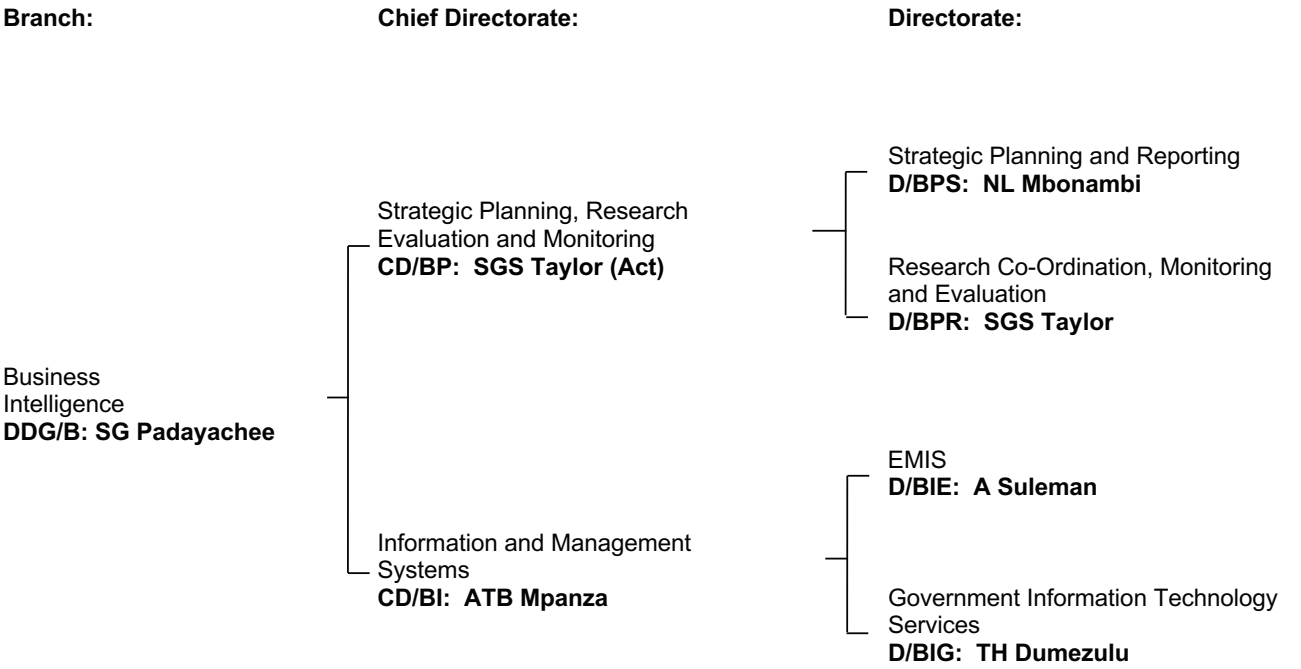
- The **Constitution of the Republic of South Africa** requires education to be transformed and democratised in accordance with the values of human dignity, equality, human rights and freedom, non-racism and non-sexism. It guarantees basic education for all, with the provision that everyone has the right to basic education, including adult basic education.
- The **National Qualification Framework Act, 2008 (Act No. 67 of 2008)** provide 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 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 maintain 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;
  - the issue of certificates at the exit points; and the conduct of assessment.
- The **Children's Act, 2005 (Act No. 38 of 2005)** give effect to certain rights of children's as contained in the Constitution. It set out principles pertaining to childcare and protection. It further regulates norms and standards for early childhood development.
- The **National Development Plan (NDP)** set out priorities and plans for the Basic Education Sector.
- **The *Action Plan to 2024: Towards the Realisation of Schooling 2030:*** This plan, represents another milestone in the journey towards quality schooling for all South Africans. This document takes stock of key developments in the Basic Education Sector since the release in 2011 of the last sector plan, *Action Plan to 2014: Towards the Realisation of Schooling 2025*. It reiterates many of the priorities outlined in the earlier plan, as to a large extent priorities have remained the same in recent years.

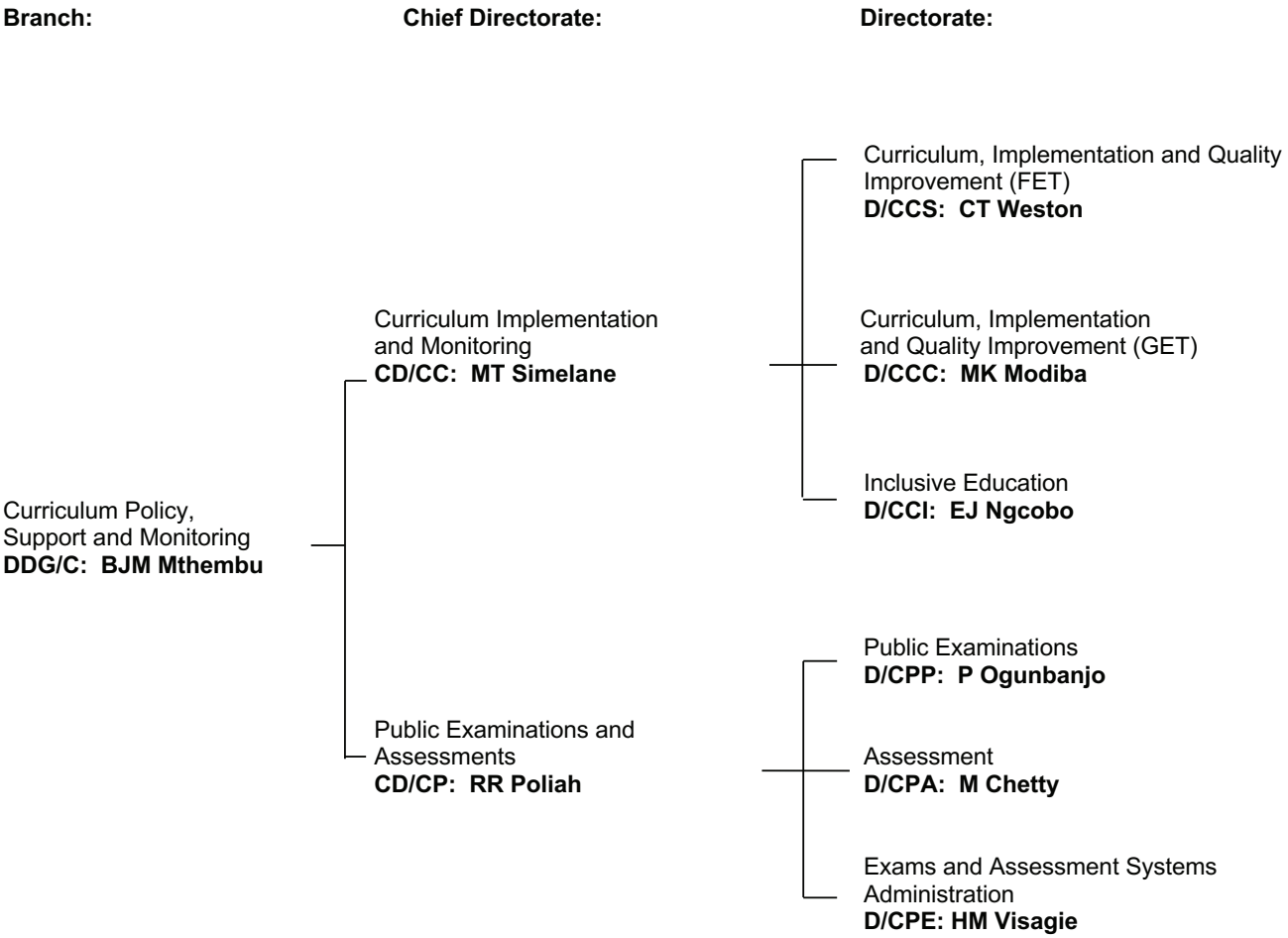
# 8. ORGANISATIONAL STRUCTURE

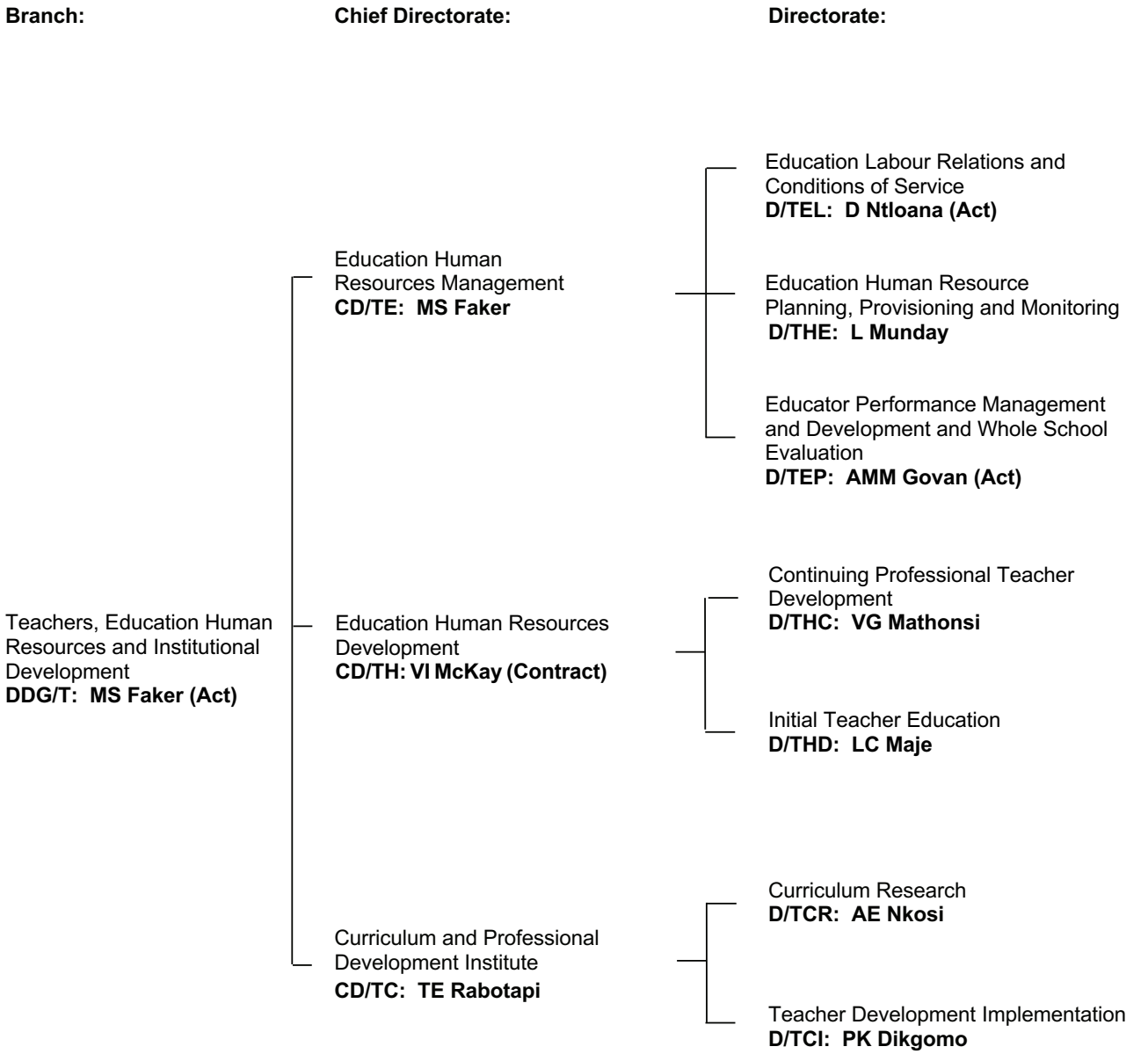


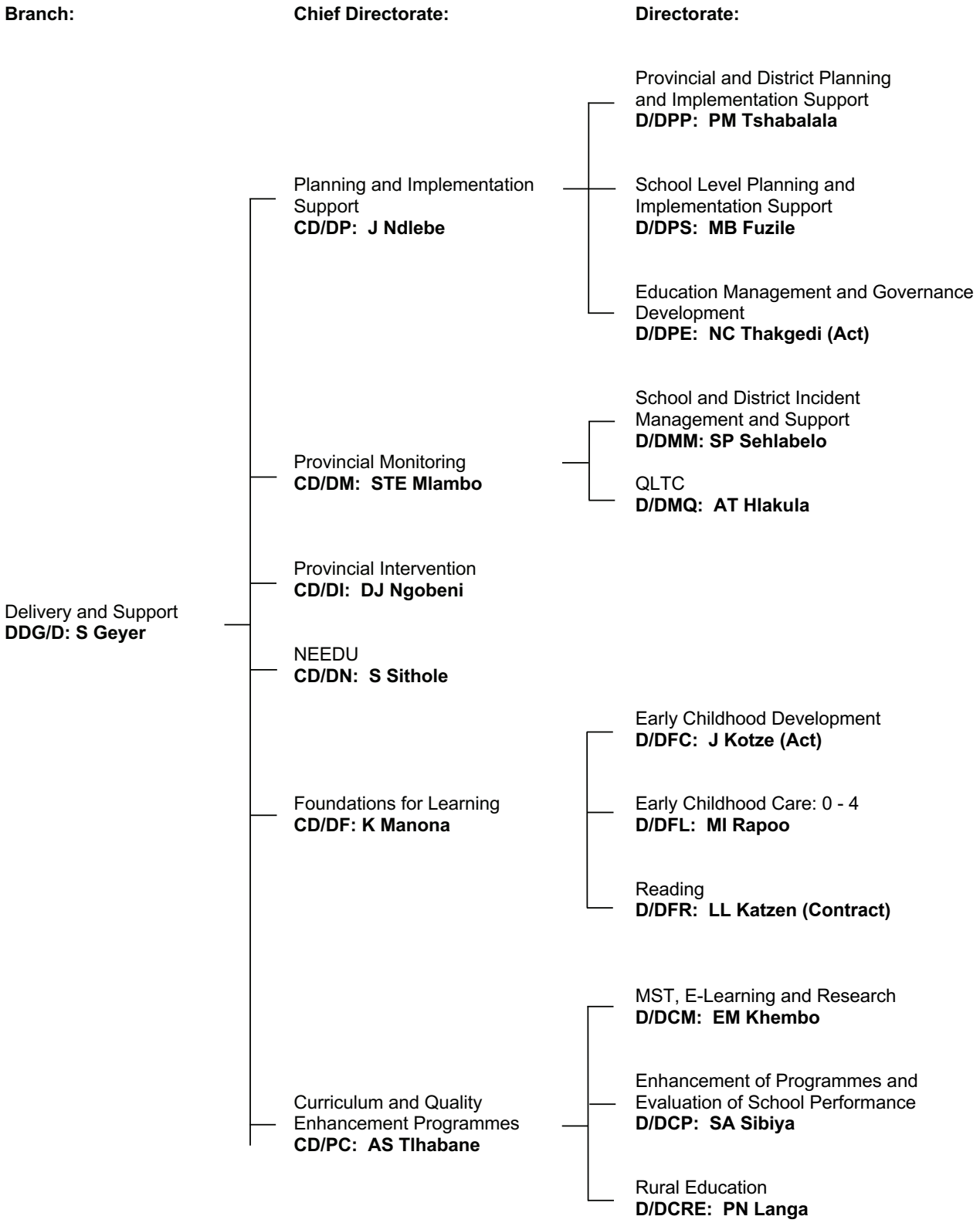

Branch:
Chief Directorate:
Directorate:
Infrastructure Unit
DDG/I:
V Diale (Act)
Specialised Services
CD/IS: F Kumalo
(Health Risk Specialist)
Implementation and Monitoring
CD/II: V Diale
Grant Management and Compliance
D/IIG: ER MAFOKO
Implementation and Monitoring
D/III: B Shabangu

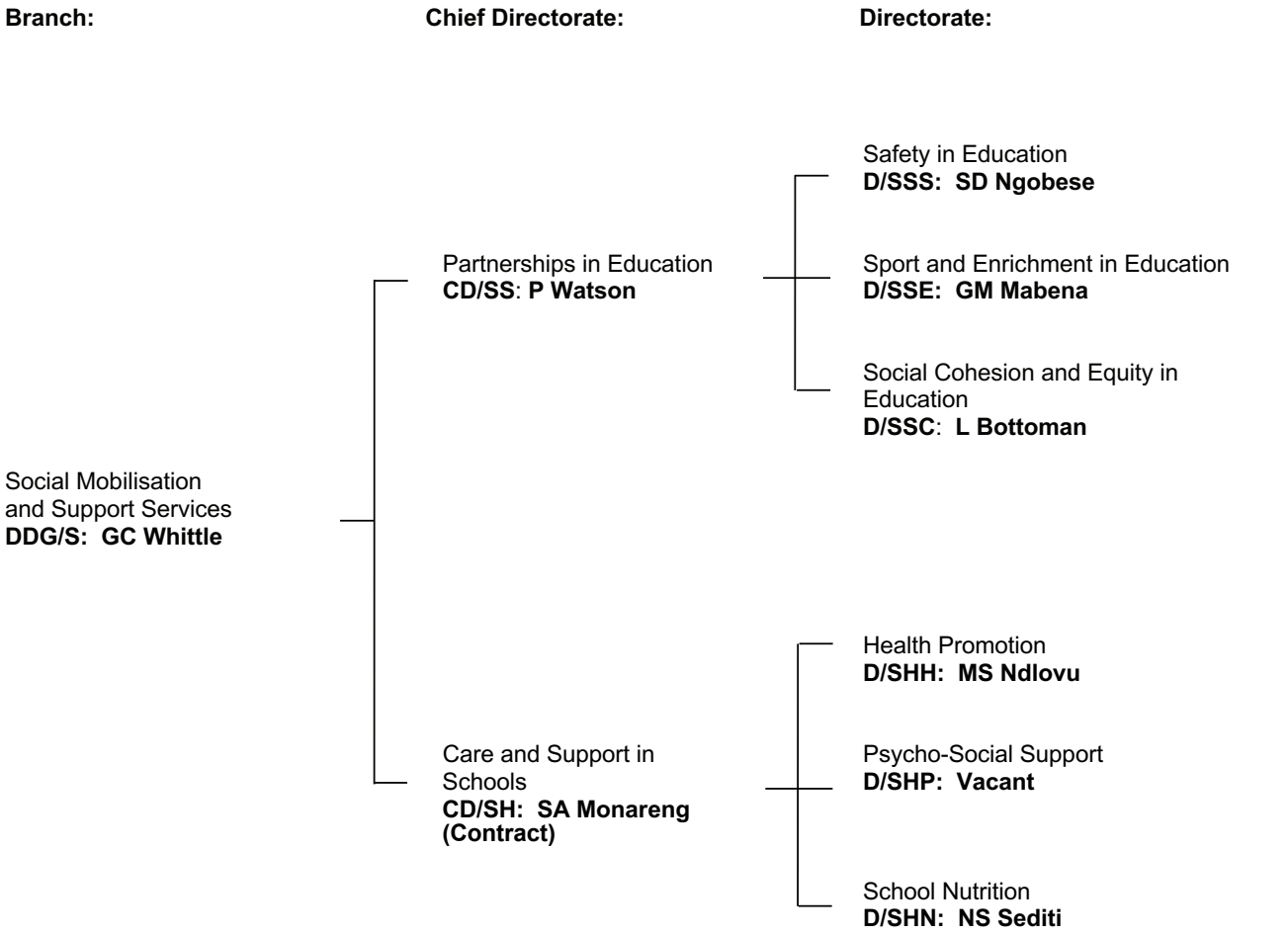

Branch:
Chief Directorate:
Directorate:
Office of the Director-General
DDG/D: S Geyer (Act)
ODG Support Service
CD/DO: L Ndabankulu
Parliamentary and Business Processes
D/DOP: LP Mahada
Intergovernmental and Technical Support
D/DOI: MB Ramohapi
Co-ordination and Secretarial Support
D/DOC: JJ Mabasa
Internal 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: NC Mdhluli
UNESCO, International Relations and Partnerships
CD/IU: Vacant
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: KHH Mokgathle
Internal Audit
D/OMI: E Mmola

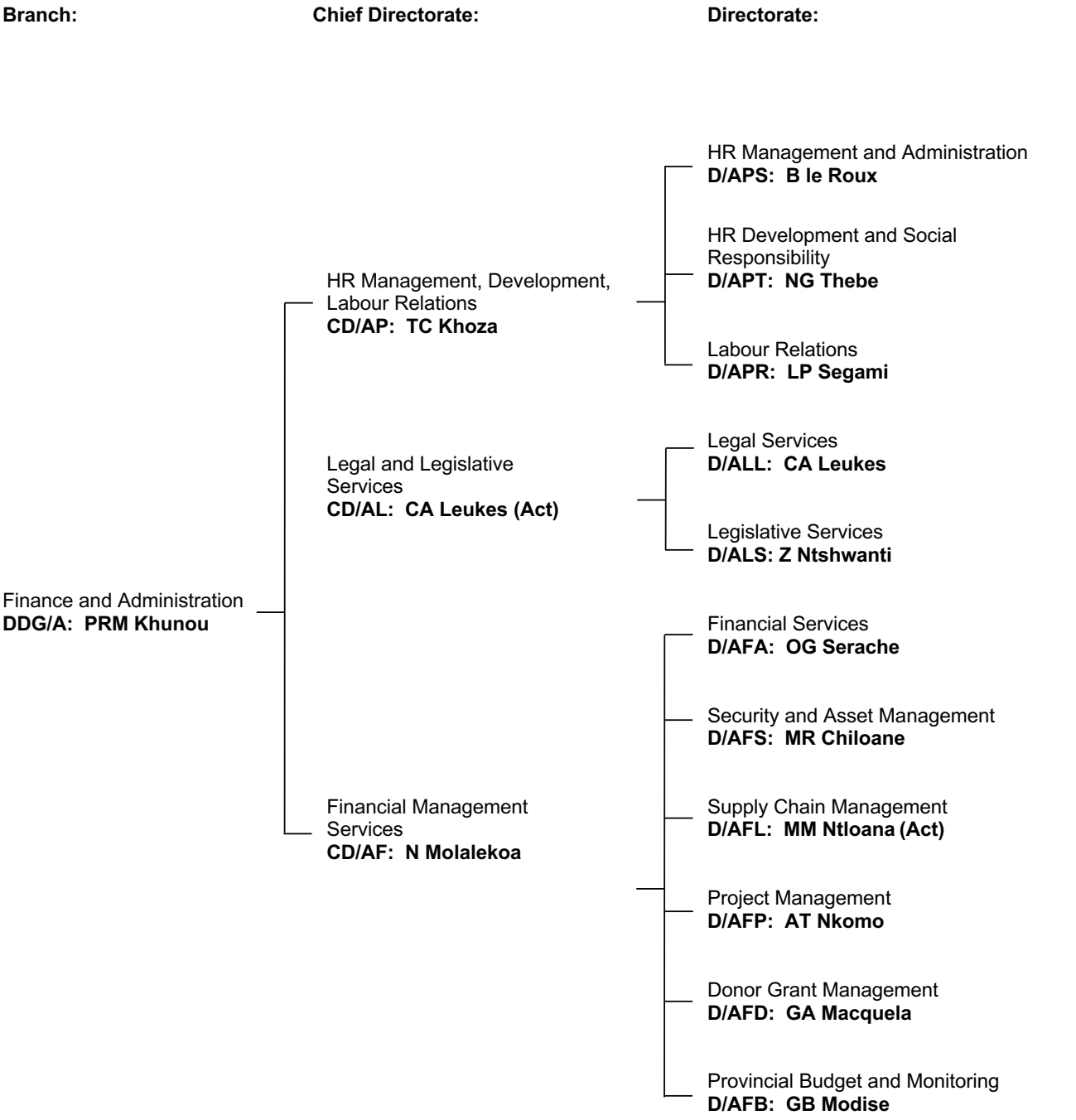

Branch:
Chief Directorate:
Directorate:
Business Intelligence
DDG/B: SG Padayachee
Strategic Planning, Research Evaluation and Monitoring
CD/BP: SGS Taylor (Act)
Strategic Planning and Reporting
D/BPS: NL Mbonambi
Research Co-Ordination, Monitoring and Evaluation
D/BPR: SGS Taylor
Information and Management 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: BJM Mthembu
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: MS Faker (Act)
Education Human Resources Management
CD/TE: MS Faker
Education Labour Relations and Conditions of Service
D/TEL: D Ntloana (Act)
Education Human Resource Planning, Provisioning and Monitoring
D/THE: L Munday
Educator Performance Management and Development and Whole School Evaluation
D/TEP: AMM Govan (Act)
Education Human Resources Development
CD/TH: VI McKay (Contract)
Continuing Professional Teacher Development
D/THC: VG Mathonsi
Initial Teacher Education
D/THD: LC Maje
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: J Ndlebe
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: NC Thakgedi (Act)
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: J Kotze (Act)
Early Childhood Care: 0 - 4
D/DFL: MI Rapoo
Reading
D/DFR: LL Katzen (Contract)
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: SD Ngobese
Sport and Enrichment in Education
D/SSE: GM Mabena
Social Cohesion and Equity in Education
D/SSC: L Bottoman
Care and Support in Schools
CD/SH: SA Monareng (Contract)
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: NG Thebe
Labour Relations
D/APR: LP Segami
Legal and Legislative Services
CD/AL: CA Leukes (Act)
Legal Services
D/ALL: CA Leukes
Legislative Services
D/ALS: Z Ntshwanti
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: MM Ntloana (Act)
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 4: 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 183 of the Report of the Auditor-General, published as Part F: Financial Information.

# 2. OVERVIEW OF DEPARTMENTAL PERFORMANCE

## 2.1. Service Delivery Environment

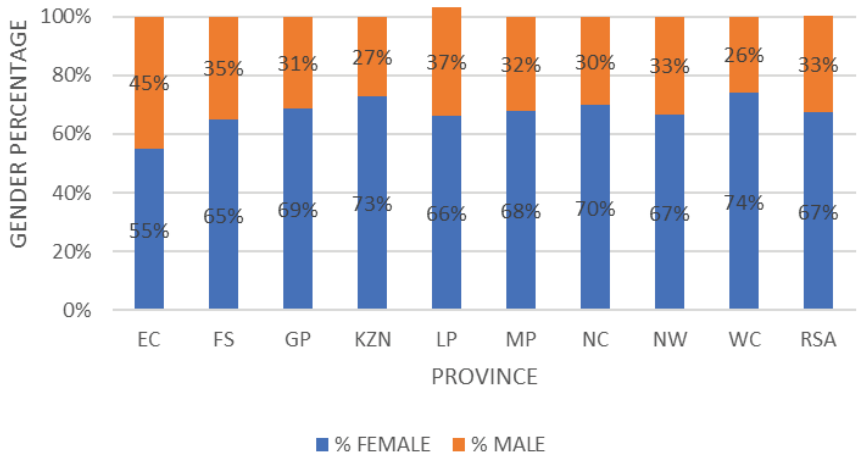
**Presidential Youth Employment Initiative-Basic Education Employment Initiative (PYEI-BEEI)**

The PYEI-BEEI has had a significant impact since it was introduced in 2020. More than 1 million job opportunities have been created through the initiative. Among those who started in 2020, some have moved on to other opportunities, using the skills and knowledge they have gained as they were placed in schools across the country. Partnerships have helped in enriching the experiences of the participants, especially those who have assisted with providing training at no cost to the youth. The PYEI-BEEI was targeted for implementation by public ordinary schools and schools for learners with special education needs (LSEN) across the nine (9) provinces. One of the strengths of the Basic Education Sector is that there is a school in most communities across the country, regardless of the socio-economic status of people living within the community. This was a key factor in providing for spatial equity, through which youth in all communities across the nine provinces had an opportunity to participate in the PYEI-BEEI. Under normal circumstances, due to limited economic opportunities in some settings, young people were forced to semi-grate closer to urban centres or areas where they could access job opportunities . With the PYEI-BEEI, young people could access opportunities where they lived and as such did not need to budget for transport to commute between their homes and schools.

Phase IV of the PYEI-BEEI was implemented over the 2022/23 and 2023/24 fiscal year. A staggered approach was adopted with the exclusion of KZN and WC, whereby Provincial Education Departments (PEDs) used unspent funds from implementing Phase III to start Phase IV. The target was to create 255 100 job opportunities for unemployed youth who are 18 – 34 years old. At the upper end, for eligibility, the youth should be turning 35-years-old on or before 31 March 2024. The 18-year-old youth should have turned 18 years when applying. This phase started in February 2023, which meant that schools were supported early at the beginning of the academic year and ended on 30 September, which coincided with the end of the third school term for the 2023 academic year. Regarding the staggered or phased in appointments , schools were advised to prioritise the appointment of Curriculum Assistants as part of the first cohorts.

The 255 100 employment opportunities were the fewest since the inception of the PYEI-BEEI in 2020. Over the duration of the four phases, the number of employment opportunities available in each province have decreased due to the upward adjustment of the stipends, in line with the National Minimum Wage Act, No.9 of 2018. However, in Phase IV approval was sought not to increase the stipend amount. The decision to keep the stipend unchanged considered that Phase IV would be implemented over the course of two fiscal years, with February and March 2023 falling under the fiscal year 2022/23 and April to September 2023 under the fiscal year 2023/24.

**Figure 1: Gender breakdown per province in Phase IV**



The PYEI-BEEI has always prioritised the appointment of young women. In Phase IV, the split between males and females is 67% female vs 33% male nationally. There are variations in the splits from province to province. The figure above gives an indication of the provincial splits. It is worth noting that the Eastern Cape reported 55% females among its Phase IV cohort. This is the lowest percentage reported. Free State (65%) and Limpopo (66%) are the only other two provinces that have reported the percentage of females below the national average of 67%.

While many of the assistants have completed the various trainings which were on offer, there is a need for improvement, particularly in ensuring that the assistants are supported to access the training platforms. The DBE has strengthened the exit pathways Programme to provide additional training and other opportunities to the youth. This was an intentional initiative given the limited allocation in this Phase for training. The DBE also encouraged PEDs to forge partnerships in the respective provinces for the same cause. In some schools, youth was also given an opportunity to be part of events management teams and thus giving them practical skills to pursue this kind of business beyond the Phase.

**ECD Training, Partnership and Funding**

The DBE oversees provincial ECD practitioner training on the NCF, with 20 027 trained and 1 931 programmes monitored and supported in the year under review. The DBE prioritises ECD practitioner training towards NQF Level 4, with a budget allocated to PEDs for accredited service providers. 3 140 practitioners are in NQF Level 4 training for 2023/24, with all nine provinces finalizing training.

The DBE, UNICEF, Cotlands, and LEGO Foundation have completed a national in-service training Programme aimed at enhancing early learning through play, reaching 8 338 practitioners by 2023.

The DBE received UNICEF support for developing Learning and Teaching Support Materials (LTSM) for the NCF implementation. The resources include lesson plans, assessment cards, posters, books, charts, ten-minute videos, and practical books to facilitate multi-dimensional learning and cater to gender and disability sensitive ECD programs.

The ECD and Inclusive Education directorates are working with the University of Johannesburg to develop a screening tool for early developmental delays, with plans for training and are developing Standard Operating Procedures (SOPs) for School and District Based Support Teams, which were shared with Unions before finalisation.

The DBE developed a Service Delivery Model for ECD in South Africa, aiming to provide universal access to quality ECD programs for all children. The model underwent thorough consultations with HEDCOM and CEM and was finalised at the end of the financial year.

The Department of Education (DBE) is exploring private-sector funding to supplement the government's contribution. It has partnered with the Education Outcomes Fund to explore Results-Based Financing. Workshops were held to support project design, and legal opinions were sought. The DBE has finalised programme design details and co-funded the initiative with R300 million from local and international donors.

The DBE also embarked on multiple research projects to identify and unlock additional funding for the sector. These projects include:

- A scoping study to review all possible government funding pools that ECD programmes can potentially benefit from, for example covering the start-up cost for micro-enterprises; women empowerment; and job creation.
- A scoping study to review the possible incentives that can be used to attract private sector funding into the ECD sector – for example exploring ESG funding incentives.
- Exploring what a mechanism for pooled/ match funding can look like for ECD. Learning from experiences such as the Solidarity fund etc.
- Exploring mechanisms that can be used to streamline the payment of subsidies – alleviating the provincial administrative burden of signing and managing 42 420 SLAs
- Budget analysis: evaluating equitable share and conditional grant expenditure over time to understand the trade-offs that may be happening. Also understanding how provinces are prioritising ECD in their budgeting processes.
- Modelling the expansion of access to ECD to reach universal access by 2030 and the financial requirements for increasing access and improving the value of the ECD subsidy over time. This will inform the annual budget bid for ECD and will be replicated at a provincial level.

The DBE is processing the 2023 Children's Amendment Bill to implement its Service Delivery Model and develop comprehensive legislation for ECD. The Bill was updated to address comments from the Office of the State Law Advisor, Department of Health, Department of Cooperative Governance, and South African Local Government Association.

The DBE has partnered with UNICEF, UHAMBO, and Hope Worldwide to implement national parenting programmes. The National Parenting Programme (NPP) has trained 38 master trainers in KwaZulu-Natal and Mpumalanga, with 997 capacity-building sessions conducted in provinces. The project aims to reach 16,000 parents for 18 months, with a workshop for master trainers in March 2024.

The DBE is responsible for overseeing the administration of the conditional grant for ECD. The conditional grant comprises two components: (1) the ECD subsidy component and (2) the ECD infrastructure component.

PEDs submitted quarterly reports in 2023/24, with DBE allocated R1 119 697 000, and R1 184 434 000 transferred to provinces due to budget cuts. Provinces spent 104% of the allocation as of March 2023.

**Reading**

The DBE has implemented the Presidential Youth Employment Initiative (PYEI) through the appointment of 26 673 reading champions, with 74.16% receiving national training. This has led to increased reading activities and teacher mentor support. Consultations were conducted to revise manuals, update chatbots, and develop teacher mentor pathways.

Phase 5 of the Reading Champions Programme marked a strategic alignment with the national reading strategy, emphasizing the integration of African languages and robust community engagement. A discussion paper outlining these strategic moves was formulated, proposing actions such as integrating Curriculum Assistants and Reading Champions and introducing a new cohort strategy. To foster collective impact, District-led Reading Forum Structures were established, enabling ongoing capacity building.

The MEC Book Club was launched in nine provinces across South Africa, led by MECs, aimed to promote reading among stakeholders. With 1,754 participants in face-to-face events and 15 961 in virtual events, the initiative showcased a strong commitment to reading culture.

The Department of Basic Education in South Africa successfully organised World Read Aloud Month (WRAM) in February 2024, promoting adult-child reading interactions in native languages. The initiative exceeded the pledge target, achieving 3 444 865 engagements and fostering a sustained reading culture in Free State and KwaZulu-Natal.

The NRC collaborated with the South African government to celebrate reading days and events, including World Read Aloud Month, World Book Month, and Mandela Month. Over 8 567 reading books were distributed, and over 35 569 learners participated in Read Aloud sessions.

**Assessments/ National Senior Certificate**

The Minister attended the SACMEQ assembly meeting in Zambia, where they elected committee members, discussed financial matters, and reviewed the SACMEQ V study progress. They received a progress report on South Africa's activities, confirming the country's progress.

November 2023 Grade 12 National Senior Certificate (NSC) examinations saw 898 300 candidates, including 717 157 full-time and 181 143 part-time candidates, registering from October 31 to December 6, 2023.

Grade 12 results in 2023 increased by 1.6%, indicating successful implementation of subject strategies by DBE and PED. Physical Science quality improved by 60%, and 50% of learners passed above 40%, meeting MTSF targets.

The pass rate for Grades 10 and 11 has increased, but schools have not provided the full complement of papers, instead using controlled tests instead of 3-hour exams.

**Curriculum**

The DBE developed Foundation Phase (FP) Maths, exemplar quarterly diagnostic assessments, memoranda and recording mark sheets for teachers to assess quarterly exit skills. Addressed the teaching and learning gaps noted, via error analysis. Unpacked the revised Annual Teaching Plans (ATPs) and capacitated all Subject Advisors and at least 5990 teachers. Provided quarterly FP Maths, subject content and subject pedagogy enrichment to advise on quality teaching and learning.

The Coding and Robotics Curriculum, approved by Umalusi, has been piloted in 18 schools and is awaiting the Minister of Basic Education's proclamation.

Focus Schools cater to learners with special talents across nine provinces. As of March 2024, 331 schools are operational, with Gauteng increasing from 20 to 22. 20 Special Schools received ICT equipment, assistive devices, and connectivity from MTN, providing 76% of public special education with the necessary solutions.

**LTSM/Workbooks**

The DBE received data from provinces in March 2023, which was analysed in April for the 2024 academic year. The DBE printed 58 752 534 Grades R to 9 Volumes 1 and 2 workbooks for learners, and delivered 59 755 520 (including surplus stock) to 22 792 public schools, with 22 792 placing orders.

**Post-provisioning and Teacher Placement**

An approved Annual National Report on qualified educators aged 30 and below entering the profession in 2023/24 revealed 13 545 young and qualified educators were appointed in PEDs, with 5 909 permanent, 6 631 temporary, and 1 005 substitute/relief appointments, accounting for 55% of all appointments. The final annual report will be compiled after receiving March 2024 PERSAL data from the National Treasury.

The national placement rate stands at 74%. PEDs reported varying placement percentages, with Northern Cape, Limpopo, North West, Free State, and Western Cape reporting the highest at 89%, 88%, 86%, 80%, and 78% respectively. GP is just below the national rate at 71%, EC at 69% while KwaZulu-Natal and Mpumalanga are at a low 66%.

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 75%. Provinces with percentages above average were Western Cape (89%), Northern Cape (89%), Free State (84%), KwaZulu-Natal (79%), Limpopo (78%) and Gauteng (76%). Provinces with percentages below average were North West (73%), Mpumalanga (71%) and Eastern Cape (62%).

To strengthen the management of the Funza Lushaka Bursary Programme and to improve the monitoring of students at universities visits to universities were conducted. Information-sharing meetings were held with new awardees and final-year Funza Lushaka bursars at universities to discuss the practical arrangements around their contractual obligations to serve as teachers at public schools. A placement dataset was compiled of the 4 156 students who graduated at the end of 2023 and who were ready for placement. 1 441 were identified in 2020 and had bursaries for four (4) consecutive years. 1 441 placement supporting documents were developed and shared with HEIs for further processing, and the returned were collated by the department.

46 194 teachers were trained in inclusion areas, including braille, South African Sign Language, Autism, and inclusive programs. Specialised training focused on identifying reading and numeracy barriers, implementing intervention strategies, and enhancing pre-literacy and numeracy skills.

**School Infrastructure**

In the current reporting period, one new school was built, while 354 schools have received sanitation and 4 schools have received water facilities.

Out of 22 511 schools, 57% have waterborne systems, 38% have VIP, 12% have pit latrines, and 13% have Enviro Loo. 48% have municipal supply, 34% have boreholes, 46% use rainwater harvesting, 12% use municipal communal, and 6% use mobile tankers.

**District Support**

Four provinces, Gauteng, KwaZulu-Natal, Northern Cape, and Western Cape, made significant progress in implementing the amended Policy and submitting yearly reports. Eastern Cape and Limpopo provinces lag behind. Four mentors were appointed to support nine struggling districts, resulting in increased National Senior Certificate pass percentages and Bachelor passes. Mentors were trained through workshops with the NECT and the National Leaders Foundation.

**NSNP**

Against the targeted 130 schools in the 2023/24 financial Year, the DBE monitored a total of one 132 schools exceeding the target by two schools. Schools visited were randomly selected with the assistance of National School Nutrition Programme (NSNP) District Co-ordinators in all 9 PEDs. These schools comprised 85 Primary, 45 Secondary, (5) Combined and (1) Special schools, ranging from quintile 1 – 5 as located in all 9 provinces.

Comprehensive Sexuality Education (CSE):6 602 educators were trained on CSE Scripted Lesson Plans (SLPs), 252 were capacitated on the CSE Coaching and Mentoring Training by Education Development Centre (EDC) and Global Fund respectively. 58 officials from the School Management Team (SMT) and tw218 Subjects Heads were trained on CSE SLPs. 12 278 parents and 126 SGB members were sensitised on CSE whilst 48 provincial and district officials were reached on CSE Refresher Training of Trainers conducted in North West and Northern Cape by Global Fund.

The National School Safety Framework (NSSF) Monitoring: In supporting districts to monitor the implementation of the NSSF, 25 districts were monitored for the financial year 2023/24.

The Department collaborated with the University of the Witwatersrand (Wits) Reproductive Health and HIV Institute (Wits RHI) and developed the digital training on the NSSF and Protocol for the Reporting and Management of Sexual Abuse in Schools. The digital training has been accredited by the South African Council for Educators (SACE) and educators are granted 15 professional development points for completing the training. For the period of July 2023 to January 2024, a total number of 51 958 officials, educators and teacher assistants nationwide completed the digital training. The total number of all trained education personnel is 327 297.

## 2.2. Service Delivery Improvement Plan

The Department of Public Service and Administration (DPSA) Circular No 14 of 2022 seeks to outline the SDIP Building Blocks that need to be strengthened by Departments for the development process to be effective as outlined in the revised SDI directive and template. Subsequent to Circular No 14 of 2021 (24/03/2021), consultations were held with national and Provincial Departments to review SDIP Directives and their templates.

The SDIP has been developed aiming to ensure that the draft SDIP Directive is effectively implemented through the process of integrating and cross-referencing products produced by Departments during their daily operations which should continuously lead to service delivery improvement.

The Department identified service delivery areas that will be targeted for improvement using the SDIP mechanism. As a National Department with concurrent functions with Provincial Education Departments (PEDs), the Department is mainly responsible for policy development, monitoring, and oversight.

The Department narrowed its area targeted for improvement to Certification based on the Branch: Curriculum Policy, Support, and Monitoring. The certification process results in the end product, which is a Certificate given to the beneficiaries of Basic Education. The certification process is the service provided by the Department.

The National Senior Certificate (NSC) and the Senior Certificate (SC) are basic requirements for entry at Higher Education Institutions and places of work; therefore, the Department is expected at all times to reflect on whether this crucial service to the citizens of this country is functioning optimally or not. The development of this SDIP intends to improve the turnaround times in receiving and submitting applications to Umalusi for processing and issuing of certificates upon receipt from Umalusi. The Department has observed that the demand for certificates results in clients standing in long queues for a long time.

This has prompted the Department to assess how the entire certification process can be made more efficient. The SDIP details practical steps that will be initiated to improve the services that are provided in the Department's Certification unit. A meeting between the DBE and Umalusi was held for a Service Level Agreement as proposed by the DPSA. It was agreed that the DBE would do the administration (applications), and Umalusi would produce the certificates.

The DBE indicated that applications for Certification would be automated, Umalusi would do replacements, and DBE would do re-issues and combinations. Umalusi is completely dealing with Certification, and the DBE will monitor and evaluate in support of Provinces and districts.

The core functions performed by the Certification Unit are to issue Statements of Results, Confirmation letters, Replacement Certificates, Combination of Results as well as Verification of Pre-1992 certificates. The certification turnaround time has been reduced from 4 weeks to a maximum of two weeks.

**Table 5: 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 certificates |
| 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. | 1165 applications received; 1165 applications processed within two (2) hours. |

**Table 6: Batho Pele arrangements with beneficiaries (Consultation access, etc.)**

| 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. |
| 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 |

The following is a consolidated record of the applications received for re-issue, replacements, combination and verification of matric certificates for the fourth quarter. The applications are received from members submitting their applications at the DBE Offices or through the online application process.

**Table 7: Service delivery information tool**

| Applications | Received | Processed | In progress | |
|---|---|---|---|---|
| Statement of Results/Certificates | 1165 | 1165 | 0 | |
| **Certificates** | **Requested** | **Printed** | **Rejected** | **In progress** |
| In the context of the NSC examination, there are several unique schooling characteristics associated with the Class of 2022 that foregrounded the results of the 2022 NSC examination.<br><br>This cohort of learners started schooling in the same year the Annual National Assessments (ANAs) were launched in 2011. As a system, we were able to track the performance of these learners at regular intervals to provide the necessary and sufficient support from the onset of their schooling. They participated in the 2012 ANA whilst they were in Grade 2 and did so again in Grades 3 and 4 in 2013 and 2014, respectively. In 2015 a sample of this cohort participated in the TIMSS in Grade 5, and four years later, in 2019, the same cohort was tested in TIMSS at the Grade 9 level. Their participation in these standardised assessment studies was premised on the principle that effective testing will allow this cohort to demonstrate relevant skills and understanding and assist in diagnosing learner shortcomings. In 2013, the ANA results in Mathematics and Home Language pointed towards an upward trend in most grades, and these learners found themselves in Grade 3 in a system of rising learner performance. | 2348 | 1998 | 207 | 143 |
| | | **Posted** | **Filed** | |
| | | 1753 | 209 | |
| **Verifications** | **Received** | **Processed** | **In progress** | |
| | 50265 | 50265 | 0 | |

**Table 8: Complaints mechanism**

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

## 2.3. Organisational environment

**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.

**OVERVIEW**

Administration is responsible for managing the Department through the provision of strategic and administrative support services. The Programme 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.

A 95% submission of financial disclosures was achieved from MMS Members, Finance and Supply Chain Designated groups. Final written warning letters were issued to the 14 officials, in this category, who failed to submit their financial disclosure of interest on time.

**Financial Disclosure**

Financial Disclosure of Interests for SMS members was completed within the required period and 91.4% submission was achieved. The remaining 8.6% was sent to the Labour Relations unit for consequence management and subsequently, they were issued with Final Written Warnings. Despite the National Treasury and the DPSA implementing cost containment measures, which, inter alia, prevented the DBE from advertising and filling posts that were vacated after 15 September 2023 the DBE managed to advertise 29 posts from 1 April 2023 to 31 March 2024. 60 posts in the process of receiving applications, being captured, shortlisted or interviewed.

**Human Resource Management**

The DBE received a total of 287 requests from respective Branches to obtain approval from the Minister, the Director-General, the Deputy Director-General and the Chief Director during the 2023-24 financial year that range from acting submissions, contract extension submissions, contract appointment submissions, ILL health retirement submissions, secondments and cross transfers.

- 149 acting appointment submissions were approved;
- 33 contract appointment submissions approved;
- 65 contract extension submissions;
- 5 Transfers out of the department's submissions were approved;
- 7 Notice of Retirement submissions were approved; and
- 28 Temporary Incapacity Leave (TIL) applications were submitted to SOMA Initiative conditional granted.

In terms of addressing gender equity at Senior Management Service (SMS) level, the DBE has a ratio of 44.3% female to 55.7% male staff. At the 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 67.3% female to 32.7% male staff. In this regard, the Department has exceeded the 50:50 ratios.

**Skills development training**

During the 2023/24 financial year, 346 employees attended skills development training, and 28 programmes were conducted. Annual Training Report 2022/23 and Workplace Skills Plan 2023/24 were submitted to EDTP-SETA and PSETA respectively on 31 April 2023. HRD Implementation Plan and HRD Monitoring Report were submitted to DPSA on 31 May 2023. Report on the Implementation of the Directive on Compulsory Capacity Development, Mandatory Training Days, Minimum Entry Requirements and Competency-Based Assessment for the Senior Management Service was submitted on 31 July 2023.

41 officials attended internal induction. Currently, the Department has 53 bursary holders, 39 are recurring bursary holders and 14 were awarded bursaries for the 2024 academic year. The Department has 106 interns. 57 Interns were funded by ETDP SETA and 49 were funded by the DBE.

Seven (7) grievances were lodged during the period under review. Five (5) were concerning alleged unfair treatment by Managers, one (1) for Recruitment and Selection processes and one (1) for fraud in that a signature was forged. Six grievances were finalised and one is still under investigation.

## 2.4. Key policy developments and legislative changes

There have been no relevant policies or legislation changes that affected the operations of the Department of Basic Education.

# 3. ACHIEVEMENT OF INSTITUTIONAL IMPACTS AND OUTCOMES

**Table 9: Mapping of MTSF Outcome Areas, Key Outputs and achievements**

| 2019-2024 Medium-Term Strategic Framework (MTSF) Outcome Statements | 2019-2024 Medium-Term Strategic Framework (MTSF) Output Statements (Interventions) | 2019-2024 Medium-Term Strategic Framework (MTSF) Output Indicators | 2019-2024 Medium-Term Strategic Framework (MTSF) Output Targets | Progress 2019 June -2024 March | | |
|---|---|---|---|---|---|---|
| | | | | Achieved | Partial | Not achieved |
| Outcome 1: Improved school-readiness of children | Migrate the responsibility for pre-schooling to the DBE | 1.1. Amendment of legislation to regulate the new ECD landscape | Presidential and provincial Proclamations gazetted by 2022, and migration concluded by 2024 | Both the national and provincial proclamations have been signed by the President and all Premiers signed the provincial proclamations.<br>The DBE has taken full responsibility for delivering the new function. | | |
| Outcome 1: Improved school-readiness of children | 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 | Additional Funding was received from NT. A funding proposal has been put together to indicate how these funds will be allocated. Funding will be provided for (1) resource packs; (2) testing of a results-based financing initiative; (3) testing of a new nutrition funding mechanism; and (4) systematically increasing the ECD subsidy.<br>A financing strategy has been developed and submitted to the National Treasury to indicate the funding required until 2030 to increase access to ECD programmes.<br>There is an approved National Pilot Report on the new funding model. | | |
| Outcome 1: Improved school-readiness of children | Develop and operationalise an ECD planning, funding, registration and information systems | 1.3. Operationalise an ECD Education Management Information System | ECD Education Management Information System operational by 2024 | ECD Census completed and launched May 2022.<br>Concluded the procurement process for a service provider to develop the ECD MIS system.<br>Registration management tool developed | | |
| Outcome 1: Improved school-readiness of children | Develop and operationalise school readiness assessment system | 1.4. School readiness assessment system | School Readiness Tool Assessment system operational by 2022 | The development of the Early Learning National Assessment (ELNA) to measure school readiness in numeracy and literacy is operational. The baseline was conducted in 2022 and verified in 2023. The ELNA report and scores are available for 2023. | | |
| Outcome 2: 10-year-old learners enrolled in publicly funded schools read for meaning | 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 | 2.1. 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 | All Grades 1-3 Languages have lesson plans.<br>The lesson plans are linked to resources such as graded readers. 10 Different schools have been monitored each year of the MTSF. | | |
| Outcome 2: 10-year-old learners enrolled in publicly funded schools read for meaning | 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 | PEDs provide reading reports to DBE. Analysis of reports are sent to PEDs on the implementation thereof highlighting findings of the analysis.<br>The strategy is reviewed to the Literacy Strategy and Plan: 2024-2030 in consideration of the PIRLS report. | | |
| Outcome 2: 10-year-old learners enrolled in publicly funded schools read for meaning | Implement innovative assessment approaches such as the Early Grade Reading Assessment 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 | | Sampled schools are monitored on the implementation of EGRA.<br>Sampling is done by PEDs from Quintile 1, 2 and 3 schools.<br>The EGRA toolkit is currently being strengthened for the following reasons: To incorporate the reading benchmarks; Inclusion of more reading passages; and Scaffolding of the questions. | |
| Outcome 2: 10-year-old learners enrolled in publicly funded schools read for meaning | Introduction of Coding and Robotics curriculum | 2.4 Coding and Robotics curriculum implemented | Approved coding and robotics curriculum in place by 2022 | The Curriculum for Coding and Robotics has been finalised and approved by Umalusi in 2023. Each year, schools piloting the curriculum in the foundation, intermediate, and Senior Phases have been monitored. | | |

<table>
<tr><th rowspan="2">2019-2024 Medium-Term Strategic Framework (MTSF) Outcome Statements</th><th rowspan="2">2019-2024 Medium-Term Strategic Framework (MTSF) Output Statements (Interventions)</th><th rowspan="2">2019-2024 Medium-Term Strategic Framework (MTSF) Output Indicators</th><th rowspan="2">2019-2024 Medium-Term Strategic Framework (MTSF) Output Targets</th><th colspan="3">Progress 2019 June -2024 March</th></tr>
<tr><th>Achieved</th><th>Partial</th><th>Not achieved</th></tr>
<tr><td>Outcome 2: 10-year-old learners enrolled in publicly funded schools read for meaning</td><td>Invest in the development of reading material in indigenous languages for academic purposes, including workbooks</td><td>2.5. Availability of reading material for Grade 3 learners in indigenous languages</td><td>100% of Grade 3 learners who learn through indigenous languages have graded reading books</td><td colspan="3">Graded readers in 11 official languages for grades 1 to 3 have been developed and are accessible on the following website: www.education.gov.za. Inconclusive report on the learners if they have the graded reading books</td></tr>
<tr><td>Outcome 2: 10-year-old learners enrolled in publicly funded schools read for meaning</td><td>Professional teacher development provided for teaching, reading and numeracy</td><td>2.6. Percentage of Foundation Phase teachers trained on teaching reading and numeracy</td><td>100% of Foundation Phase teachers Trained in teaching reading and numeracy</td><td colspan="3">School Monitoring Survey 2022 results show that 76% of Foundation Phase teachers have been trained on Literacy and Numeracy.</td></tr>
<tr><td>Outcome 2: 10-year-old learners enrolled in publicly funded schools read for meaning</td><td>Enrol children with disabilities in appropriate formal education programmes</td><td>2.7.Number of learners with disabilities enrolled in formal education programmes.<br>(Revised MTSF Indicator)</td><td>All learners with disabilities enrolled by 2024</td><td colspan="3"><table><tr><th>Province</th><th>No of Learners</th></tr><tr><td>EC</td><td>10 045</td></tr><tr><td>FS</td><td>6 616</td></tr><tr><td>GP</td><td>59 959</td></tr><tr><td>KZN</td><td>21 371</td></tr><tr><td>LP</td><td>8 381</td></tr><tr><td>MP</td><td>3 989</td></tr><tr><td>NC</td><td>1 699</td></tr><tr><td>NW</td><td>8 049</td></tr><tr><td>WC</td><td>20 743</td></tr><tr><td>Total</td><td>140 852</td></tr></table></td></tr>
<tr><td>Outcome 3: Youths better prepared for further studies and the world of work beyond Grade 9</td><td>Promote more effective approaches to teacher development, such as Professional Communities of Learning (PLCs) and technology-enhanced in-service training</td><td>3.1. Number of districts in which teacher development has been conducted as per district improvement plan</td><td>2024: all districts</td><td colspan="3">Limited verifiable data on comprehensive Teacher Development conducted per phase, subject, district over time against demand. In 2022/23, an average of 55 Districts roll-out Continuing Professional Teacher Development (CPTD) Programmes quarterly. Every quarter, this average applies but in a year ALL districts have TD programmes running in them. Based on capacity and budget PEDs prioritise certain districts in particular quarters, but always ensure all districts benefit TD programmes in a year. In 2023/24, an average of 52 districts rolled-out TD programmes.</td></tr>
<tr><td>Outcome 3: Youths better prepared for further studies and the world of work beyond Grade 9</td><td>Introduce the new sample-based Systemic Evaluation programme, in part to monitor progress against the Sustainable Development Goals (SDGs)</td><td>3.2. New Systematic Evaluation is operational</td><td>In all provinces</td><td colspan="3">The Systemic Evaluation is operational and the study was conducted in 2022. The administration of the Systemic Evaluation started in February 2022. National and diagnostic reports published on system performance. Learner performance results were released for Grades 3, 6 and 9 Mathematics and Reading.</td></tr>
<tr><td>Outcome 3: Youths better prepared for further studies and the world of work beyond Grade 9</td><td>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</td><td>3.3. Percentage of learners with access to required Mathematics and EFAL textbooks in Grades 6 and 9</td><td>2024: 100%</td><td colspan="3">The average percentage as per the PEDs report is as follows:<br>EFAL - Gr 6: 89%<br>Mathematics – Gr 6: 90%<br>EFAL - Gr 9: 78%<br>Mathematics – Gr 9: 80%</td></tr>
</table>

<table>
<tr><th>2019-2024 Medium-Term Strategic Framework (MTSF) Outcome Statements</th><th>2019-2024 Medium-Term Strategic Framework (MTSF) Output Statements (Interventions)</th><th>2019-2024 Medium-Term Strategic Framework (MTSF) Output Indicators</th><th>2019-2024 Medium-Term Strategic Framework (MTSF) Output Targets</th><th colspan="2">Progress 2019 June -2024 March<br>Achieved | Partial | Not achieved</th></tr>
<tr><td>Outcome 3: Youths better prepared for further studies and the world of work beyond Grade 9</td><td>Introduction of Coding and Robotics curriculum</td><td>3.4. Coding and Robotics curriculum implemented</td><td>Coding and Robotics approved curriculum in place by 2022</td><td colspan="2">The Curriculum for Coding and Robotics has been finalised and approved by Umalusi in 2023.<br>Each year, schools piloting the curriculum in the foundation, intermediate, and Senior Phases are monitored.</td></tr>
<tr><td>Outcome 3: Youths better prepared for further studies and the world of work beyond Grade 9</td><td>Through improved collaboration with universities, and the Funza Lushaka bursary programme, ensure that enough young teachers with the right skills join the teaching profession</td><td>3.5. Percentage of Funza Lushaka bursary holders placed in schools within 6 months upon completion</td><td>90% by 2024</td><td colspan="2">The Funza Lushaka placement rate has lowered over the years, due to the declining number of available posts in provinces.<br>2019: 84%<br>2020: 82%<br>2021: 76%<br>2022: 68%<br>2023: 74% as of 31 December 2023.</td></tr>
<tr><td>Outcome 3: Youths better prepared for further studies and the world of work beyond Grade 9</td><td>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</td><td>3.6. A better accountability system for district and school management agreed</td><td>A fully functional system is in place by 2024</td><td colspan="2">The QMS and EMS: PMDS are implemented for school management on school performance.</td></tr>
<tr><td>Outcome 3: Youths better prepared for further studies and the world of work beyond Grade 9</td><td>Introduce the General Education Certificate (GEC) in Grade 9, in part to facilitate movement between schools and TVET colleges</td><td>3.7. A policy pertaining to the Conduct, administration and management of General Education Certificate ready in Grade 9</td><td>First GEC examinations piloted by 2022</td><td colspan="2">The GEC 4th term curriculum tests were administered in the sampled schools.<br>Pilot studies will continue to be implemented until 2024.</td></tr>
<tr><td>Outcome 4: Youths leaving the schooling system more prepared to contribute towards a prosperous and equitable South Africa</td><td>Increase access among historically disadvantaged learners to “niche” subjects such as those focusing on engineering and computing</td><td>4.1. Skills subjects introduced that are relevant to 4IR (robotics, coding and digital learning)</td><td>Coding, robotics and other 4IR subjects in place by 2024</td><td colspan="2">The Coding and robotics curriculum has been approved Marine Sciences was written in 2021, 2022 and 2023 in five PEDs. Aviation Curriculum drafted into Three Stream Pathways.</td></tr>
<tr><td>Outcome 4: Youths leaving the schooling system more prepared to contribute towards a prosperous and equitable South Africa</td><td>Programmes for improvement of teacher subject knowledge and teaching skills</td><td>4.2. Number of teachers trained in Mathematics and language content and methodology</td><td>All teachers qualifying for training trained by 2024</td><td colspan="2"><table><tr><th colspan="2">Maths</th></tr><tr><td>EC</td><td>4116</td></tr><tr><td>FS</td><td>8702</td></tr><tr><td>MP</td><td>6 650</td></tr><tr><td>GP</td><td>58 592</td></tr><tr><td>WC</td><td>59 602</td></tr><tr><td>NC</td><td>239</td></tr><tr><td>BW</td><td>4 872</td></tr><tr><td>LP</td><td>3 867</td></tr><tr><td>KZN</td><td>29 052</td></tr><tr><td>Total</td><td>175 692</td></tr></table><table><tr><th colspan="2">Languages</th></tr><tr><td>EC</td><td>6 188</td></tr><tr><td>MP</td><td>12 923</td></tr><tr><td>GP</td><td>31 213</td></tr><tr><td>WC</td><td>109 280</td></tr><tr><td>NC</td><td>1 181</td></tr><tr><td>NW</td><td>5 364</td></tr><tr><td>LP</td><td>2 974</td></tr><tr><td>KZN</td><td>6 312</td></tr><tr><td>Total</td><td>175 435</td></tr></table></td></tr>
<tr><td>Outcome 4: Youths leaving the schooling system more prepared to contribute towards a prosperous and equitable South Africa</td><td>Better opportunities for second chance NSC (improved) pass</td><td>4.3. Programmes implemented to enhance performance in second chance NSC pass</td><td>All programmes fully functional</td><td colspan="2">Four (4) functional platforms: face-to-face classes after hours and over weekends, Broadcast through televisions and radio, and provision of digital content as well the hard copies of study materials.</td></tr>
</table>

| 2019-2024 Medium-Term Strategic Framework (MTSF) Outcome Statements | 2019-2024 Medium-Term Strategic Framework (MTSF) Output Statements (Interventions) | 2019-2024 Medium-Term Strategic Framework (MTSF) Output Indicators | 2019-2024 Medium-Term Strategic Framework (MTSF) Output Targets | Progress 2019 June -2024 March | | |
|---|---|---|---|---|---|---|
| | | | | Achieved | Partial | Not achieved |
| Outcome 4: Youths leaving the schooling system more prepared to contribute towards a prosperous and equitable South Africa | Three Stream Model introduced to cater differently talented learners | 4.4. Percentage of Schools of Skills implementing technical occupational curriculum<br>(Revised Indicator) | 100% of schools by 2024 | 100% of SoS are participating in the implementation of the Three Stream Model (TSM) curriculum as at end of March 2024. | | |
| Outcome 4: Youths leaving the schooling system more prepared to contribute towards a prosperous and equitable South Africa | 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 | Guidelines for the Establishment and Management of Focus Schools in use by all PEDs.<br>**8 Types of focus schools**<br>540 Focus schools established across eight disciplines (types). Agriculture 68; Arts 32; Business-Commerce; Management 3; Engineering or Technical 92; Marine/Maritime/Nautical 3; MST/IT 124; Services/Hospitality 7 and Sports 2. | | |
| Outcome 4: Youths leaving the schooling system more prepared to contribute towards a prosperous and equitable South Africa | Redesign and reconfigure the Second-Chance Matric Programme to focus on two pillars: * Matric rewrite for learners to achieve subject passes towards the matric qualification, * Introduce a programme to train unemployed youths in general maintenance of schools | 4.6. Number of learners achieving subject passes towards a matric qualification (Revised MTSF) | 60 000 learners by 2024 | (40 531 in 2019, 60 063 in 2020, 62 925 in 2022 and 124 285 in 2023).<br>However, not enough black and coloured learners taking/passing niche technical subjects. | | |
| Outcome 4: Youths leaving the schooling system more prepared to contribute towards a prosperous and equitable South Africa | | 4.7. Number of unemployed youths trained in an accredited course in general maintenance of school buildings (Revised MTSF) | At least 710 youth trained within the 71 education districts | Accredited training over 4 Phases (4 years) -23 504<br>Internal training over 4 Phases (4 years) - 108 266<br>Reports are based on unaudited reports from PEDs.<br>Evidence of training is with PEDs, however a sample can be provided. | | |
| Outcome 4: Youths leaving the schooling system more prepared to contribute towards a prosperous and equitable South Africa | Ramp-up introduction of the Three-Streams curriculum model | 4.8. Number of ordinary schools implementing technical occupational curriculum (revised MTSF indicator) | 1007 schools by 2024 | 1 069 schools piloted the Occupational Stream. | | |
| Outcome 5: School physical infrastructure and environment that inspires learners to learn and teachers to teach | 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) | Since the 2019 MTSF, 139 Projects have been completed. 1 (One) school has been completed in the 2023/24 Financial Year. | | |
| Outcome 5: School physical infrastructure and environment that inspires learners to learn and teachers to teach | Proportion of schools identified through the SAFE project provided with appropriate sanitation facilities | 5.2. Number of schools that are provided with appropriate sanitation facilities through Sanitation Appropriate for Education Initiative (Revised MTSF indicator) | 3898 schools completed by 31 March 2022 | There were changes to target due to the rationalisation of schools and site assessments that confirmed appropriate sanitation. The current scope includes 2 806 schools dependent on basic pit toilets. **2 238** schools have progressed in the MTSF period to practical completion. 354 of these were completed in the 2023/24 Financial Year. | | |
| Outcome 5: School physical infrastructure and environment that inspires learners to learn and teachers to teach | Leverage ICT related programmes to support learning | 5.3. Number of special and multi-grade schools with access to electronic devices | Target to be determined after the survey | 468 Public Special Schools received ICT equipment, assistive devices as well as connectivity over the MTSF term.<br>No report on Survey conducted and the results. | | |

| 2019-2024 Medium-Term Strategic Framework (MTSF) Outcome Statements | 2019-2024 Medium-Term Strategic Framework (MTSF) Output Statements (Interventions) | 2019-2024 Medium-Term Strategic Framework (MTSF) Output Indicators | 2019-2024 Medium-Term Strategic Framework (MTSF) Output Targets | Progress 2019 June -2024 March | | |
|---|---|---|---|---|---|---|
| | | | | Achieved | Partial | Not achieved |
| Outcome 5: School physical infrastructure and environment that inspires learners to learn and teachers to teach | Leverage ICT related programmes to support learning | 5.4. Schools with access to ICT devices including tablets | All provinces meet their targets for ICT devices including tablets | 213 245 Learners, 10 669 Teachers and 3 384 schools in 2022 provided with ICT Devices.<br>The National Treasury has developed a tool to monitor the procurement of ICT devices and Connectivity in various provinces.<br>PED targets to be provided, and to determine whether they all met the target. | | |
| Outcome 5: School physical infrastructure and environment that inspires learners to learn and teachers to teach | Leverage ICT related programmes to support learning | 5.5. Digitised textbooks | Digitise all state-owned textbooks by 2024 | Successfully digitized all available state-owned developed by LTSM and the resources that receive priority are high enrolment subjects. | | |
| Outcome 5: School physical infrastructure and environment that inspires learners to learn and teachers to teach | Leverage ICT related programmes to support learning | 5.6. Education facility management system is developed at Provincial level | System will be operational by 2022 in all provinces | The EFMS System is Operational. There are continuous operational training workshops for PEDs. | | |
| Outcome 5: School physical infrastructure and environment that inspires learners to learn and teachers to teach | Connect all schools working with DCDT using different forms of connectivity | 5.7. Number of schools connected for teaching and learning | 90% of public schools connected by 2024 | Cumulatively, **80**% of the schools are connected.<br>Quality of the connection not enough for teaching and learning. | | |

# 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 Office Accommodation.

### 4.1.3. OUTCOMES

- **DBE Outcome 2:** Improved information and other systems, which enable transformation and an efficient and accountable sector.

### 4.1.4. OUTPUTS

- Valid invoices paid
- Resolved misconduct cases reported
- Skilled officials
- Conditional Grants Quarterly Reports submitted
- Annual Performance Plan approved
- Quarterly performance information submitted

### 4.1.5. PROGRAMME OVERVIEW

The Programme: Administration is responsible for managing the Department through the provision of strategic and administrative support services. The Programme 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.

### 4.1.6. PROGRAMME PERFORMANCE INFORMATION

## HUMAN RESOURCE MANAGEMENT, DEVELOPMENT, LABOUR RELATIONS

*Human Resource Management and Administration*

**Achievements**

**Management of Financial Disclosure of Interests, Other Remunerative work and Gift Register**

MMS Members, Finance and Supply Chain Designated groups submitted 95% of financial disclosures, with 14 officials receiving final written warnings for non-compliance. SMS members' financial disclosure of interests was completed within the required time, with 91.4% submission, while 8.6% was sent to Labour Relations for consequence management and Final Written Warnings. Applications for work outside the department are processed within 30 days. Four (4) SMS, eight (8) MMS, and 12 lower-level officials received approval certificates for Other Remunerative Work Outside Public Service.

**Employees conducting business with the state**

The National Treasury is registering public service employees on the Central Supplier Database System, matching suppliers against the PERSAL system, with one official identified by the Department. The individual is accused of engaging in business with the Northern Cape and KwaZulu-Natal Education Departments through his entity, the South African Mathematics Foundation, reportedly worth R453 346 and R364 728, respectively. The allegations were verified and confirmed to be true, revealing the official to be an employee of the Department. Further investigation by Internal Audit and consequence management are necessary.

**Recruitment**

Despite the National Treasury and the DPSA implementing cost containment measures, which, inter alia, prevented the Department from advertising and filling posts that were vacated after 15 September 2023 the DBE managed to advertise 29 posts from 1 April 2023 to 31 March 2024. 60 posts were in the process of receiving applications, being captured, shortlisted and interviewed. The report on the exit interviews from 1 August 2022 to 31 July 2023 was approved by the Director-General on 16 November 2023.

**Performance Management and Development System (PMDS)**

All Branch moderation meetings were concluded by 31 August 2023 and all minutes thereof were signed by the respective DDGs. The Departmental Moderation Committee (DMC) was conducted and concluded. The Minutes for the DMC were approved by the DG. The Lower level, Middle Managers and SMS Annual Assessments for 2022/23 submission were approved. The Performance Agreement for officials within the Department has been captured on PERSAL. Training (Refresher course) on PMDS for Non-SMS have been concluded.

**Human Resource (HR) Administration**

The department has approved 149 acting appointment submissions, 33 contract appointment submissions, 65 contract extension submissions, five transfers, seven Notice of Retirement submissions, and 28 Temporary Incapacity Leave (TIL) applications.

*Human Resource Development and Social Responsibility*

**Achievements**

**Skills Development and Training**

346 employees attended skills development training and 28 programmes were conducted. .

41 officials attended internal induction. The Department has 53 bursary holders, 39 are recurring bursary holders and 14 were awarded bursaries for 2024 academic year. The Department has 106 interns. 57 Interns funded by ETDP SETA and 49 funded by the DBE.

**Employee Health and Wellness**:

Four (4) PILLARS Operational Plans were submitted to DPSA on 31 March 2023. Quarterly and annual Integrated Employee Health and Wellness Reports were submitted to DPSA. System Monitoring Tool report submitted to the DPSA on 30 June 2023. World AIDS Day was observed on 1 December 2023. Distribution of condoms and pamphlets (Wellness information). Onsite Doctors render health services every Wednesday in the Department. Employee Health and Wellness Campaign and Financial wellness were conducted on all four (4) quarters. The Department had campaigns that related to Youth Day was commemorated, Africa Day, Africa Public Service Week, and Women's Day.

*Labour Relations*

**Achievements**

**Grievances**

Seven (7) grievances were lodged, five (5) concerning unfair treatment by managers, one (1) concerning recruitment and selection, and one (1) involving forged signature fraud. Six (6) of these were finalised and one (1) is still under investigation.

**Departmental Bargaining Chamber (DBC)**

Five (5) DBC Task Team meetings were held with Organised Labour to consult on Department policies.

**Arbitrations**

One (1) Arbitration case was lodged, and it is still in progress.

**Conciliations**

One (1) Conciliation meeting was held, and the case remains unresolved and was referred for arbitration.

**Awareness sessions were conducted as follows:**

Code of Conduct and Labour Relations at induction sessions, promotion and professionalism, good ethics, excellence in service delivery, the significance of adhering to code of conduct and Batho Pele principles.

## LEGAL AND LEGISLATIVE SERVICES

*Legal Services*

**Achievements**

**Litigation**

The Department received 22 Court cases all the cases of the litigation received emanate in the Provinces with the Minister cited as a Respondent or Defendant. In all these cases, the Minister is cited as the Executive Authority responsible for Basic Education and in some instances, there is no relief sought against the Minister.

**Contracts**

61 contracts were drafted for the financial year.

**Legal Opinions**

11 opinions were provided to the Department for the financial year.

*Legislative Services*

**Achievements**

**Basic Education Laws Amendment (BELA Bill)**

The Bill was introduced to Parliament in December 2021. The Portfolio Committee on Basic Education commenced with the Provincial Public Hearings on the BELA Bill in February 2023. Regulations relating to minimum uniform norms and standards for public school infrastructure. The Notice for comment process was extended in July 2022. All comments that were received from the stakeholders and general public were considered, and those relevant, were consolidated into the draft Regulations.

**Children's Amendment Bill 2023**

The Task Team was established to develop the Children's Second Amendment Bill (CSAB). The process of finalising the amendment is underway.

**Regulations pertaining to Special School Hostels**

A draft Regulation pertaining to School Hostels was drafted and is undergoing a costing exercise

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

**Legal Advice**

21 legal opinions were drafted by the Department.

# FINANCIAL MANAGEMENT SERVICES

*Financial Services*

**Achievements**

**Monthly Financial Reporting**

The final 2023/24 ENE database and Chapter were signed off and submitted to the National Treasury for publication. The Department complied with the NT reporting requirements regarding In-Year Monitoring. The Minister and Management's report 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, 1999. 2023/24 revised drawings as per adjusted estimate of national expenditure were submitted to the NT. Monthly Cash drawing projections for 2024/25 were submitted to the NT as required. The completed IYM reports have also been submitted to the NT for reporting as per Section 40(4)(c) of the Public Finance Management Act.

**Monthly Conditional Grants Expenditure reports**

Monthly expenditure reports from PEDs were received and submitted to NT as prescribe by the Division of Revenue Act.

**Public Entities Quarterly Reports and Annual Reports**

The Annual Reports for the 2022/23 financial year as well as quarterly reports were received and analysed in terms of Treasury Regulation 26.1 and 30.2.1. The reports of the analyses were submitted to the Executive Authority. The budgets of the public entities for the 2024/25 financial year were reviewed and recommended to the Executive Authority for approval in terms of section 53(1) of the PFMA, 1999, and Treasury Regulation 30.1.

**Bookkeeping Management**

Certificates of compliance were submitted monthly as required by National Treasury regulations. The Department closed books in time and no overdraft was experienced in the 2023/24 financial year.

**Under-achievements**

**Payments of suppliers within 30 days**

98.55% of invoices received were paid within 30 days.

*Security and Assets Management*

**Achievements**

**Public Private Partnership (PPP) Agreement Management**

Unitary fee invoices for services rendered in the 2023/24 financial year were paid to the Sethekgo Private Party. Invoices for additional services, including water and electricity were also paid. There were no outstanding contractual amounts, relief events under consideration, additional contractual risks, or ongoing disputes identified. No penalties related to availability or performance events were deducted in the 2023/24 financial year. The escalated unitary fee and small work rates for the upcoming financial year, based on the December 2023 CPI rates, have been accepted and will be implemented in the upcoming financial year. The annual BEE report and audited financial statements have been submitted to the Department.

**Inventory Management**

The total number of 2 454 departmental inventories (IT Equipment) to the value of were successfully transferred to the PEDs, Schools, and Centres across the country and proof of these is on file for audit purposes.

**Events Management**

The Professional Conference Organiser (PCO) XL NEXUS Travel ensured service delivery of departmental events. The Events Management Team successfully coordinated 333 departmental requests for services including security venue, conference registration fees, flights, ground travel, shuttles, and accommodation across nine provinces. Invoices submitted from the PCO were paid within 30 days.

*Security Management*

**Achievements**

**Establishment of an Education Sector Security Committee**

The DBE has established an Education Sector Security Committee. The Committee comprises a Security Manager and Deputy Security Manager of the nine (9) PEDs and its purpose is to share best practices, to expedite collecting information at short notice from the nine (9) provinces require by the NATJOINTS and State Security Agency (SSA) and standardise Security policies, procedures and prescripts.

Physical Security Audit by the South African Police Services Security Management has established an Education Sector Security Committee. The Committee comprises a Security Manager and Deputy Security Manager of the nine (9) PEDs, and its purpose is to share best practices, expedite collecting information at short notice from the nine (9) provinces required by the NATJOINTS and State Security Agency (SSA), and standardise security policies, procedures, and prescripts.

**Document, Information and Cyber Security awareness workshop**

The department has conducted a Document, Information and Cyber Security awareness workshop. The purpose of the workshop was to equip officials with knowledge in handling, access, storage, removal and shredding of classified documents, Information and Cyber security and to also ensure that officials are in compliance with the Minimum Information Security Standards and Departmental Document and Information Security policies.

**Occupational Health and Safety**

The DBE needs adequate Occupational Health and Safety representatives to respond to incidents. Security Management trained and appointed new representatives in September and December 2023, including 22 representatives, 17 First Aiders, nine Fire Wardens, 12 Evac-chair officers, and seven Supervisors. The evac-chair officers are responsible for assisting the physically disabled officials during an emergency evacuation situation. These new appointments are in addition to the current OHS organisational structure.

**Internal Security Audit**

The DBE conducted an internal security audit of Business Units working with confidential, secret, and top-secret documents. The audit assessed compliance with Minimum Information Security Standards and departmental Document Security policy. The audit showed improvement in compliance but still required support for full MISS application.

**Under-achievements**

The Loss and Disposal committee meetings did not take place as scheduled in some cases due to committee members not being available.

*Supply Chain Management*

**Achievements**

**Tenders and Contract Administration**

**Bid Committees**

21 BAC meetings (monthly and ad hoc) were successfully held, and eight (8) bids were awarded. The Procurement Plan for the DBE was approved and revised. The revised procurement plan for 38 projects has received nine awarded bids, one (1) withdrawn, one (1) recommended for DG approval, 23 projects not processed, one in evaluation, and three terms of reference recommended. Four (4) contracts have been extended, and two (2) bids were awarded through deviation or procurement by other means.

**Under-achievements**

Some of the projects were not yet processed due to late submission of draft TORs/ Specifications hence the Bid Specification meetings did not materialise. A control measure introduced by SCM is that all the projects on the approved procurement plan for 2024/25 must have draft TOR.

*Project Management*

**Achievements**

**E4E Programme**

The DBE facilitated a Think Tank colloquium on the Three Stream Model implementation. They conducted site visits to Hazyview Centers in Mpumalanga , attended the National E4E Project steering committee meeting , and attended the GTAC Public Economics Conference 2023. The DBE and DHET co-hosted a meeting with the EU Delegation to receive updates on the EU Teacher Programme for Africa. A Project Steering Committee meeting was convened to report on the E4E Programme and the Three Stream Model implementation, including financials.

**Systemic Improvement Literacy and Numeracy in the Foundation Phase**

The Department is involved in monthly meetings with the National Treasury and the SILN Project Team , tracking Terms of Reference. They conducted a provincial visit to Mpumalanga to monitor library delivery and visited 35 schools. A project steering committee meeting was held to update on components, stakeholder relations, and fund requisition.

**Technology Grades 7-9**

The Department and State Information Technology Agency (SITA) conducted a scoping exercise in Limpopo and Western Cape schools to inspect facilities for STEM Lab equipment and prize installations following the SITA Coding and Robotics Challenge 2023 winners.

DBE undertook a visit to Limpopo Province to attend the First LEGO League where 30 Teams from various schools were tasked to come up with innovative solutions to the current energy challenge in the country and present their research process, project design and prototype to a panel of adjudicators.

The Department attended a training workshop for educators on computer hardware and scratch coding in Mokopane Primary School, Limpopo, 23 educators from 16 schools in Mogalakwena district formed part of this training and they were taken through the various block codes used to create interactive stories, animations and games.

A Project Steering committee meeting was convened to report on Progress on the implementation of Coding and Robotic Project including Update on Tender advertisement (Procurement of resources and training of teachers , finalisation of Coding and Robotics curriculum and requisition of funds.

*Donor Grant Management*

**Achievements**

The annual evaluations of conditional grants for the sector were conducted as well as submitting the report to National Treasury in keeping with the prescripts of the Division of Revenue Act (DORA ). Feedback sessions were held where the outcomes of the performance evaluation report were incorporated into grant improvement plans per province . Conditional grants reports for four quarters of various grants, including ECD, EIG, LSIPD, MST, NSNP, and SIBG were submitted to the NT. The Division of Revenue submitted finalised 2024/25 Grant Frameworks and allocations for conditional grants, including ECD, EIG, LSIPD, MST, NSNP, and SIBG, to National Treasury on 3 October 2023.

Business plans were also submitted for five of the grants as per prescript: Early Childhood Development, HIV and AIDS Life Skills Education Programme, Learners with Severe to Profound Intellectual Disability, Mathematics Science and Technology grant, and National School Nutrition Programme (EIG and SIBG) not submit business plans.

Served as the Secretariat for the Government-to-Government *USAID-DBE* project with USAID. The department facilitated the holding of the Technical Committee Government Year Five work plan with USAID, Year Five milestones' deliverables ; the G2G business plan to National Treasury that includes Gauteng , KwaZulu-Natal and Mpumalanga provinces . The Director-General's signing of Implementation Letter No. 12-5 under the Amendment No.12 to Assistance Agreement Number 674-AA-2018-00 also paved the way for continued collaboration with USAID.

*Provincial Budget and Monitoring*

**Achievements**

**National Norms and Standards for School Funding**

The HEDCOM Sub-Committee on Finance meetings were conducted, and the aim of the meetings was to provide support to PEDs regarding compliance to the sector's funding policies, improvement of the audit outcome, improvement to budget and expenditure. Training was conducted with Eastern Cape PED, districts and circuits officials. The training covered the use of the approved guidelines on the preparation of Annual Financial Statements. A meeting was conducted with banks (FNB, ABSA, Standard Bank and NEDBANK) regarding the use of debit cards and the purpose of the meeting was to develop an alternative method that will assist with the elimination risk/abuse of the debit order by schools.

The 2024 no fee schools list was published to ensure the placement of the publication and the no fee school lists of all nine (9) PEDs on the website. The National table of targets for the school allocation (2024-2026) and the updated national poverty distribution table was published. The document reflects the amount of funding per learner per quintile for the MTEF. The PEDs were provided with the 2024 Implementations Plan for the National Norms and Standards for School Funding. The document assists the PEDs to comply with funding norms and standards.

**PEDS budget, expenditure and non-financial information**

The Budget monitoring and the Budget Standards Exercise meetings were held with all PEDs during the 2023/24 financial year. The aim of the meetings is to evaluate spending of PEDs as at a specified time and the audit outcome and there were discussions on the preliminary 2024 MTEF to assess the funding of the core sector functions. The Sector 10x10 was held and areas that were discussed were Compensation of Employees, Early Grade Reading Strategy, Recovering Learning Losses (The Plan for PEDs), Three Streams Policy and Early Childhood Development.

The 2023 MTEF (Medium-Term Expenditure Framework) Provincial Educations budget allocation was analysed, the report was compiled and approved by the Minister. The aim of the report was to determine the credibility of the budget allocated to the PEDs and whether all the sector priorities were funded. Revisions have been made to the Budget and Programme Structure for PEDs for the 2025/26 financial year. The changes were communicated to National Treasury. The changes will ensure comparability of key government programmes, facilitation of benchmarking across the sector, the consolidation and aggregation of budgets transparency, efficiency, and the tracking of appropriate interventions.

The analysis of the final 2023/24 and draft 2024/25 Annual Performance Plans of PEDs was compiled and shared with all PEDs. The aim of the analysis is for the PEDs to take note of the recommendations in the report when compiling their 2024/25 APPs. The Department also assisted PEDs with aim to improve their audit outcome. The analysis of the audit action plan was done, and the findings were presented at the HEDCOM sub-committee meetings.

## STRATEGIC PLANNING, RESEARCH EVALUATION AND MONITORING

*Strategic Planning and Reporting*

**Achievements**

**Institutional Planning**

The 2024/25 first and second drafts Annual Performance Plan (APP) were submitted to the DPME on 31 October 2023 and 15 February 2024, respectively. The 2024/25 APP for the DBE was finalised and tabled in Parliament. The Department's Annual Operational Plan was developed with programmes and approved by the Director-General in line with the National Treasury Instruction Note 10 to enable implementation of the approved operations in the new financial year.

**2023/24 Systems Descriptions**

Systems Descriptions serve as Standard Operating Procedures and provide details on each indicator's planning, organising, processing, and reporting stages. The Systems Descriptions were approved by the Director-General on 20 September 2023.

**Branch Reviews**

Branch Reviews provides a more interactive discussion on performance information for the department. Four (4) quarterly Branch Review sessions were held. The discussions with programmes during the branches included Performance Planning for Strategic Plans and 2024/25 APP, 2024/25 Annual Operational Plan, 2023/24 Quarterly and Annual Performance Reports, Performance Audit and Medium-Term Strategic Framework (Overall achievement and update on the 2019-2024 MTSF). The reviews serve the department to have critical and rigour conversations with management on the state and progress against predetermined objectives and mandate of the department.

**Institutional Reporting**

The Quarterly Performance Reports due for the financial year were submitted to the DPME and National Treasury and presented to the Portfolio Committee in Parliament. In terms of Chapter 1 of the Public Service Regulations and the prescription by the Minister of Public Service and Administration, all Departments within the Public Service are required to publish their Annual Report. The DBE submitted the draft 2022/23 Annual Report to the DPME, NT and Auditor-General South Africa (AGSA) with supporting evidence. The final 2022/23 Annual Report was submitted to the NT and tabled in Parliament. The report further served at the PC and Select Committee. The DBE has successfully met all reporting obligations for the year under review in line with government frameworks and guidelines.

**Sector Reporting on MTST Priority 2, 3, 4 and 6**

The Department leads and reports on Priority 3 of the MTSF. The Department is required to report progress towards achieving the outputs, outcomes and impacts committed in the MTSF by the 6th Administration. In the financial year, all statutory reports were submitted to the DPME and Cabinet. The recommendations received from the DPME and Cabinet are built into the reporting system of the MTSF to track the Department's response to issues raised by oversight structures. The 30-Year Review report was further developed and submitted to DPME on 15 September 2023.

Priority 2 deals with Economic Transformation and Job Creation, the Department offers job opportunities. The Priority reminds and requires departments to prioritise Women, Youth, and Persons with disabilities in plans and always provide disaggregation of these beneficiaries. An official from Strategic and Reporting attended a workshop on the Gender-Based Violence Framework. The Priority 2 GRPBMEAF was signed for approval and submitted to DWYPD on 29 September 2023.

Priority 4 deals with consolidating the social wage through reliable and quality basic services and Priority 6 is about social cohesion and nation building. The Department supports these two priorities in their reporting obligation and all reports as required in the financial year for Priority 4 were submitted to the Department of Social Development and Priority 6 to the Department of Sports, Arts and Culture every quarter.

**Adjusted Estimates of National Expenditure (AENE) and Estimates of National Expenditure (ENE)**

The National Treasury conducted spending reviews on specific indicators and performance narratives for the ENE. Inputs were provided on the 2024 ENE by the National treasury on 10 January 2024 and the Department responded to the reviews of the selected indicators. The final ENE confirmations were done on 01 February 2024 and submitted to the NT.

**Public Entities**

Umalusi and SACE's first, second, and third quarterly performance reports were received in July 2023, October 2023 and January 2024 respectively. The reports were analysed to check if the mandate of the entities is aligned with DBE's mandate. Feedback was provided to the Public Entities. The Public Entities' 2023/24 APPs were tabled on 09 March 2023. The 2022/23 Annual Reports were tabled on 15 September 2023.

**Under-achievements**

**Standardised Output Indicators (SOIs)**

The 2024/25 SOIs have been approved by the DBE DG through the Technical Working Group for Planning, Monitoring and Evaluation (TWG PM&E). Post the approval of the SOIs, PEDs are required to endorse adoption through PED letters and the inclusion thereof in the PEDs' respective APP for implementation in the 2024/25 financial year. Not all PEDs agreed to adopt the 2024/25 SOIs for inclusion in the PED APPs. Without the adoption by all nine (09) PEDs of the 2024/25 SOIs, the sector is considered not standardised. The non-standardisation means that the sector will fall short on alignment, uniformity, accountability, comparability and tracking of progress in the sector.

A HEDCOM Subcommittee on PM&E took place on 15 February 2024 where the progress and process for the development of the SOI's were discussed as well as the way forward for the upcoming year.

**DBE Service Delivery Improvement Plan (SDIP)**

The Department does not have a complaints and compliments mechanism to assess which areas of the DBE should be monitored in the 2023-2025 SDIP. Call centre reports have outlined that certification is the most enquired area. The inquiries have shown more than 99% resolution of the inquiries raised. The DBE will put reasonable measures to develop and finalise the Operations Management Framework (OMF), Service Delivery Charter and Service Delivery Improvement Plan.

*Research, Co-ordination, Monitoring and Evaluation*

**Achievements**

**Early Grade Reading Benchmarks**

The DBE has been in the process of establishing reading and writing norms and standards for early grades. A report on the findings will be available on the DBE in the first quarter of 2024/25.

**EGRA-AI**

Allan & Gill Gray Foundation in collaboration with the DBE are in the process of developing a pilot to automatically assess learners' early reading abilities (Letter sounds, word reading and oral reading fluency) in African Languages using AI. In the last quarter data collection in Limpopo was concluded and analysis of that data is completed. The study has been extended to the Eastern Cape using Funda Wande sample of learners. Data Collection in the Eastern Cape was completed and analysis of this data will commence in quarter 1 of the new financial year.

**Small and non-viable schools' research**

The DBE is conducting quantitative and qualitative research on the rationalisation of small and non-viable schools. On 12 July 2023 an inception meeting was held to discuss areas of research and the datasets were analysed and the DBE is currently compiling an analysis report to be completed at the end of quarter 1 of the new financial year.

**Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all**

DBE attended the STATS SA country report meeting and the Voluntary National Review (VNR) stakeholder engagement meeting which was hosted by the National Planning Commission in preparation for the 2024 High-Level Political Forum (HLPF). The DBE initiated the formation and convening of a Steering Committee for UIS, SDG and AU CESA reporting with responsible branches at the DBE which is pending DG approval.

**Second Chance Matric Programme (SCMP) Evaluation Terms of Reference (ToR) and data analysis**

A ToR for an evaluation service provider to conduct an implementation evaluation to evaluate the impact of the SCMP in various provinces. An analysis of NSC and SC learner data over the years to assess the performance of SCMP was conducted.

**School Monitoring Survey 2021/22**

The DBE implemented the dissemination of results among managers at the DBE and planned to launch the results of the survey which was delayed. The additional policy briefs to accompany the main reports were written. The results will be disseminated upon approval. Preparations for the next survey are underway and expected to be put in action in the next financial year.

**Research Agenda**

The DBE compiled the agenda seeking to guide and coordinate research undertaken in the sector and set out the main research questions which are a priority for the Department. The document has been shared with the HEDCOM Subcommittee on Planning, Monitoring and Evaluation, Senior and Broad Management Meeting.

**Stakeholder Engagement**

The DBE participated in several public engagements including JET Education Services' genAI Use Case to Determine the Level of Learning Outcomes research project that commenced and will conclude in the next 2024/25 year; Spotlight Report Series, South Africa is a focus country in the second round of the Africa Spotlight Report series on foundational learning, a collaboration between the Global Education Monitoring (GEM) Report, the African Union, and the Association for the Development of Education in Africa (ADEA). A key aim of the Spotlight Series is to capture positive practices to be highlighted at the continental level through the continental Spotlight report and the AU Leveraging Education Analysis of Results Network (LEARN). A stakeholder consultation was held to review the draft report and provide inputs before that report is launched. The final report was launched at the DBE Lekgotla where findings from the fieldwork were presented and key recommendations made. The report also highlighted positive practices within South African Foundational Literacy and Numeracy; and SDG-AU - The DBE supported the South African delegation in Paris while attending the UIS Conference.

**Curriculum Implementation and Quality Improvement (GET)**

DBE have been working on updating the current Early Grade Reading Assessments (EGRA) toolkits using the benchmarks for all Home Languages (excluding English). The process of updating the teacher manual is underway. The contribution to Monitoring and Support of Teaching of Languages (Home and First Additional Languages) document that will be used in the current process of curriculum strengthening to ensure alignment with the benchmarks. Teacher manuals to guide the teaching of the different Foundation Phase reading methodologies and teaching handwriting were developed, based on the findings of EGRA monitoring.

**White Paper 6 situational analysis**

The DBE is supporting a situational analysis as part of the Ministerial Task Team for the review of White Paper 6 on Inclusive Education. The DBE has been collecting data from other Branches within the DBE to assist with analysis as well as to present findings and recommendations to the Task Team and/or Minister as required. In the quarter under review data was collected and submitted to the task team and a progress meeting was by the Ministerial Task Team held on 29 August 2023.

**Under-achievements**

**Delays in publishing certain reports on the DBE Website**

Several areas of work have been completed or are nearing completion but were not yet published on the DBE website during the 2023/24 financial year. The General Household Survey and the School Monitoring Survey reports have now reached completion but have not yet been published. Similarly, three practice notes on Research, Monitoring and Evaluation were drafted but have not yet been published. Lastly, a process of consultations to review and update the DBE Research Agenda were undertaken during the year under review but the final revised Research Agenda was not yet published.

## UNESCO, INTERNATIONAL RELATIONS AND PARTNERSHIPS

*International Relations and Multilateral Affairs*

**Achievements**

**Bilateral Engagements**

**Cooperation with Cuba**

The DBE coordinated the implementation of the Agreement on Collaboration between the Government of the Republic of South Africa and the Government of the Republic of Cuba on Professional Services in the Field of Basic Education, signed in November 2016 and extended until August 2027. There are currently 22 Education Specialists in South Africa, deployed in the Department of Basic Education, Limpopo, Gauteng, Eastern Cape, KwaZulu-Natal, the Free State, and Mpumalanga.

The DBE worked on extension of the partnership with Cuba to include new areas i.e. Technical and Vocational Education and Training, Early Childhood Development, and Information and Communications Technology in addition to the existing Mathematics and Science. An addendum to the Agreement was drafted, finalised and approved by the Minister and the Cuban Ministry of Education. The President, through a Presidential Minute, approved for the Minister to sign the addendum. The Minister signed the addendum on 13 February 2024. The Cuban Ministry of Education authorised for the Cuban Ambassador to South Africa to sign on their behalf. His signature was obtained on 13 March 2024. The Addendum is now in force, as the two (2) signatures constitute the full agreement.

The Deputy Minister of Basic Education, Dr MR Mhaule, undertook a visit to Cuba from 27 May to 1 June 2023. The purpose of her visit was to strengthen the bilateral cooperation between South Africa and Cuba on basic education, specifically in the areas of ECD, and TVET. As part of the programme, the Deputy Minister visited two (2) provinces where exchanges took place on the Cuban "Educate Your Child" programme. This is a non-formal education programme, offered to children who do not attend day care or ECD centres. The delegation also visited several Polytechnic Institutions which house learners between age 14 to 18 who take technical and vocational subjects. The Deputy Minister was hosted by the Minister of Education of Cuba, Dr Naima Ariatne Trujillo and held high level exchanges on educational cooperation.

The DBE also assisted two (2) specialists with resolving their visa challenges with the Department of Home Affairs (DHA). Further, several engagements were held with the Embassy to find ways to assist the specialists. The specialists finally received their visas, which are valid until 2026.

**Cooperation with China**

The DBE coordinated the implementation of the Agreement between the Government of the Republic of South Africa through its Department of Education and the Government of the People's Republic of China through its Ministry of Education on Cooperation in the Field of Basic Education, signed in March 2013.

**Cooperation with eSwatini**

The DBE has been facilitating the process to finalise the writing of the National Senior Certificate (NSC) examinations by Eswatini learners.

The Minister of Basic Education, Mrs AM Motshekga, met with her counterpart, Mrs L Howard-Mabuza from Eswatini on 9 June 2023 to discuss the writing of the NSC by Eswatini learners. Minister Mabuza requested that the 2023 learners should be allowed to write the NSC and that this would be the last cohort to write. Minister Mrs AM Motshekga, MP indicated the legal opinion that was received, did not allow for this request to be possible.

**Cooperation with France**

The DBE received a Note Verbale from the French Embassy, proposing a renewal of the bilateral agreement that was signed in February 2019. This agreement has reached its full term and was renewed for a further five-year period. The Minister effected the renewal of the bilateral agreement until February 2029. DIRCO sent the reply Note Verbale to the French Embassy, thus concluding the extension process.

**Cooperation with the United States Government**

The DBE coordinated the implementation of programmes with the Unites States Agency for International Development, United States Office for Defence Cooperation, the Peace Corps, and the State of Maryland.

The DBE attended an interdepartmental meeting on 16 August 2023 as part of preparing for the South Africa-United States Annual Bilateral Forum, which took place on 15 September 2023.

**Cooperation with the United States Agency for International Development (USAID)**

The DBE in attending the PEPFAR High Level virtual meeting on behalf of the Minister on 16 May 2023, to discuss the Country Operational Plan 23. Minister of Health, Dr Joe Phaahla represented the South African Government, while Ambassador R Brigety made a statement on behalf of the United States Government. Senior Officials in the United States PEPFAR office supported South Africa's operational plan and thus the United States will fund PEPFAR for the coming year. South Africa was also commended as being one of the excellent implementers of PEPFAR around the world.

**Cooperation with the United States Office of Defence Cooperation (USODC)**

The DBE worked on identifying schools that could benefit from a donation of 2 672 Mathematics Dictionaries that were donated as part of the Africa Aerospace and Defence Expo. KZN requested for the dictionaries. The dictionaries were sent to the province for their distribution to schools. A letter of appreciation was sent to the donor.

The DBE held a meeting with the USODC and the Infrastructure Branch on 17 May 2023. The purpose of the meeting was to discuss infrastructure projects in the Eastern Cape as well as DBE requirements for construction projects.

**Cooperation with Tanzania**

The DBE coordinated the implementation of a Memorandum of Understanding between the Government of the Republic of South Africa and the Government of the United Republic of Tanzania on Cooperation in the Field of Basic Education.

The Director-General signed two (2) Implementation Plans (Tanzania and Zanzibar) for the Memorandum of Understanding (MOU) between South Africa and Tanzania on 13 April 2023. These were shared with counterparts in Tanzania and Zanzibar, who also signed. The DBE received both signed documents and shared with the Office of the Director-General as well as all responsible managers.

**Cooperation with the Flemish Association for Development Cooperation and Technical Assistance (VVOB)**

The DBE implemented the Memorandum of Agreement Between the Flemish Association for Development Cooperation and Technical Assistance Education for Development and the Department of Basic Education for Cooperation in the Multi-Year Support Programme in the Field of Basic Education 2022-2026, concluded on 14 March 2022.

The DBE facilitated the input to the “Keep it Cool” end Evaluation Recommendation report in August 2023. This report seeks to find out if the DBE accepted the results of the evaluation that was based on a project by the VVOB on climate change education. The DBE has agreed and accepted the recommendations and will further have a meeting with the VVOB for future projects.

**Cooperation with the State of Qatar**

The DBE finalised negotiations on a Memorandum of Understanding (MOU) with the Qatari Ministry of Education and Higher Education. The MOU covers various areas including school management, curriculum standards, teacher professional development, assessment of student performance, and Information and Communication Technology. After undergoing the necessary legal processes, including approval from the Department of Justice and Constitutional Development and the Department of International Relations and Cooperation, the MOU was signed by the Minister of Basic Education Mrs AM Motshekga and the Minister of the MoEHE, Ms Buthaina bint Ali Al Jabr Al Nuaimi, on 15 November 2023 in Doha, Qatar.

**Cooperation with the State of The United Arab Emirates (UAE)**

The DBE concluded negotiations for the Memorandum of Understanding with the Ministry of Education of the United Arab Emirates. The MOU covers the following areas: Teacher Development; Curriculum Development, and Infrastructure Development. The MOU underwent the legal vetting process at the DoJ&CD and the DIRCO. A Presidential Minute was received, and the Minister was granted approval to sign the MOU. The MOU will be signed on a mutually agreed date by the DBE and the Embassy of the UAE.

*United Nations Educational, Scientific and Cultural Organisation (UNESCO)*

**Achievements**

**Strategic Retreat of the South African National Commission for UNESCO 10 March 2023**

Commissioners made a commitment to contribute to the UNESCO global agenda and UNESCO activities in South Africa. The South African National Commission for UNESCO hold its first quarterly meeting. The five (5) sectors presented their annual strategic plan.

**UNESCO online Ministerial Roundtable on Generative Artificial Intelligence in Education 25 May 2023**

The South African National Commission for UNESCO coordinated the participation the DBE on the round table. Minister, Mrs Motshekga; MP led the DBE delegation. A “Call to Action: Assuring and improving quality public digital learning for all”, launched during the Transforming Education Summit in September 2022, reaffirmed that the digital revolution must be harnessed for the benefit of public education.

**UNESCO Information and Communication Sector Committee Meeting 27 July 2023**

The meeting deliberated on the International Digital Literacy Day. Wherein Countries are encouraged to promote and celebrate programmes, activities, and projects, that are advocating for and create awareness of the importance of digital literacy for lifelong learning, personal development, employability, and entrepreneurship.

**South African National Commission for UNESCO to host the Eswatini National Commission for UNESCO for a day visit bilateral engagement on 04 October 2023**

The Eswatini National Commission for UNESCO is in pursuit to benchmark the South African National Commission's work of the organisation in Government and Globally. The objective of the visit is to explore partnership building, resource mobilisation, identify bilateral priorities and capacity building between national Commissions. The visit will provide an opportunity for the Eswatini and South African National Commissions to share best practices in co-ordinating the work of UNESCO in their respective countries.

**Launch of the Africa Union Continental Strategy for Education for Health and Wellbeing for Young People, Addis Ababa, Ethiopia, 9-10 October 2023**

Agenda 2063, the African Union, in partnership with Member States and key stakeholders, developed and adopted the comprehensive ten-year Continental Education Strategy for Africa (CESA 2016-2025), to support the development of a new African citizen who will be an effective change agent for the continent's sustainable development.

**Launch of the 2023 Global Education Monitoring (GEM) Report, 17 October 2023**

The GEM Report launch 2023, under the theme: Technology in Education: A tool on whose terms? Was launched, the launch focuses on the challenges and opportunities of technology in education.

**Safeguard Young People (SYP) regional meeting on 14 -16 November 2023**

United Nations Population Fund (UNFPA) co-ordination its annual meeting in Kigali, Rwanda to review the progress on the implementation of the 2023/24 work plans that were adopted in Mozambique and to agree on the 2024/25 work plans.

**Fostering UNESCO Biosphere Reserves in Southern Africa 26 March 2023**

The German National Commission for UNESCO announced the call for proposals to be submitted towards the Fostering UNESCO Biosphere Reserves in Southern Africa. The South African Man and Biosphere Youth Presentation Pack in the Magaliesberg Biosphere Reserve was announced as one of the prize recipients of the Biosphere Reserves in Southern Africa.

**Student Training for Entrepreneurial Promotion (STEP) Programme Closing Ceremony at University of the Western Cape (UWC) held on 16 November 2023**

STEP is a tertiary-level programme that was conceptualised by the German Commission for UNESCO and implemented for the first time in South Africa at the University of Limpopo in 2018.

*Partnerships*

**Achievements**

**The formalisation of partnerships**

The DBE managed to facilitate the formalisation of seven (7) partnership agreements which were approved and signed by the Director-General, the list is as follows: Pioneer Foods, Superiate, Via Afrika, MTN, University of Limpopo, Empowervate trust and Africa Tikkun.

The DBE 14 proposals for formalising of partnerships (Agreements) were submitted for vetting concerning compliance are as follows: Afrika tikkun NPC, Superiate Marketing Pty Ltd, Sasol Foundation and Kagiso Trust, Jengrac Education Foundation, The National Association of Child Care Workers (NACCW), Data Drive 2023, The Networking HIV/AIDS Community of Southern Africa NPC, AIDS Foundation of South Africa and Beyond Zero NPC, The United Nations Education, Scientific, And Cultural Organisation, Mahatma Gandhi Institute of Education for Peace, and Sustainable Development( UNESCO MGIEP),Transformation and Education About Rape and Sexual Abuse (TEARS), Unilever South Africa, SACAI, Africa Tikkun Foundation, University of Limpopo and Assitej SA.

**Partnerships on sustainable educational programmes**

Support of various educational programmes:

Various partners of the DBE were approached and they offered their support to the schools on SAFE programme.

**Partnerships on Literacy Intervention**

Partners of the DBE sponsorship supported the Literacy Intervention programme and delivered fully equipped Mobile Libraries to various schools and respective provinces: AVBOB, Oxford University Press Southern Africa (OUPSA) New Africa Education Foundation in partnership with MANCOSA and The Yusuf Karodia Foundation.

**Partnerships on Ministerial Programmes**

The DBE facilitated sponsorships and/or donations from various partners of the DBE to support the various DBE Ministerial programmes: The National Teaching Awards and National Senior Certificate Examination Results Announcement. The following partners contributed: Woolworths, Via Afrika, Vodacom Foundation, MTN, Kagiso Trust, AVBOB, Fundi, Vodacom Foundation, Massmart-Walmart, and IDC, Old Mutual, FirstRand Limited, Shoprite and Hollywood Foundation.

## MEDIA LIAISON AND NATIONAL AND PROVINCIAL COMMUNICATION

*Communication and Research*

46 editions of *Thuto* (Vol.388 - 433) with 601 articles compiled and22 e-mail signatures were designed for governmental projects. To communicate important issues to internal staff members a total of 527 Newsflash messages were distributed. To communicate Government Programmes, 75 GCIS toolkits were received from GCIS and shared on a weekly basis. Basic Education Portfolio Committee Monitoring and Oversight Visits to the Eastern Cape and North West Province were attended from 22 - 26 January 2024 and photography and videography coverage provided.

Pre-SONA event was attended at the Belhar Sports Centre in the Western Cape Province on 06 February 2024. Webinars and On-line meetings: Nine (9) were attended. Two (2) sets of Director-General's Virtual Engagement Meetings across all nine (9) provinces were attended for coverage for articles for Thuto (October 2023 and February 2024).

**Information Resource Centre**

**Management and Processing of Library Acquisitions**

The media collection includes 14 534 media items, including 1106 fiction items, 417 non-fiction items, and 139 reference resources, with new books catalogued and added to the list.

**Management of the adherence to the Legal Deposit Act ,1997**

Legal Deposit has been made to National Library of South Africa (NLSA) in compliance with the Legal Deposit Act, 1997 Act. No 54, to preserve and archive Department of Basic Education produced publications and create national heritage

**Marketing and Advocacy**

South African Library Week 2024 was celebrated from 18-24 March 2024 under the theme "Libraries Foster Social Cohesion".

SA Library Week was initiated in 2001, by LIASA to be a commemorative period recognized by government when all types of libraries across the country use it as an opportunity to market their services.

The efforts are made to contribute to the understanding of the important role that libraries play in a democratic society, advancing literacy, making the basic human right of freedom of access to information a reality, and to promote tolerance and respect among all South Africans.

The launch took place on Friday 15 March 2024 at the South African Library for the Blind, Makhanda, in the Eastern Cape.

Monthly exhibitions and displays are done on the IRC display table according to the books commemoration days. Other units make display requests and the IRC arrange according to the Directorate's theme, Mother Tongue Day was commemorated through the promotion of Indigenous Languages resources that we have in our collection.

**Under-achievements**

Lack of segregation of duties, due to a prolonged non-placement of a librarian assistant in the IRC, there are operational backlogs, the IRC is short staffed and managed by only the Librarian.

*MEDIA LIAISON*

**Achievements**

**Media Advisories**

A total of 54 media advisories were issued and the team distributed regular information on the ministerial and departmental across all across DBE social media and other platforms including the website to support successful implementation of communication support activities.

**Media Statements**

The department issued 45 media statements to help it communicate the messages, programmes, projects and events which included the Presidential Youth Employment Initiative (PYEI), ECD and Second Chance Ministerial Roadshows, Policy Dialogue Forum and Governance Meeting and the 2024 Basic Education Sector Lekgotla, School Reopening; Umalusi NSC Approval; NSC Results Announcement; Back to School monitoring visits. This was in line with the continuing implementation of the communications strategies and general communications support for the Department and the Ministry.

**Interviews and media queries**

The media and communications team handled 320 media interviews and media queries.

**DBE TV**

25 DBE TV news bulletins were broadcast and streamed live on the DBE You Tube Channel and OpenView Channel 122. The DBE TV has enabled the department and ministry to respond to the need to invent new ways of doing things that enables the department and stakeholders to share dependable and unmediated information from the sector.

**WhatsApp Group (Edu Media)**

The department shared 171 advisories, statements, media invites, and voice notes with government communicators and education media groups to ensure DBE communication is accessible on all available platforms for the benefit of a wide-ranging audience and stakeholders, including learners, parents, educators, and guardians.

**Digital communication management, design and photojournalism**

Over 500 resources were uploaded to the DBE website, including examination papers and practical assessment tasks. 441 posts were shared on the DBE's X account, with 303 068 followers. On Facebook, the page has 105 933 followers, with 110 posts published over three months. Subscriber growth on the YouTube channel has been steady, with 17 479 subscribers and 42 643 views over 90 days. 10 videos were uploaded, 51 layout and design projects processed, and photojournalistic coverage provided at 26 events.

*INTERGOVERNMENTAL RELATIONS*

**Achievements**

**HEDCOM Subcommittee**

One (1) special meeting was held to table urgent matters (ECD Strategy, Teachers vetting/Verification/ SA SAMS, SGB Elections) that required urgent attention.

**GCIS Rapid Response**

A total of 58 Rapid Response meetings were attended in this period, wherein matters for the Education sector were cascaded to the HEDCOM Subcommittee on Communications.

**GCIS Social Cluster/ GTEC Reports**

Attended two (2) social cluster meetings to coordinate the social cluster agenda.

**Communication Support to DBE Events**

**Early Childhood Development Programme**

A total of seven (7) Ministerial meetings with ECD Practitioners were covered. The meetings sought to establish the concerns of the Centres and thrive for alignment with the DBE.

**SA-SAMS**

Arrange training workshops for HEDCOM Subcommittee to be familiarised with the new system. A total of nine (9) sessions have been initiated.

**14th Teacher Task Force Policy Dialogue Forum**

Provided Communication support for media briefing, interviews and compiled a comprehensive report for the Steering Committee.

**Food Safety Training**

A total number of five (5) workshops were conducted in WC, LP, EC, NC and FS. The focus of the workshops was on the Department of Health's Regulation 962 and infrastructure designs, layout and compliance with hygienic standards. A total number of 225 participants were reached.

**GCIS Rapid Response**

A total of (58) Rapid Response meetings were attended in this period, wherein matters for the Education sector were cascaded to the HEDCOM Subcommittee on Communications.

*Internal Audit*

**Achievements**

The three-year rolling Audit coverage Plan and Internal Audit Charter were prepared, reviewed, inputs were obtained from management and approval was granted by the Director-General and Audit Committee in April 2023.

Fifteen (15) audits were conducted and completed relating to Reviewed Annual Report, Annual Financial Statements, Supply Chain Management – Stock Ordering and Inventory Management follow up audit, Contractors Payment, and Project management with projects site visits for ASIDI two (2) Implementing Agents, and follow up audits on previous findings were conducted, Reviewed the quarterly Performance Information, DoRA audit review on Early Childhood Development (ECD) National School Nutrition Programme (NSNP) and LSPID conditional grant and site visits, Follow up on AGSA previous findings on management report for 2022/23, National Teachers Awards adjudication process and follow up on previous findings, Q3 Interim Financial Statement audit, Human Resource – Leave Management and IT Governance and Network Security. Nine (9) Consulting reviews on tender closing process, BEC and BAC and Technical Committees.

The year-end stock count audits were conducted for various items, including workbook stock, Second Chance Matric Programme and Kha Ri Gude, Internal DBE Stores, and Internal DBE Stores, with discrepancies noted and corrected in reports shared with relevant line functions.

**Investigations**

The fraud prevention implementation plan for 2023/24 was updated, presented to the Risk Committee, and approved by Director-General.

The Whistle Blowing Policy and Fraud and Corruption Prevention Policy were approved by the Director-General and uploaded to the departmental intranet.

Investigations were conducted on irregular expenditures for various companies, including TMT, NECT, IDT, CDC, and Rand Water. Letters to the CEO were approved and submitted, and one irregular expenditure on unspent Conditional Grant from North-West investigation was completed and actioned for consequence management. Follow-up letters were sent to Implementing Agent CEOs on consequence management. The TMT Collusion Report was finalised and shared with the Chief Financial Officer for condonations. Development Bank of Southern Africa (DBSA) and TMT SAFE First Report – Fruitless and Wasteful expenditure was shared with Labour Relation and Legal Services. Unauthorised expenditure investigation report was completed and submitted to SCOPA. DBSA and TMT SAFE Second Report – Fruitless and Wasteful expenditure was shared with Legal Services. SAB&T SARS penalty report was issued and discussed with Legal Services. Engagements were made with Legal Services and the Senior Council. Summary reports were prepared for the In-committee meeting, material irregularity reports were prepared, and engagements were made with Legal Service on the RICTS and TCN matter.

Investigations were conducted on fruitless and wasteful expenditure by various entities, including DRPW-EC, IDT EC NDPW, IDT ACT, DoE Free State, and RICTS. The final draft report is expected to be reviewed for comments. Further details on these investigations are available for review.

Determination was completed on possible fruitless and wasteful expenditure – DBE 93, TMT, LP and EC, and SAFE additional stopped projects investigation. A memo was submitted to CFO for disclosure of confirmed fruitless and wasteful expenditure.

Two investigation committee meetings were held, documents were prepared and circulated on time, and reappointment letters and submissions were approved for new and old committee members. Fraud risk registers were updated for Finance, Supply Chain Management and Human Resource.

**Risk Management**

The framework documents, including the risk management policy, strategy, and implementation plan for 2023-24, have been approved.

Risk management charter for 2023/24 was reviewed and approved. The risk appetite and tolerance framework were developed and shared with Risk Committee.

Updating of the operational risk registers by each Branch was completed, review sessions were held, and final updated risk registers were signed.

Emerging risks were identified and communicated to the relevant line function for consideration and inputs as part of the operational risk assessment updates.

Risk Management and Fraud Prevention workshop was conducted on the 18 August 2023 whereby 25 officials from various Branches attended.

There were various risk management information sessions with Branches to provide feedback to management and officials in Branches on how to profile risks as per best practice.

Risk Management awareness and workshops were held as follows:

- Event and Conferencing – risk assessment, anti-fraud awareness conducted and development of risk register;
- Occupational Health and Safety and risk assessment conducted and development of risk register; and
- Verification of controls and mitigation for generator backup, fire extinguisher plans and maintenance plan and SHEQ and first aid, OHS committee.

**Table 10: Report against the tabled Annual Performance Plan**

| Programme: Administration | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Outcome** | **Output** | **Output Indicator** | **Audited Actual Performance 2021/22** | **Audited Actual Performance 2022/23** | **Planned Annual Target 2023/24** | ****Actual Achievement 2023/24** | **Deviation from planned target to Actual Achievement 2023/24** | **Reasons for deviations** |
| Outcome 2: Improved information and other systems which enable transformation and an efficient and accountable sector. | Valid invoices paid | 1.1.1 Percentage of valid invoices paid within 30 days upon receipt by the Department. | 99.85%<br>27 486/27 527 | 100%<br>34 688/34 688 | 100% | 98.55%<br>34 159/34 661 | -1.45% | The Department struggled to meet its Quarter 4 target due to cash flow constraints from budget cuts by National Treasury. Some invoices withheld to be paid in the new financial year. |
| | Resolved misconduct cases reported | 1.1.2 Number of reports on misconduct cases resolved within 90 days. | 4 | 4 | 4 | 4 | No deviation | Not applicable |
| | Skilled officials | 1.1.3 Number of capacity-building programmes offered to the DBE officials. | 20 | 24 | 15 | 36 | 21 | There were additional training requests emanating from performance assessment outcomes where skills and training needs were identified. |
| | Conditional Grants Quarterly Reports submitted | 1.1.4 Number of Schedule 4 and 5 Conditional Grants Quarterly Performance Reports submitted to National Treasury (NT) 45 days after the end of each quarter | - | 20 | 28 | 28 | No deviation | Not applicable |
| | Annual Performance Plan approved | 1.2.1 The Annual Performance Plan is approved by 31 March each financial year. | 2022/23 APP approved by March 2022 | 2023/24 APP approved by March 2023 | 2024/25 APP approved by March 2024 | 2024/25 APP approved by March 2024 | No deviation | Not applicable |
| | Quarterly performance information submitted | 1.2.2 Number of Quarterly Performance Reports submitted to National Treasury (NT) and the DPME 30 days after the end of each quarter. | 4 | 4 | 4 | 4 | No deviation | Not applicable |

**Table 11: Sub-programme expenditure**

| Sub-programme | 2023/24 | | | 2022/23 | | |
|---|---|---|---|---|---|---|
| | 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 | 53 236 | 53 197 | 39 | 47 729 | 47 599 | 130 |
| Departmental Management | 112 268 | 111 355 | 913 | 108 167 | 104 630 | 3 537 |
| Corporate Services | 79 921 | 80 462 | (541) | 81 496 | 80 384 | 1 112 |
| Office of the Chief Financial Officer | 92 146 | 91 739 | 407 | 89 518 | 89 210 | 308 |
| Internal Audit | 10 864 | 10 116 | 748 | 8 674 | 8 461 | 213 |
| Office Accommodation | 229 439 | 229 414 | 25 | 233 998 | 233 975 | 23 |
| **Total** | **577 874** | **576 283** | **1 591** | **569 582** | **564 259** | **5 323** |

**Linking performance with budgets**

The programme provides strategic leadership, management and support services to the Department. During the reporting period, the programme spent 99.72% of its allocated budget. Five of the six planned indicators were achieved, with one overachievement on the capacity building programmes for officials to ensure that they have the required skill sets to deliver on the departmental objectives. In terms of underspending, it is mainly on the compensation of employees due to the non-filling of vacant positions resulting from the moratorium implemented in the 2023/24 financial year. The programme continued to ensure improved information and systems, which enables transformation, an efficient and accountable sector, and contributes to quality in the basic education system through effective institutional service delivery processes, planning and provisioning.

**Strategy to overcome areas of underperformance**

Programme 1: Administration has one (1) indicator of the six (6) that has not been achieved which is indicator percentage of valid invoices paid within 30 days upon receipt by the Department. The Department has managed to pay 34 159 of the 34 661 resulting in a difference of 502 invoices not paid, thus providing a deviation of -1.45%. As a result, the Department could not achieve 100% or pay all invoices within 30 days during Quarter 4 because of cash flow constraints suffered in the last two months of the 2023/24 financial year, which resulted from in-year budget cuts imposed by the National Treasury. 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.

## 4.2. PROGRAMME 2: CURRICULUM POLICY, SUPPORT AND MONITORING

### 4.2.1. PURPOSE

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

### 4.2.2. LIST OF SUB-PROGRAMMES

Curriculum Implementation and Monitoring; Curriculum and Quality Enhancement.

### 4.2.3. OUTCOMES

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

### 4.2.4. OUTPUTS

- Schools monitored on implementation of CAPS
- Leaner subject passes in NSC/ SC through SCMP obtained
- Children/ Learners with Profound Intellectual Disabilities supported
- Policy on Screening, Identification, Assessment and Support (SIAS) implemented
- Early Childhood Development fully migrated
- Implementation of National Curriculum Statement Monitored
- Increased Bachelor Level Passes
- Entrepreneurship education implemented in schools
- Implementation of General Education Certificate monitored
- Technical Occupational Stream piloted
- Pilot on Coding and Robotics curriculum monitored
- Implementation of reading norms monitored
- Implementation of Incremental Introduction to African Languages monitored
- Implementation of Early Grade Reading Assessment monitored
- Implementation of multi-grade toolkit monitored
- Implementation of National Reading Plan monitored
- Availability of readers monitored
- Utilisation of ICT resources monitored
- Workbooks provided to schools
- Learner textbooks on Mathematics and EFAL provided
- Lesson plans developed
- Special schools' access to electronic devices monitored
- Provision of ICT devices monitored
- Capacitated teachers in inclusion
- Learners admitted to public special schools
- Public special schools serving as resource centres monitored
- Focus schools established

### 4.2.5. 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 for 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.

### 4.2.6. PROGRAMME PERFORMANCE INFORMATION

#### Outcomes, Outputs, Output Indicators, Targets and Actual Achievements

#### CURRICULUM AND QUALITY ENHANCEMENT PROGRAMMES

*MST, E-Learning and Research*

**Achievements**

The results of 2023 in Grade 12 increased from 74.6% to 76.2% which is 1.6% increase with the 6 533 distinctions, indicating successful implementation of subject strategies by DBE and PEDs. Physical Science quality improved by 60%, and 50% passed above 40%, meeting both MTSF targets. The pass rate for Grades 10 and 11 has increased, but schools have not provided the full complement of papers, instead using controlled tests instead of three (3) hour examinations.

The DBE developed Foundation Phase (FP) Mathematics, exemplar quarterly diagnostic assessments, memoranda and recording mark sheets for teachers to assess quarterly exit skills. The teaching and learning gaps were addressed through error analysis. The DBE unpacked the revised Annual Teaching Plans (ATPs) and capacitated all Subject Advisors and at least 5 990 teachers, and provided quarterly FP Mathematics, subject content and subject pedagogy enrichment to advise on quality teaching and learning.

DBE, JICA, and NECT are testing the Teaching Mathematics for Understanding Programme in three (3) provinces, Limpopo, Eastern Cape and KwaZulu-Natal, to align materials with CAPS and subject specialists. The NECT collects feedback and conducts a rigorous review process.

Foundation Phase Support implementation and INTERSEN: Content and Pedagogy, four (4) Master Trainers 19 Provincial coordinators and Subject Advisors, 528 Teachers and 34 687 learners.

The DBE is in a process of curriculum strengthening, by updating and strengthening the existing Curriculum Assessment Policy Statement (CAPS) in the following four (4) areas:

a. **Assessment:** The current revised Section 4 assessment policies and practices are being updated and strengthened.

b. **Teacher Development:** This involves providing teachers with the necessary training and support to implement effective pedagogical practices.
c. **Learning Environment:** The goal is to improve the physical and non-physical/virtual environment where learning takes place for effective teaching and learning.
d. **Learning and Teaching Support Material (LTSM):** The 2022 EGRMP report is used to strengthen and review the national basic compulsory learning resources for Mathematics.

Given the centrality of CAPS to the education process, and their interconnectedness to the other levers, the sector has decided to foreground curriculum strengthening as an immediate area of focus. The work in this area is intended to serve as the anchor for achieving alignment across the sector, and for working towards strengthening the intended curriculum, as well as the implemented, assessed, and attained curriculum. The following point has been the focus of the curriculum strengthening discussions: content areas and topics in Mathematics and Sciences with a deep dive into the scope and depth of topics and time allocated per topic, coherence, sequencing of topics and appropriate balance between conceptual understanding, procedural fluency, reasoning and strategic competence.

The DBE monitored SBA implementation and supported 149 educators in iLembe district and 30 educators in ANW district on teaching common fractions using investigation and content coverage tools. This continues as the DBE plight to ensure that all teachers can teach low order and medium order content to learners.

The DBE provides both face-to-face and online support to schools, involving 273 Grades 8 and 9 teachers and 743 Grades 5 and 6 teachers in an investigation-based policy implementation workshop.

The Eastern Cape Gambling Board (ECGB) has donated and handed over Mathematics, Sciences and Technology (MST) kits to selected schools in the Eastern Cape. The initiative is a social corporate investment by the ECGB, which selects schools with the Eastern Cape Department of Education (ECDoE) based on agreed criteria. The kits, costing over R100 000 each, are expected to benefit learners in the schools.

**Skills for the changing World**

The Coding and Robotics Curriculum, approved by Umalusi Piloting took place in 18 schools, and the DBE team attended the Lego League Final Challenge in Limpopo.

Focus Schools cater to learners with special talents across the nine (9) provinces. As of March 2024, 331 Focus Schools are in operation, with Gauteng increasing from 20 to 22. The schools focus on Agriculture, The Arts, Business/Commerce/Management, Engineering/Technical, Marine/Maritime/Nautical, Mathematics, Science and (Hi-) Technology, Services/Hospitality, and Sports.

**ICT Devices and Connectivity**

MTN provided ICT equipment, assistive devices, and connectivity to 20 Special Schools, ensuring 76% of Public Special Schools have access to the solution, tailored to their specific needs.

50 Public Special Schools have not received ICT equipment, connectivity, and assistive devices due to budgetary constraints, as stated in a CellC letter to Independent Communications Authority of South Africa (ICASA) during the 2023/24 financial year. The DBE requested the National Treasury funding to furnish the remaining schools with ICT equipment, connectivity, and assistive devices.

Openserve has committed to providing broadband connectivity to 1 200 public schools for five (5) years, starting from 2024 to 2029. Currently, Openserve has connected 90 schools, offering 500 Mbps downlink and 250 Mbps uplink connectivity free of charge.

*Enhancement of Programmes and Evaluation of School Performance*

**Achievements**

The DBE processed and analysed data for the 2024 academic year, printing and delivering 58 752 534 Grades R to 9 Volumes 1 and 2 workbooks to 22 792 public schools, including 59 755 520 workbooks, and delivering 59 755 520 (including surplus stock) to the same number of schools.

The DBE developed the English Grades 1-3 Mathematics textbooks in partnership with Sasol Foundation. The English version underwent the process of versioning into (ten) 10 Official South African languages.

A workshop on quality assurance of Grades 1-3 Mathematics textbooks was held from 22-28 August 2023, with textbooks signed-off for Sesotho, IsiNdebele, and Xitsonga, and recommendations made for other languages.

The Grades 10-12 Computer Application Technology (CAT) has been reviewed by One Heart.

The Grade R English ITM was developed, revised, and completed after subject specialists provided recommendations during a workshop from 15-19 May 2023.

Unilever has commissioned a service provider to translate English into (ten)10 Official South African languages, which has been successfully completed.

**Under-Achievements**

Budget constraints prevented a quality assurance workshop for Grades 1-3 Mathematics learner books and Grade R ITM, prompting a proposal for funding from potential funders.

**LTSM electronic system**

Provinces tested and provided suggestions for the LTSM electronic system, which was then sent to the GITO office for a quotation from SITA.

**National Catalogue**

New developments, including curriculum strengthening and budget inaccessibility for reviewing Grades R-12 Catalogues, are affecting the finalisation of the South African Sign Language (SASL).

*Rural Education*

**Achievements**

The DBE successfully advocated for the National Framework for Rural Education in six (6) out of seven (7) provinces from 03-26 May 2023.

The project was implemented in partnership with Sešego Foundation and utilises Technology to deliver NCS-aligned Mathematics content to learners in Grades 4 – 6 in the rural primary schools. It was a “catch-up” project which sought to bring learner performance in the Intermediate Phase to the grade appropriate level. The project was implemented in KwaZulu-Natal and Mpumalanga and has two (2) main goals as follows:

- To improve the educational outcomes for learners who participate in the Programme through regular testing and tracking 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.

Young people from surrounding communities were recruited and trained as coaches to facilitate the sessions.

During the monitoring and support visits undertaken by the DBE in early 2023, several issues were found with the implementation of the project, which undermined the notional time for Mathematics in school. In April 2023, DBE alerted Edulution to the challenges that were revealed during monitoring and support, which required the attention of Edulution. Based on the challenges identified, DBE made the following recommendations for Edulution:

- That notional time for the official curriculum in schools must be respected at all costs.
- That the revised content on the tablets need to be shared with the DBE as soon as possible for sanctioning and signed off before it is delivered in schools
- That all information pasted in the EDULUTION session centres need to be sanctioned by the relevant teachers at the school; and
- That the MOU is between SESEGO and DBE, and SESEGO need to submit quarterly progress reports to the project manager at the DBE.

## CURRICULUM, IMPLEMENTATION AND MONITORING

*Curriculum, Implementation and Quality Improvement (FET)*

**Achievements**

**Monitoring Curriculum Implementation**

The DBE conducted Curriculum Implementation monitoring in four (4) provinces, namely Mpumalanga, Limpopo, Eastern Cape and Northern Cape. The following 14 districts were visited: Sarah Baartman, Chris Hani West, Joe Gqabi, OR Tambo Coastal, Capricorn South, Capricorn North, Vhembe East, Vhembe West, Mopani East, Sekhukhune South, Sekhukhune East, Frances Baard, John Taolo Gaetsewe, Ehlanzeni and Nkangala.

**Monitoring of Extra Support: Autumn, Winter and Spring Classes**

**Autumn Classes**

41 schools/centres were monitored for Autumn Extra Support classes in four (4) provinces namely Eastern Cape, KwaZulu-Natal, Western Cape and Northern Cape. Monitoring was conducted in six (6) districts Metro South, Metro East, OR Tambo Coastal, uMgungundlovu, UThukela, Frances Baard.

**Winter Classes**

104 schools/centres were monitored for Winter Extra Support classes in seven (7) provinces namely Eastern Cape (EC), Free State (FS), KwaZulu- Natal (KZN), Limpopo (LP), Mpumalanga (MP), North West (NW) and Western Cape (WC). Monitoring was conducted in ten (10) districts: Nelson Mandela Bay, Buffalo City Metro, Lejweleputswa, Pinetown, Vhembe East, Ehlanzeni, Kenneth Kaunda, Metro North, Metro South and Metro East. Monitoring was conducted on 03 – 11 July 2023.

**Spring Classes**

The DBE conducted monitoring of the Spring Support classes in the first week of October (02-06 October 2023). All nine (9) provinces and 106 centres were monitored to assess the efficacy and quality of the contact sessions. Attendance by learners and the subject offerings during this period has increased exponentially. Close to 75% of the centres were found to be fully functional, with many schools utilising seasoned teachers and/or tutors. The greatest focus for this period was revision and sharing of quick win tips in preparation for the NSC exams. Learners also indicated that they received support packages and meals through the nutrition programme or sponsorships and that they found the sessions beneficial.

**Progress on History Ministerial Task Team**

The History Ministerial Task Team (MTT) conducted provincial roadshows in Eastern Cape, Northern Cape, and Western Cape to draft a New History Curriculum document, covering Sections 2, 3, and 4 of CAPS, focusing on aims, objectives, Grades 4-12 content topics, and assessment aspects, with provinces' input recorded by the MTT Secretariat. The History Ministerial Task Team has completed a draft of a new History Curriculum for Grades 4-12 and conducted provincial consultations.

**Geography Map-Aware Training Workshop**

DBE provided Geography training on Map-Aware to ten (10) bottom districts in Eastern Cape, KwaZulu-Natal, Limpopo, Mpumalanga, Northern Cape, and Western Cape by the DALRRD. Provinces were asked to cascade the training to their own teachers and provide specific dates.

**South African Sign Language (SASL)**

The DBE conducted a direct learner support visit to North West School for the Deaf and Bukhosibetfu Inclusive school in North West and Mpumalanga provinces, involving SASL Subject Specialists from Gauteng Department of Education. The two-day sessions helped learners answer cognitive level questions, while SASL teachers also learned from the facilitators.

**Standardisation**

A virtual orientation session for Subject Specialists at the DBE and Provincial Education Departments on 22-23 June 2023 attracted 50 officials. The DBE evaluated all NSC Question Papers for the 2023 standardisation process, resulting in 63 evaluation reports. These reports evaluate question paper standards, identify unfair questions, and prepare for participation in marking standardisation meetings to improve and standardise marking guidelines.

FET Subject Specialists collaborated with Examinations Panels to create 2023 Diagnostic reports for high enrolment subjects, ensuring quality and uploading them on the DBE website.

*Curriculum, Implementation and Quality Improvement (GET)*

**Achievements**

**Comprehensive Sexuality Education**

15 Subject Advisors and 15 teachers were trained on Comprehensive Sexuality Education (CSE) in Frances Baard District, Northern Cape, from 8-10 March 2024, to ensure effective implementation of CSE.

**Early Great Reading Assessment (EGRA)**

The EGRA is a diagnostic reading assessment tool that is used assess each individual learner's reading proficiency level. It is used to monitor and track each individual learner's level of proficiency with regards to letter sound recognition, word recognition, passage reading and comprehension in an allocated time of 1 minute for each component of the Assessment. Various components of the EGRA toolkit were strengthened to incorporate the reading benchmarks, inclusion of more reading passages, and scaffolding of the questions.

**Training teachers on Entrepreneurship Education**

A Service Level Agreement was signed between the Community and Individual Development Association for Entrepreneurship, Employability and Education and the National Teacher Union to train 500 lead teachers on Entrepreneurship Education . 74 National Teachers' Union (NATU) teachers were trained in March 2024.

**National Reading Sector Plan**

All nine (9) PEDs have submitted their annual reports on reading. Analysis of the nine (9) reports was done and feedback was provided to the PEDs. An approved Annual Sector Report on reading has been developed.

**Strengthening the Implementation of Life Skills and Life Orientation in Schools**

A circular was issued to enhance the implementation of Life Skills and Life Orientation Curriculum Assessment Policy Statement (CAPS) Grades 4 to 12, aimed at assisting schools, teachers, and stakeholders in the Curriculum process. The circular emphasised the importance of these subjects and addressed some schools' practices of utilising notional time for other subjects and activities.

**Monitoring the implementation of the Annual Teaching Plans and School-Based Assessment**

The implementation of Annual teaching Plans and School-Based Assessments was monitored in selected schools in Eastern Cape, KwaZulu-Natal, and Limpopo provinces, focusing on Languages, Social Sciences, and Life Orientation in Grades 4-9.

**The development of classroom resources for teachers and learners**

**Foundation Phase Manuals**

Two (2) manuals to guide teachers on how to teach reading and handwriting have been finalised and professionally edited.

**Languages Phonics programme Grades R-6**

A structured African Languages Phonics programme was developed in partnership with NEEDU during 11 to 21 August 2023. The Phonics programme targeted 11 Home Languages, Sound families and Universal sounds. Phonics is a crucial aspect of early literacy development, as it develops learners understanding of the relationship between sounds and letters, which in turn support reading and spelling skills.

**Languages Study Guides for Grades 4-9**

In support of the Reading Literacy Strategy 2024-2030, a total of 68 Study Guides in 11 languages were developed. The focus of the study guides is HOW to teach and assess various languages components such as listening and speaking, writing and presenting and literature.

**Language/ English Across the Curriculum Resources for Grades 4-9**

Life Skills, Life Orientation and Social Sciences classroom resources on language across the curriculum were developed. The resources comprise exemplar lesson plans and assessment activities, to guide teachers on simplifying and incorporating languages concepts in the content subjects, to enhance language skills.

**European Union Funded Project**

**Systemic Improvement of Language and Numeracy (SILN) project in the Foundation Phase**

The overall objective of the project is to pilot, for broader replication, an innovative and systemic approach to improve state capacity to improve language and numeracy outcomes and reduce inequalities in the Foundation Phase (FP) in two (2) districts in Mpumalanga, namely Nkangala and Ehlanzeni.

The appointment of a Service Provider for printing, packaging, and delivery of Graded Readers for Grades 1-3 in project schools and procurement of Classroom Library Boxes has been successful. Monitoring was conducted in March 2024 to ensure resources meet specifications.

*Inclusive Education*

**Achievements**

**Monitoring of the implementation of Inclusive Education and Home Education**

The DBE conducted an oversight of Education White Paper 6 implementation in Gauteng and North West in August 2023, revealing Inclusive Education programs but vacant provincial and district positions. The DBE met with the Gauteng Department of Education in February to discuss the findings and recommendations of the oversight visits.

**Implementation of the policy on Screening, Identification, Assessment and Support (SIAS)**

The focus has shifted towards the implementation of the Policy on SIAS. To this end, the monitoring has focused on the following areas the number of learners screened; learners identified as experiencing barriers to learning; cases successfully resolved by schools ; cases referred to the District -based Support Team (DBST ); and cases successfully resolved by the DBST by either retaining learners in their current schools or referring them into other schools. For the period under review, 720 908 learners were screened, 131 258 were identified as experiencing barriers to learning, 84 651 cases were resolved by the schools, 31 860 cases were referred to the DBSTs, 13 656 cases were resolved by the DBSTs, by retaining learners into their current schools and 7 405 cases resolved by the DBSTs, by referring learners to other schools. The reason for focusing on these areas is to ensure that the Policy on SIAS becomes a mechanism for early identification and intervention.

**Birth-4 years**

The DBE collaborated with the Bambanani Afrika Tikkun Foundation and the University of Johannesburg to create a screening tool for early identification of at-risk children. The DBE also presented on Inclusive Early Childhood Development at a conference and discussed training ECD practitioners on the revised Road to Health Booklet and Early Identification Screening Tool.

**Monitoring of Special Schools**

The DBE created an audit tool to evaluate the implementation of Education White Paper 6, identifying challenges and opportunities for improvement. Schools had until October to complete the tool. Special schools completed the audit, with 95% of responses.

**Training of teachers in specialised areas of inclusion**

46 194 teachers received inclusion training, focusing on pre-literacy, numeracy, and reading barriers in provinces. Data from FS and GP is excluded.

**Training of officials in specialised areas of inclusion**

The DBE conducted presentations for 68 officials of GET Foundation Phase Subject Advisors. The officials expressed the need for further training in specialised areas of inclusion and other inclusive programmes. After that, a presentation was made to ten (10) SIAS Coordinators, and the types of support needed for teacher training were identified. The participants discussed the support provided to schools, teachers, and officials, including the type of materials developed and used for training. Six (6) provinces (EC, GP, WC, FS, NW, and NC) reported that support is provided to special schools. However, FS indicated that their training was spread across all types of schools, including GET Foundation Phase Subject Advisors. NW and GP provinces indicated that pre-literacy and pre-numeracy programmes were given attention.

**Implementation of the guidelines for resourcing an Inclusive Education System**

The Task Team met with PEDs to discuss the implementation of the Guidelines for Resourcing an Inclusive Education System. Presentations from various departments were revised due to missing information. The guidelines were shared with HR to identify vacancies in special schools to improve learner support.

**Monitoring the implementation of accommodations and concessions**

A draft procedural manual to assess learners experiencing learning barriers in Grades R-12. A task team from different regions held ten (10) meetings to prepare for a national training session, which was postponed to 2024. The team strengthened the definitions of 'accommodation' and 'concession' and planned a training session in 2024.

**Monitoring of the implementation of the Policy on Home Education**

Three (3) Task Team meetings and four (4) Inter-Provincial meetings were held to discuss application registration tools, which will streamline the process and make it easier for learners to register for Home Education. Provincial reports show that an impressive 7 146 learners have already registered . 256 report cards were analysed for performance . The average pass rate for Home Language was 70.3%, and for Mathematics, it was 62.3%. Additionally, advocacy on home education was conducted for 45 and 105 district officials in the North West Province. A webinar on reading with understanding, speech problems, and intervention in teaching Mathematics was shared with 77 Home Education parents in Gauteng Province.

**Monitoring of the implementation of the Child Justice Act**

The DBE participated in four meetings for the National Child Justice Forum, where they discussed both the challenges and successes in implementing the Child Justice Act. Strategies to reduce the number of children in conflict with the law were also discussed. During these meetings, the stakeholders presented a report on the progress made in monitoring the implementation of the Child Justice Act and the Children Act.

Eight meetings were held with Child and Youth Care Centre Coordinators from eight PEDs to improve the implementation of the Child Justice Act. The PEDs' management plans were developed and agreed upon. This was presented at the Inter-Provincial Meeting on Inclusive Education on 27 June 2023 to encourage PEDs to support and monitor educational programmes in Child and Youth Care Centres.

On 6 November 2023, the DBE presented at the University of Pretoria to the Nigerian Delegation in the Peer Learning Mission on promoting the Child Justice System in South Africa. The presentation focused on providing educational programmes to children in conflict with the law in Child and Youth Care Centres. The DBE also visited the Soshanguve Secure Centre on 07 November 2023, focusing on diversion and learning programmes.

**Monitoring of the functionality of School-Based Support Teams and District-Based Support Teams**

The DBE conducted two (2) working sessions with task team members for the School-Based Support and District-Based Support Teams. The first session took place from 17-20 July 2023, during which they developed the first draft of the Standard Operating Procedures for Establishment, Operational Management, and Capacity Building of School-Based Support Teams. They presented the progress report on developing the standard operating procedures at the inter-provincial meeting on Inclusive Education held on 27 September 2023. The second session took place from 21 February 2024 to 23 February 2024, during which the team incorporated corrections from PEDs, Teacher Unions, and the DBE into the documents. All task team members agreed upon the final version of the Standard Operating Procedures for the Establishment, Operational Management, and Capacity Building of School-Based Support Teams and District-Based Support Teams.

**Collaborate with the GET curriculum on learner support to improve performance**

The DBE to develop a Reading Literacy Strategy. The first phase of the curriculum strengthening process is scheduled from 15-26 April 2024 and will include strengthening South African Sign Language. A follow-up meeting on the Reading Literacy Strategy was held on 29/11/2023 to report on progress made.

**Ministerial Task Team (MTT) on the review of Education White Paper 6**

The DBE coordinated ten MTT meetings (06/03/2023, 19/04/2023, 25/04/2023, 13/05/2023, 01/06/2023, 06/07/2023, 28/08/2023, 31/10/2023. 30/01/2024, 08/02/2024) during 2023/24, during- which the MTT workstreams developed draft reports on their key areas.

**Management of the implementation of the Conditional Grant on Learners with Severe to Profound Intellectual Disability (LSPID)**

In January 2024, a task team visited special care centres and schools to assess the progress of learners with Profound Intellectual Disability, aiming to identify improvement areas and improve education opportunities.

In February 2024, a follow-up meeting was held to discuss implementing recommendations and appoint senior managers to form a strategic committee to create a generic plan for Provincial Education Departments to ensure the best possible education for all learners.

The government is advocating for the admission of out-of-school children in special care centers. Initiatives include presentations, site visits, and sharing brochures during the 2024 DBE Lekgotla. The goal is to increase enrollment and ensure children receive the education they deserve.

**Advocacy**

The DBE developed advocacy materials on the following:

- 400 pamphlets with strategic interventions to support the implementation of Inclusive Education in schools;
- 400 pamphlets and one (1) poster for the placement of out-of-school children and
- one (1) poster on the inclusion of learners with disabilities and those with barriers to learning and development in Ordinary Public Schools, Full-Service Schools, Special Schools and Special Schools as Resource Centres, and Child and Youth Care Centres and;
- one (1) poster on including learners with disabilities in ECD centres. All materials were displayed and distributed at the 2024 Lekgotla Conference, including 400 pamphlets for Home Education.

**Strengthening communication and innovation in the Basic Education Sector through engagements**

The DBE has been working towards implementing Inclusive Education strategies in South Africa. This includes facilitating a Memorandum of Understanding between the DBE and Afrika Tikkun, signing an MOU with Wholesale and Retail SETA, and holding a Capacity Building Workshop for School Governing Body members. The DBE has also participated in roadshows, presented Inclusive Education strategies to officials at the Inter-Provincial Meeting on Rural Education in Limpopo, and met with Umalusi to evaluate the implementation of the Policy on SIAS. In September 2023, the DBE presented at the University of Witwatersrand, and attended a ceremony where the South African Special Olympics Team was congratulated for their outstanding performance in Berlin. In November 2023, the DBE presented on the provision of quality Inclusive Education for learners with special needs inclusion at the Emperors Palace Hotel. The DBE participated in the National Accreditation as a member of the National Accreditation Committee on 04-05 March 2024, which accredited diversion programmes for EC, NW, MP and KZN.

**Under-achievement**

**Management of the implementation of the Conditional Grant on Learners with Severe to Profound Intellectual Disability (LSPID)**

The LPDoE and Limpopo Disability Managers' Forum dispute persists, affecting 15 out of 81 special care centres, prompting a letter to the HoD for intervention.

*Three Stream Model (TSM)*

**Achievements**

**Development of LTSM for the TSM Curriculum**

A workshop on developing LTSM for Vocational Stream subjects in the TSM curriculum took place at Lakes Hotel, Benoni, between 25 May and 09 June 2023. The event aimed to quality assure and sign off leaner-book and teacher-guide sets developed in Electrical, Civil, and Mechanical Technologies sub-fields. 65 PED subject specialists and five NGOs participated. Two outstanding subjects, Ancillary Health Care and Office Administration, were developed.

Almost all required LTSM for 39, vocational 13 and occupationally oriented 26 subjects in the General Education and Training (GET) phase was completed. A completion rate of 95.6%. Of a possible 129 teacher-guide-leaner-workbook sets, 122 were completed. This, in part, has contributed to the high uptake and increased interest in the TSM among learners and their parents.

**Capacity Building of Teachers and Subject Advisors in the TSM Curriculum**

The Eastern Cape and Mpumalanga Provinces have received training in practical skills components of Vocational and Occupational Streams subjects for the implementation of the TSM curriculum at Grades 8 and 9, and in years 1–4 at the Schools of Skill (SoS).

The MP training took place at EASTC in Kempton Park, with a 95% participation rate in the first session, and a 90% attendance rate in the second session, with a slightly lower attendance rate of 77 out of 86 expected participants.

The Northern Cape (NC) was added to the provinces receiving five-day training in practical skills component of the Curriculum and Assessment Policy Statements (CAPS) in the TSM. 46 out of 54 teacher and subject advisor trainees attended the training at the Training Centre in Gqeberha, Eastern Cape from 03-07 July 2023.

Three (3) provinces, EC 108, MP 80, and NC 46, received weekly training in practical skills for the TSM CAPS, resulting in 237 provincial trainees. This intervention improved teachers' confidence and curriculum delivery, boosting learners' interest in practical skills programs. The initiative also sparked increased interest in these programmes among learners.

**E4E Funds Reprioritisation**

Teacher development and training is central to the successful implementation of the TSM. In implementing the E4E Business Plan however, reality dawned on the DBE that the essential preparation of teachers and Subject Advisors included training in the compulsory practical skills component of Vocational and Occupational Streams, which had initially not been provided for. This subsequently called for collaboration with private skills training providers who avail of the necessary expertise and bespoke resources in this area. The two (2) TSM streams have proven to be quite resource intensive, a reality not properly provided for during the initial development stages of the DBE-E4E Business Plan, which later resulted in a significant budgetary shortfall in the Capacity Building and LTSM Development priority areas of the plan.

**Vocational Stream Pilot**

The number of schools initially selected by PEDs to pilot the introduction of vocationally oriented subjects at the senior level of the GET phase was 104, which included Public Ordinary Schools (POS) and Focus Schools. The number of participating schools has since increased to 300 following due recommendations by their PEDs. Due to various operational challenges, the pilot has had to be extended to 2024 to allow for a trouble-free rollout in those schools, which will qualify to participate in terms of availability of appropriate resources – teachers, facilities, equipment, consumables, etc.

Added to the above 300 schools in the GET Phase, is 769 schools – as reported in the Presidential State of the Nation Address (SONA) report of 21 February 2024 - that offered Technical Vocational/Occupational curriculum at Grades 10 – 12 in the FET Phase. The total number of POSs implementing the Technical Vocational curriculum, therefore, is 1 069. This translates to 106% of the set MTSF target of 1 007 by 2024. Due to various operational challenges, the pilot on the Introduction of Vocational subjected at Grades 8 and 9 in POS has had to be extended to 2024 to allow for a trouble-free rollout for those schools that will qualify to participate in terms of availability of appropriate resources – suitably qualified, skilled and experienced teachers, custom-made facilities such as workshops, laboratories, salons, and kitchens, specialised equipment, adequate consumables to conduct the practical aspects of the CAPS , etc. The extension of the pilot was communicated via PEDs through Circular S13 of 2023

**General Education Certificate (GEC) Pilot**

The DBE has been piloting the occupational and vocationally oriented subjects in the GET phase together with the introduction of the GEC. The GEC is piloted as a transition certificate rather than an exit qualification. 1 000 schools participated in the GEC pilot during 2023, with 126 of these being SoS. The GEC is aimed at giving recognition to the first nine (9) years of schooling after successfully offering Grade 9.

The number of participating schools is to be increased to 3 000 in the 2024 academic year across the country to enable progression into the FET Phase and articulation into post school qualifications such as the National Certificate Vocational (NC(V)) offered in the Technical and Vocational Education and Training (TVET) college sector. The GEC with vocational subjects provides a good foundation and a better chance for success to learners who choose to articulate for NC(V) qualifications after completing Grade 9. The GEC gives recognition to formal learning that has taken place at the end of Grade 9 in fulfilment of the promotion requirements in the National Policy Pertaining to the Programme and Promotion Requirements (NPPPPR) for Grades R-12.

**Occupationally Oriented Subjects in the Schools of Skill**

The Occupational Stream pilot in the SoSs within the GET phase commenced in 2017 and ended in 2020. The schools were, included and retained in the TSM programme to be supported as a feeder area for the introduction of the same subjects in the FET phase. A rigorous planning phase is currently underway for the latter with piloting scheduled for 2025. The number of participating schools, at one time, stood at only 74 – 66% - compared to the initial MTSF target of 112 SoSs. At the last count, nevertheless, SoSs participating in the implementation of the Occupational Stream subjects was 152. This translates to a 136% participation in the sector.

**Occupational Subjects in the FET Phase**

A Planning Framework was produced with the assistance of NECT sponsored experts to give direction and informed guidance on the process required in the introduction of occupational subjects in the FET phase at Grades 10-12. The planning framework led to the inception of a roundtable 'Think Tank' 'policy dialogue' involving around 200 participants of close DBE partner stakeholders. As part of the operationalisation of the planning framework, DBE convened a multi stakeholder forum of experts or 'Think Tank' to gather insights on the intricacies of the development and implementation of the TSM curriculum and to discuss ways of strengthening quality standards and to ensure seamless articulation between phases, post school institutions and to the world of work.

A one-day TSM workshop of an "Inter Branch Technical Team" took place on 28 November 2023, with around 15 key stakeholders from various entities in the TSM space who participated. They were involved in the activity to synergise collaborative efforts towards greater impact in the further conceptual clarification on the introduction of the Occupational Stream in the FET phase of schooling. The identified purpose of the engagement was to discuss and deliberate on the key recommendations of the Think Tank, which invariably have implications across the sector.

**Rapid Readiness Evaluation**

In preparing for the introduction of the Occupational Stream subjects in the FET phase, it became necessary for the Curriculum and Assessment Design and LTSM workstream of the Think Tank to undertake a rapid formative descriptive evaluation in identified schools within the GET phase. A range of participants (at National and Provincial levels) were consulted during the project evaluation, which included principals, teachers, and learners of the identified schools. 137 teachers and 917 learners participated from POSs, while the SoSs had 290 teachers and 719 learners taking part in the survey. The evaluation, which took place in November 2023, was largely conducted online using telephonic interviews and e-surveys.

**The TSM Think Tank**

The DBE was assisted and supported by the NECT in the mobilisation and engagement of stakeholders in the conceptualisation, planning and implementation of the establishment of a TSM 'Think Tank'. The Think Tank process was initiated as part of the TSM implementation drive - with the intention of seeking conceptual clarity for the TSM as a whole and the strengthening of the schooling curriculum. It was formed to create a platform for the DBE to engage education experts, role-players within academia, teacher professional organisations, PED representatives, and other stakeholders.

The Think Tank session in Boksburg, Gauteng, took place on 24-26 May 2023, involving 190 delegates and six (6) workstreams/ working groups. A comprehensive report was developed with Technical Assistance and NECT assistance. The Think Tank continues to advise on strengthening the TSM curriculum and convened interested parties in the education-skills development-workplace continuum to discuss the optimal conceptualisation and implementation of the TSM as a foundation for future education curriculum.

**Curriculum Policy Development for the TSM**

A change in policy regarding the increase in the number of elective subjects, which learners are allowed to offer – from two (2) up to three (3) subjects to replace electives for the Grades 8 and 9 vocationally oriented subjects' pilot – was introduced to participating schools through a circular (Section 7 in Circular 13 of 2023) distributed via their provincial departments. An application for the listing of vocational and occupationally oriented subject CAPS in the GET phase was submitted for consideration to the Council of Education Misters (CEM) via the Heads of Education Departments Committee (HEDCOM). The CEM has since approved the listing of CAPS in 28 subjects - of a possible 39 - in the Vocational and Occupational Streams in the GET phase in the National Curriculum Statement (NCS), Grades R – 12. An internal DBE process has already been initiated for the gazetting of the CAPS by the Minister.

**Inter-Departmental Collaboration**

The DBE is involved in a collaborative partnership with two (2) other departments, the Department of Higher Education and Training (DHET) as well as the Department of Employment and Labour (DEL) through the European Union's (EU) E4E programme. The E4E programme professes and encourages the fostering of inter-departmental partnerships and collaboration, especially between the beneficiary departments in the programme – DBE, DHET and DEL. Cross-departmental co-operation between the departments is vital to ensuring the success of the implementation of the TSM in the South African schooling environment. It is imperative to consult and collaborate with a range of other stakeholders implicitly and explicitly involved in the education and skills development milieu.

The DBE, DHET and DEL partnership is vital to ensure better education and labour market outcomes through successful school-college/university-work transitions. The E4E programme, therefore, is an ideal platform for the three beneficiary departments to debunk 'silo' tendencies and to work collectively towards a "more inclusive, equitable and quality education and employment prospects for South African youth".

Strong linkages between school, post-school and labour sector/industry are needed to promote skills development and artisanship to generate the practical skills required for the country's economy, and to accelerate absorption of graduates into the world-of-work. It can only be achieved with the combined efforts of the DBE, DHET and DEL and others. In support of the above indications, some collaborative activities are already taking place.

**E4E Programme Developments**

The purpose of the E4E programme is to support Government efforts in improving the quality of basic education, vocational training, and job placement services, from early childhood, through teen-years until the acquisition of skills for employability needed for the world-of-work. In pursuit of realising the objective of the above collaborative troika, there has been activities, in which the three (3) partner Government departments participated. The activities were either separately and/or jointly arranged policy dialogues, events, seminars and conferences, budget development initiatives such as the NT's co-ordinated event, career development and guidance sessions, activities by respective partners such as activations, career week events, etc.

**Funding of the TSM Implementation**

The Department of Education (DBE) has developed a sustainable funding framework for the Teacher Support Model (TSM), which includes human resources, infrastructure, and operational costs. The Government Technical Advisory Centre (GTAC) was sourced to develop the framework, which was reviewed by various DBE internal fora. The final, costed framework was released in mid-2023 and is now being used for funding the TSM programme through the Appropriations process.

**Under-achievements**

The lengthy delays in providing feedback on requisitions for transfer of E4E funds by the NT to the DBE has had an adverse effect on the timely completion of activities of the E4E programme, especially on the training of teachers and the completion in the development of LTSM. The matter has been reported to the E4E PSC, where the NT is also a member. The National Training and Skills Development Authority (NT) has reported delays in providing feedback on E4E funds transfer to the Department of Education (DBE), affecting the program's timely completion. The vocational stream pilot has been extended to 2024 to ensure a smooth rollout in schools with suitable resources, including qualified teachers, facilities, equipment, and consumables. The intervention's rollout has been rescheduled to 2025, and communication has been prepared to inform provinces and schools of the delay through Circular S13 of 2023.

*Second Chance Matric Programme (SCMP)*

**Achievements**

**Commencement of classes and package of support**

The SCMP, in collaboration with PEDs, supports second-chance learners at 230 face-to-face centres nationwide. The programme is implemented annually in two (2) phases: Phase 1 from February to June and Phase 2 from July to November.

Phase 1 classes began on 1 February 2023, and ended on 30 June 2023, while Phase 2 classes began on 1 July 2023, and ended on 30 November 2023.

The second chance learners' support package includes after-hours and weekend face-to-face classes, broadcasting solutions like television and radio, digital content, and hard copies of study materials.

**Success rate of the programme**

The NSC or SC (amended) examinations for May/June and October/November 2023 saw 116 437 students achieve subject passes, exceeding the target of 80 000. The Programme overachieved by 37 437, mainly due to more younger learners who already passed their matric, however due to the courses admission points score (APS), learners then opt to register to improve their marks for admission in higher institutions, resulting in a deviation from the target.

**Appointment of centre managers and teachers for Phases 1 and 2**

Over 230 centre managers and 4 300 teachers were appointed to manage and teach learners at selected centres, with classes usually running after school hours and over weekends. Over 70 000 learners attended face-to-face classes nationally, with the Programme designed for second-chance learners seeking job opportunities and those who would independently study.

**Development of LTSM**

The Programme funded the creation of Self-Study Guides for Civil Technology, Electrical Technology, Mechanical Technology, Technical Maths, and Technical Science, as well as Literature Self-Study Guides in 11 languages.

**Hosting of Ministerial Roadshows**

The Programme organised seven (7) ministerial roadshows across the country to raise SCMP awareness among youth, inviting other public sector departments to share available training opportunities.

**Reimbursement of stationery**

The Department provided stationery to 230 schools in all provinces for face-to-face classes, serving as a reimbursement for costs incurred by the schools, including electricity, water, and other consumables, which are covered by the Programme.

**Under-achievements**

**Finalisation of the tender to print the Learner Teacher Support Material (LTSM)**

The tender was cancelled due to the National Treasury policies. The DBE was in the process of finalising the tender in the current financial year. The tender was advertised, and the closing date was on 21 July 2023. The SCMP was in process of finalising the tender in the current financial year. The tender was in progress.

**Discontinuation of administration assistants in the centre**

The DBE has halted the use of administration assistants in face-to-face centres due to budget cuts, causing a negative impact on programme administration, with centre managers now handling the administration.

**Table 12: Report against the tabled Annual Performance Plan**

| Programme 2: Curriculum Policy, Support and Monitoring | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Outcome** | **Output** | **Output Indicator** | **Audited Actual Performance 2021/22** | **Audited Actual Performance 2022/23** | **Planned Annual Target 2023/24** | ****Actual Achievement 2023/24** | **Deviation from planned target to Actual Achievement 2023/24** | **Reasons for deviations** |
| Outcome 1:<br>Improved system of policies, including the curriculum and assessment, governing the Basic Education Sector to advance a quality and inclusive, safe and healthy basic education system. | Schools monitored on implementation of CAPS | 2.1.1 Number of Technical Schools monitored for implementation of the Curriculum and Assessment Policy Statements (CAPS). | 18 | 18 | 18 | 18 | No deviation | Not Applicable |
| | Leaner subject passes in NSC/ SC through SCMP obtained | 2.1.2 Number of learners obtaining subject passes towards a National Senior Certificate (NSC) or Senior Certificate (amended) SC(a) supported through the Second Chance Matric Programme per year | June NSC: 3 649<br>June SC: 18 973<br>November: 40 303<br>Total: 62 925 | 71 612 | 80 000 | 124 285 | 44285 | More younger candidates who would like to improve their marks to get the APS for the studies they want to pursue, register in the SCMP programme to improve /upgrade their results. |
| | Children/ Learners with Profound Intellectual Disability supported | 2.1.3 Number of Children/ Learners with Profound Intellectual Disability (C/ LPID) using the Learning Programme for C/LPID. | 4 347 | 4 381 | 4 127 | 4 321 | 194 | The DBE assisted PEDs to provide guidance and support that led to more children/ learners being included in using the Learning Programme for C/LPID. |
| | Policy on Screening, Identification, Assessment and Support (SIAS) implemented | 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 | Draft Annual Sector on monitoring of the implementation of the Policy on SIAS as a mechanism for early identification and intervention | Draft Annual National Report on monitoring of the implementation of the Policy on 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 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 Screening, Identification, Assessment and Support (SIAS) as a mechanism for early identification and intervention | No deviation | Not applicable |
| | Early Childhood Development fully migrated | 2.1.5 An Annual National Report is produced on piloting the new funding model for Early Childhood Development | Approved National Report on the development of a new funding model for ECD | Approved Annual National Report on the review of the subsidy payment mechanism | Approved Annual National Report on piloting of the new funding model for Early Childhood Development | Approved Annual National Report on piloting of the new funding model for Early Childhood Development | No deviation | Not applicable |

| Programme 2: Curriculum Policy, Support and Monitoring | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Outcome** | **Output** | **Output Indicator** | **Audited Actual Performance 2021/22** | **Audited Actual Performance 2022/23** | **Planned Annual Target 2023/24** | ****Actual Achievement 2023/24** | **Deviation from planned target to Actual Achievement 2023/24** | **Reasons for deviations** |
| | | 2.1.6 An Annual Sector Report is produced on monitoring the registration of Early Childhood Development Programmes | - | - | Approved Annual Sector Report on monitoring the registration of Early Childhood Development Programmes | Approved Annual Sector Report on monitoring the registration of Early Childhood Development Programmes | No deviation | Not applicable |
| | | 2.1.7 An Annual National Report is produced on developing an Early Childhood Development (ECD) Human Resource Development (HRD) Plan. | Approved National Report on the development of a new ECD service delivery model and its workforce implications | Approved Annual National Report on the piloting of the new ECD service delivery model and its workforce implications | Approved Annual National Report on the approved service delivery and HR model. | Approved Annual National Report on the approved service delivery and HR model. | No deviation | Not applicable |
| | Implementation of National Curriculum Statement Monitored | 2.1.8 Number of districts monitored on implementation of the National Curriculum Statement (NCS) for Grades 10 -12. | 15 | 18 | 15 | 14 | -1 | Tshikevha Christian Secondary School in the Vhembe West District discontinued Visual Arts, therefore, there was no monitoring conducted for this district. |
| | Increased Bachelor Level Passes | 2.1.9 Number of provinces monitored for extra-support classes to increase the number of learners achieving Bachelor- level passes | 9 | 9 | 9 | 9 | No deviation | Not applicable |
| | Entrepreneurship education implemented in schools | 2.1.10 Number of schools monitored for implementing compulsory entrepreneurship education. | 135 | 180<br>(20 per province) | 225 | 225 | No deviation | Not applicable |
| | Implementation of General Education Certificate monitored | 2.1.11 An Annual National Report is produced on piloting of the General Education Certificate (GEC) | Annual Sector Report on the implementation of the GEC not achieved.<br>Approved GEC pilot study report developed | Approved Annual National Report on the implementation of the General Education Certificate (GEC) | Approved Annual National Report on piloting the General Education Certificate (GEC) | Approved Annual National Report on piloting of the General Education Certificate (GEC) | No deviation | Not applicable |

| Programme 2: Curriculum Policy, Support and Monitoring | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Outcome** | **Output** | **Output Indicator** | **Audited Actual Performance 2021/22** | **Audited Actual Performance 2022/23** | **Planned Annual Target 2023/24** | ****Actual Achievement 2023/24** | **Deviation from planned target to Actual Achievement 2023/24** | **Reasons for deviations** |
| | Technical Occupational Stream piloted | 2.1.12 An Annual Sector Report is produced on schools that pilot and implement the Vocational Stream and Occupational Stream, respectively. | Approved Annual Sector Report on Ordinary Secondary Schools that pilot the Technical Occupational Stream in 2021/22 | Approved Annual Sector Report on schools that pilot and implement the Vocational Stream and Occupational Stream, respectively. | Approved Annual Sector Report on schools that pilot and implement the Vocational Stream and Occupational Stream, respectively. | Approved Annual Sector Report on schools that pilot and implement the Vocational Stream and Occupational Stream, respectively | No deviation | Not applicable |
| | Pilot on Coding and Robotics curriculum monitored | 2.1.13 Number of schools monitored for piloting the coding and robotics curriculum | 18 | 18 schools (2 per piloting Province) | 18 schools (2 per piloting Province) | 18 (2 per piloting Province) | No deviation | Not applicable |
| Outcome 3: Improved knowledge, monitoring and research functions to advance more evidence- driven planning, instruction and delivery. | Implementation of reading norms monitored | 2.2.1 Number of schools monitored on the implementation of the reading norms. | 18 | 18 | 18 | 18 | No deviation | Not applicable |
| | Implementation of Incremental Introduction to African Languages monitored | 2.2.2 Number of schools monitored on the implementation of the Incremental Introduction to African Languages (IIAL). | 18 | 18 | 18 | 18 | No deviation | Not applicable |
| | Implementation of Early Grade Reading Assessment monitored | 2.2.3 Number of underperforming schools monitored on the implementation of the Early Grade Reading Assessment (EGRA). | 18 | 18 | 36 | 36 | No deviation | Not applicable |
| | Implementation of multi-grade toolkit monitored | 2.2.4 Number of schools with multi-grade classes monitored for implementing the multi- grade toolkit. | 32 | 32 | 36 | 36 | No deviation | Not applicable |
| | Implementation of National Reading Plan monitored | 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 | 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** | **Audited Actual Performance 2021/22** | **Audited Actual Performance 2022/23** | **Planned Annual Target 2023/24** | ****Actual Achievement 2023/24** | **Deviation from planned target to Actual Achievement 2023/24** | **Reasons for deviations** |
| | Availability of readers monitored | 2.2.6 An Annual Sector Report is produced 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 | 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 | Approved Annual Sector Report on the number of public schools monitored on the availability of readers | No deviation | Not applicable |
| Outcome 4: Advanced development of innovative and high- quality educational materials. | Utilisation of ICT resources monitored | 2.3.1 Number of schools per province monitored for utilisation of Information and Communication Technology (ICT) resources | 27 | 32 | 27 (3 per province) | 27 (3 per province) | No deviation | Not applicable |
| | Workbooks provided to schools | 2.3.2 Percentage of public schools provided with Home Language workbooks for learners in Grades 1 to 6 per year, after having placed an order | V1: 100.01% (17 363/17 362) V2: 99.99% (17 007/17 008) | 100.21% 16 821/16 786 | 100% | 100% 16 691/16 691 | No deviation | Not applicable |
| | | 2.3.3 Percentage of public schools provided with Mathematics workbooks for learners in Grades 1 to 9 per year, after having placed an order | V1: 100% (22 891/22 891) V2: 100% (22 825/22 825) | 99.73% 22 631/22 692 | 100% | 100% 22 582/22 582 | No deviation | Not applicable |
| | | 2.3.4 Percentage of public schools provided with workbooks for learners in Grades R per year, after having placed an order | 100% (16 010/16 010) | 100.13% 16 110/16 089 | 100% | 100% 15 801/15 801 | No deviation | Not applicable |
| | Learner textbooks on Mathematics and EFAL provided | 2.3.5 An Annual Sector Report is produced on the percentage of learners provided with Mathematics and English First Additional Language (EFAL) textbooks in Grades 3, 6, 9 and 12. | Approved Annual Sector Report on the learners provided with Mathematics and English First Additional Language (EFAL) textbooks in Grades 3, 6, 9 and 12 | Approved Annual Sector Report on the percentage of learners provided with Mathematics and English First Additional Language (EFAL) textbooks in Grades 3, 6, 9 and 12. | Approved Annual Sector Report on the percentage of learners provided with Mathematics and English First Additional Language (EFAL) textbooks in Grades 3, 6, 9 and 12 | Approved Annual Sector report on the percentage of learners provided with Mathematics and English First Additional language (EFAL) textbooks in Grade 3,6,9 and 12 | No deviation | Not applicable |

| Programme 2: Curriculum Policy, Support and Monitoring | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Outcome** | **Output** | **Output Indicator** | **Audited Actual Performance 2021/22** | **Audited Actual Performance 2022/23** | **Planned Annual Target 2023/24** | ****Actual Achievement 2023/24** | **Deviation from planned target to Actual Achievement 2023/24** | **Reasons for deviations** |
| | Lesson plans developed | 2.3.6 Number of schools monitored for Home Languages in which Literacy Grades 1-3 Lesson Plans have been developed for terms 1 to 4 | 10 | 10 | 10 | 11 | 1 | Ebony Primary School was to be monitored for EGRA in the 2023/24. However, another language was equally monitored as the school offers more than two Home Language s in the Foundation Phase. |
| | Special schools' access to electronic devices monitored | 2.3.7 Number of public special schools provided with electronic devices as part of the Universal Service Access Obligations | 13 | 49 | 87 | 18 | -69 | Cell C, a mobile operator allocated by ICASA, did not provide Special Schools with ICT equipment and assistive devices due to financial constraints. |
| | Provision of ICT devices monitored | 2.3.8 An Annual Sector Report is produced on the monitoring of procurement and distribution of Information and Communication Technology (ICT) devices | Draft Annual Sector Report produced on the monitoring of procurement and distribution of ICT devices | Approved Annual Sector Report on the monitoring of procurement and distribution of Information and Communication Technology (ICT) devices | Approved Annual Sector Report on the monitoring of procurement and distribution of Information and Communication Technology (ICT) devices | Approved Annual Sector Report on the monitoring of procurement and distribution of Information and Communication Technology (ICT) devices | No deviation | Not applicable |

| Programme 2: Curriculum Policy, Support and Monitoring | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Outcome** | **Output** | **Output Indicator** | **Audited Actual Performance 2021/22** | **Audited Actual Performance 2022/23** | **Planned Annual Target 2023/24** | ****Actual Achievement 2023/24** | **Deviation from planned target to Actual Achievement 2023/24** | **Reasons for deviations** |
| Outcome 5: Enhanced strategic interventions to assist and develop provincial education systems. | Capacitated teachers in inclusion | 2.4.1 An Annual Sector Report is produced on the number of teachers trained on inclusion. | Draft Annual Sector Report produced on the number of teachers trained on inclusion | Approved Annual Sector Report on the number of teachers trained on inclusion | Approved Annual Sector Report on the number of teachers trained on inclusion | Approved Annual Sector Report on the number of teachers trained on inclusion | No deviation | Not applicable |
| | Learners admitted in public special schools | 2.4.2 An Annual Sector Report is produced on the number of learners in public special schools. | Draft Annual Sector Report produced on the number of learners in public special schools | Approved Annual Sector Report on the number of learners in public special schools | Approved Annual Sector Report on the number of learners in public special schools | Approved Annual Sector Report on the number of learners in public special schools | No deviation | Not applicable |
| | Public special schools serving as resource centres monitored | 2.4.3 An Annual Sector Report is produced 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 | 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 | Approved Annual Sector Report on the percentage of public special schools serving as resource centres | No deviation | Not applicable |
| | Focus schools established | 2.4.4 An Annual Sector Report is produced on the establishment of focus schools per Provincial Education Department | Draft Annual Sector Report is produced on the establishment of focus schools per PED | Approved Annual Sector Report on the establishment of focus schools per PED | Approved Annual Sector Report on the establishment of Focus Schools per Provincial Education Department | Approved Annual Sector Report on the establishment of focus schools per Provincial Education Department | No deviation | Not applicable |

**Table 13: Sub-programme expenditure**

| Sub-programme | 2023/24 | | | 2022/23 | | |
|---|---|---|---|---|---|---|
| | 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 | 3 799 | 3 783 | 16 | 1 848 | 1 743 | 105 |
| Curriculum Implementation and Monitoring | 1 597 006 | 1 597 596 | (590) | 1 575 513 | 1 593 736 | (18 223) |
| Curriculum and Quality Enhancement Programmes | 1 743 660 | 1 719 360 | 24 300 | 1 690 159 | 1 576 654 | 113 505 |
| **Total** | **3 344 465** | **3 320 739** | **23 726** | **3 267 520** | **3 172 133** | **95 387** |

**Linking performance with budgets**

The programme aims to develop curriculum and assessment policies and monitor and support their implementation. During the reporting period, the programme spent 99.29% of its allocated budget. This gives a shortfall of 0.71% on expenditure at the end of the reporting period. The underspending is mainly on goods and services due to the late submission of invoices, of which a roll-over request has been submitted. This has contributed to the non-achievement of 100% payment of suppliers within the financial year. Two indicators were not achieved under the programme. The first relates to special schools receiving ICT equipment, connectivity, and assistive devices. The indicator relies on Mobile Network Operators for support, pending their availability of funds. The indicators does not have financial implications to the programme's spending. The second shortfall pertains to the financial implications of the districts monitored on the implementation of the National Curriculum Statement for Grades 10-12. The budget expenditure on the programme ensures enhanced strategic interventions to assist and develop provincial education systems; advanced development of innovative and high- quality educational materials and improved knowledge , monitoring and research functions to advance more evidence- driven planning, instruction and delivery.

**Strategy to overcome areas of underperformance**

The Department through Programme 2: Curriculum Policy, Support and Monitoring, underperformed on the indicator that measures the number of districts monitored on implementation of the National Curriculum Statement (NCS) for Grades 10 -12. Underperformance was registered in the monitoring of curriculum implantation. This was as a result of changes that occurred in Arts subjects and there was no timeous communication between the district and the subject specialist for the Arts subjects who was the only official assigned to the district. The strategy employed to overcome this is for Subject Specialists (especially of low enrolment subjects) to call the selected school beforehand to ensure that their subject is offered as planned in the implementation of the monitoring plan. Where updates are available this will be effected by amending and aligning the monitoring plan to realities in the district and schools.

The other indicator not achieved entails the number of special schools with access to electronic devices. The indicator recorded that 20 of the 87 special schools received ICT equipment, connectivity, and assistive devices. The shortfall is attributed to the fact that this initiative is funded by Mobile Network Operators as part of their Social Obligations. Cell C and Liquid Intelligent Technologies wrote letters to ICASA to inform about challenges in terms of securing the necessary funding. A two-pronged approach will be applied as part of the strategies to overcome underperformance. The Department will write letters to the PED HoDs requesting them to allocate funds to rollout the solution to the remaining 109 Special Schools. The other strategy is for the department to write a letter to ICASA requesting a meeting with Cell C and Liquid Intelligent Technologies to discuss how the remaining Special Schools will be provided with electronic devices. However, it should be noted that the rollout will be based on the availability of funding from these two Mobile Network Operators.

## 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; and Curriculum and Professional Development Institute and Educator Performance Management and Development and Whole School Evaluation.

### 4.3.3. OUTCOMES

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

### 4.3.4. OUTPUTS

- School Governing Bodies monitored
- Effective school management process
- Funza Lushaka bursaries awarded
- Funza Lushaka graduates placed
- Qualified teachers aged 30 and below appointed
- Teacher development monitored
- Post-provisioning processes assessed
- Qualifications for Grade R practitioners assessed
- Performance management monitored

### 4.3.5. 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 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 21: Ensure that the basic annual management process takes place across all schools in the country in a way that contributes toward a functional school environment.

Goal 22: Improve parent and community participation in the governance of schools, partly by improving access to important information via the e-Education strategy.

### 4.3.6. PROGRAMME PERFORMANCE INFORMATION

## Outcomes, Outputs, Output Indicators, Targets and Actual Achievements

## EDUCATION HUMAN RESOURCES MANAGEMENT

*Education Labour Relations and Conditions of Service*

One (1) of the key success areas of sound labour peace within the Basic Education Sector is a good relationship between the Teacher Unions operating in the basic education space, representing the employees and the Department of Basic Education, representing the employer. The Education Labour Relations and Conditions of Service, strives to achieve this success area by continuous consultation and negotiations of all matters that may affect the conditions of service of employees. These happen at the Education Labour Relations Council (ELRC) and Public Service Co-ordinating Bargaining Council.

As part of ensuring that labour-related matters are communicated and attended to by provinces, the Department attended and presented at the scheduled quarterly meetings of the HEDCOM Sub-Committee on Human Resources Matters held on 30 May, 23 August, 14 November 2023 and 20 March 2024. The purpose of these meetings was to discuss and share the ELRC and PSCBC-related matters and to provide updates to the Provincial Human Resources (HR) and Labour Relations officials on the issues that are currently serving in the two (2) bargaining councils for consultation and negotiation. In addition, there was a Special HEDCOM Sub-Committee held on 26 October 2023. The purpose of this meeting was to provide clear guidelines to school managers (Principals) about the administration and management of leave in general and particularly sick and incapacity leave at schools.

To facilitate synergy within the Department in dealing with matters that involve educators The Department convened two (2) meetings on 18 January and 26 January 2024 to discuss relevant qualifications for Grade R Teaching. The purpose was to find ways to assist the under-qualified and un-qualified Grade R practitioners towards being qualified as teachers and to enable them to be absorbed into mainstream education.

Meetings with Educator Performance Management and Development and Whole School Evaluation (EPMDWSE) to plan for a QMS Colloquium which took place from 24-25 October 2023 were also held. These meetings culminated in the training of the National Training Teams (NTT) and Provincial Training Teams (PTT) on areas that the Colloquium identified as areas which require strengthening.

The DBE held a bilateral meeting with the General Secretary of the *General Public Service Sector Bargaining Council* (*GPSSBC*) in October 2023 to discuss and solicit advice on the approach to be taken when engaging unions that are represented at the GPSSBC on the overtime worked by the examination markers and other officials performing examination related work. This matter requires authorisation by either the Department of Public Service and Administration (DPSA) or the Department of Labour and Employment. The matter is still under discussion as it requires a deviation from the policy in the Basic Conditions of Employment Act.

As part of its mandate to engage different stakeholders on education matters, the DBE met with the representatives from the National Union of Public Service and Allied Workers (NUPSAW) on behalf of Limpopo Grade R Teachers on 3 April 2023. The purpose of the meeting was to address challenges experienced by this group of teachers, which among others includes payments of stipends to qualified teachers. This matter was referred to the Limpopo province as the Union is not a party to the ELRC.

**Resolution of Queries and Dispute Management**

**Resolution of queries**

73 queries emanating from provinces were received and 51 thereof were finalised and closed; six (6) were re-routed as they were not labour relations issues; eight (8) were forwarded to the relevant employers as they were more relevant to the provincial administration; and eight (8) required no action from the DBE as they were correctly addressed to the relevant employers.

**Secondments of Educators to Union Offices**

PAM allows for the secondment of school-based educators to serve Unions for one (1) fixed term of one (1) year. Unions second a certain number of educators as determined by their Vote Weights. During this period, 17 requests for secondments were received and processed. Seven (7) from the South African Democratic Teachers Union; two (2) from the National Professional Teachers' Organisation of South Africa; five (5) from Suid-Afrikaanse Onderwysersunie; two (2) from the National Teachers Union; and one (1) from the Professional Educators Union. In total, 34 educators were seconded to union offices.

**Submission of misconduct reports**

A total of 1 824 misconduct cases were reported by the PEDs. Of the total number of cases received, 716 were for corporal punishment and assault, and 159 were for sexual misconduct. The DBE invited the General Secretary of the ELRC to address the National Consultative Forum on 8 March 2024 on their concerns about the lack of reporting of sexual misconduct by the employer, which omission could be regarded as a criminal offence.

**Dispute Management**

Attended an arbitration in a matter between NPTOSA and EC Education Department (Case No: ELRC646-23/24EC) wherein the DBE was joined as the 2nd Respondent and the matter was postponed until further notice as the EC DoE agreed to implement the Collective Agreement in dispute and requested to be given three (3) months to action the implementation . This dispute is resolved.

**Regulating labour relations within the education sector through Collective Bargaining and Consultation in the ELRC and PSCBC**

**Employer Caucus meetings**

There were four (4) Employer Caucus meetings held on 31 May, 13 June, 21 July and 15 November 2023, to discuss matters related to the conditions of service of educators, items on the ELRC agenda as well as matters raised at the HEDCOM Sub-Committee meetings.

**Monitoring of the implementation of Collective Agreements**

Collective Agreements are the essential elements of collective bargaining and should be implemented by all parties as intended . Any deviation thereto may result in disputes and thereby risk sound employer/employee relations.

The DBE monitored the Implementation of the Collective Agreements in all nine (9) PEDs to establish whether there were shortcomings related to the implementation of the Collective Agreements as well as providing support where needed.

The findings of the monitoring indicate that most of the Collective Agreements are correctly implemented. Only one (1) province, the Eastern Cape had challenges with the proper implementation of Collective Agreement 1 of 2012 *: Occupation Specific Dispensation for Education Therapists, Counsellors and Psychologists Employed in Public Education*, hence the dispute lodged in this regard by the National Professional Teachers' Organisation of South Africa (NAPTOSA).

**Education Labour Relations Council (ELRC)**

The Department was represented at the ELRC led and the following meetings were attended:

**Executive Committee (EXCO)**

There were four (4) normal EXCO meetings held on 9 May, 1 August, 6 November 2023 and 7 February 2024 respectively and four (4) Special EXCO meetings held on 27 March , 26 May , 14 June 2023 and 4 March 2024 , during the period under review. The EXCO meetings dealt amongst others with the governance of the Council . Each meeting had a different agenda with specific issues as outlined in the quarterly reports , such as correspondence , ELRC business matters and sub-committees' reports.

**Bargaining meetings**

Five (5) bargaining meetings were held on 15 March, 14 June, 25 July, 31 August, 16 November 2023 and 6 March 2024 to receive reports, interact with presentations and proposals and recommend to EXCO where there is a need.

**Annual General Meeting (AGM)**

The Annual General Meeting of the ELRC was held on 23 August 2023, where the parties, amongst other things, re-elected the Chairperson of the Council, and the Employer nominated Deputy Chairpersons of the Council. The Annual audited reports were presented and adopted at the AGM.

**Grade R Task Team**

A Grade R Task Team was established by the Council to deal specifically with all matters concerning Grade R Practitioners' conditions of service. The Task Team dealt with issues such as Uniform stipends for Grade R Practitioners, Appointment of Grade R practitioners who are qualified (NQF Level 6) in educator posts as well as Education Development Pathways and Support for un-and-under-qualified Grade R Practitioners to achieve professionally qualified status. HEDCOM agreed that qualified Grade R Practitioners should be appointed in educator posts and paid as such pending the availability of vacancies and funding and that provinces should work towards uniform stipends, where stipends are paid.

In addition to the above-mentioned Task Team, a Technical Task Team was established to investigate the extent and the impact of the appointment of under-qualified Grade R practitioners as Educators in Public Schools as teachers in all nine (9) provinces following the latest anomaly of these irregular appointments of Grade R practitioners in one (1) province.

**Public Service Co-ordinating Bargaining Council (PSCBC)**

The PSCBC conducted seven (7) Special meetings and one (1) normal Council meeting to deal with matters related to employees and legislation. These Special meetings were held on 24 January, 15 and 19 February, 15, 18 and 26 March 2024 whilst the normal council meeting was held on 28 March 2024.

The DBE participated in the Work Stream for Women, Youth and Persons with Disability Task Team as well as the Women Empowerment Programme both under the auspices of the PSCBC. The work streams aimed at developing women, persons with disability and the youth to allow them to occupy positions that will enhance the overall recognition of such individuals.

The DBE assisted other departments in Disciplinary Hearings: Attended two (2) seatings at the Department of Trade, Industry and Completion as well as one (1) arbitration matter at the North West Department of Education. The matters have been finalised.

*Education Human Resource Planning, Provisioning and Monitoring*

**Monitoring and support of the implementation of the educator Post-Provisioning Norms**

The Department monitored the implementation of the educator post-provisioning in PEDs to ensure that there is compliance with the post-provisioning norms policy. Two (2) main aspects are monitored, firstly all PEDs have plans for the annual determination of the post-basket and to ensure post-provisioning is implemented in terms of the policy. All nine (9) PEDs submitted their post-provisioning plans for the 2024 school academic year. Monitoring occurred in all PEDs to determine compliance with the post-provisioning policy and a consolidated monitoring implementation report was compiled and approved.

**Monitoring and reporting on the number of qualified educators aged 30 years and below**

An Annual National Report on the number of qualified educators aged 30 years and below entering the profession for the first time in 2023/24 was compiled. a total of 16 149 young and qualified educators were appointed in posts in the PEDs of which 6 498 were permanent, 8 111 were temporary and 1 540 were substitute/ relieve appointments.

**Table 14: Number of qualified educators aged 30 years and below**

| Province | Permanent | Educator Temporary | Educator - Relieve | Grand Total |
|---|---|---|---|---|
| Eastern Cape | 1 209 | 59 | 50 | 1 318 |
| Free State | 411 | 308 | 0 | 719 |
| Gauteng | 1 113 | 2 083 | 1 | 3 197 |
| KwaZulu-Natal | 970 | 17 | 13 | 1 000 |
| Limpopo Province | 1 050 | 13 | 1 026 | 2 089 |
| Mpumalanga | 499 | 392 | 53 | 944 |
| North West | 380 | 1 084 | 93 | 1 557 |
| Northern Cape | 58 | 497 | 73 | 628 |
| Western Cape | 808 | 3 658 | 231 | 4 697 |
| **Grand Total** | **6 498** | **8 111** | **6 498** | **16 149** |

**Source: PERSAL, 2023/24**

Monitoring and supporting the placement of Funza Lushaka graduates in PEDs: The national placement rate stands at 74%. PEDs reported varying placement percentages, with Northern Cape, Limpopo, North West, Free State, and Western Cape reporting the highest at 89%, 88%, 86%, 80%, and 78% respectively. GP is just below the national rate at 71%, EC at 69% while KwaZulu-Natal and Mpumalanga are at a low 66%.

**Table 15: Placement of Funza Lushaka graduates in PEDs**

| Province | Placed | Unplaced | Total | Placement % |
|---|---|---|---|---|
| Eastern Cape | 439 | 196 | 635 | 69% |
| Free State | 136 | 35 | 171 | 80% |
| Gauteng | 603 | 246 | 849 | 71% |
| KwaZulu-Natal | 389 | 203 | 592 | 66% |
| Limpopo | 514 | 70 | 584 | 88% |
| Mpumalanga | 329 | 172 | 501 | 66% |
| North West | 171 | 29 | 200 | 86% |
| Northern Cape | 47 | 6 | 53 | 89% |
| Western Cape | 381 | 109 | 490 | 78% |
| **Grand Total** | **3 009** | **1 066** | **4 075** | **74%** |

**Source: PERSAL 2023 and PED 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 75%. Provinces with percentages above average were WC (89%), NC (89%), FS (84%), KZN (79%), LP (78%) and GP (76%). Provinces with percentages below average were NW (73%), MP (71%) and EC (62%).

**Table 16: Percentage of schools that had all their allocated educator posts filled**

| Provinces | Number of Schools | Percentage All Filled-Q1 2023/24 | Percentage All Filled-Q2 2023/24 | Percentage All Filled-Q3 2023/24 | Percentage All Filled-Q4 2023/24 | Percentage All Filled-Annual Average 2022/23 |
|---|---|---|---|---|---|---|
| Eastern Cape | 5 070 | 56% | 60% | 68% | 64% | 62% |
| Free State | 964 | 86% | 86% | 89% | 76% | 84% |
| Gauteng | 2 261 | 76% | 77% | 80% | 70% | 76% |
| KwaZulu-Natal | 5 824 | 79% | 82% | 82% | 73% | 79% |
| Limpopo | 3 677 | 81% | 84% | 86% | 60% | 78% |
| Mpumalanga | 1 667 | 70% | 70% | 75% | 67% | 71% |
| Northern Cape | 555 | 92% | 94% | 95% | 76% | 89% |
| North West | 1 477 | 75% | 76% | 77% | 62% | 73% |
| Western Cape | 1 526 | 89% | 88% | 93% | 84% | 89% |
| **Grand Total** | **23 021** | **74%** | **77%** | **80%** | **68%** | **75%** |

**Source: PERSAL, 2023/24**

**Facilitating the resolution of complaints received mainly from educators and members of the public**

The Department receives complaints and queries related to human resources mainly from serving and former educators and, to a limited extent, from members of the public. In 2023/24, 336 cases were processed during the period under review. Of the cases processed, 293 were resolved, while 29 could not be resolved. Among those that could not be resolved were pension cases, Grade R Practitioners' translation, and outstanding salary payments of substitute educators. Most of the cases brought to the attention of the DBE are referred to the relevant PEDs for resolution. Pension cases often require the intervention of the Government Pensions Administration Agency (GPAA), while it remains the responsibility of the PEDs to ensure that current and former educators are assisted with their administrative queries. All outstanding queries are followed up with the PEDs.

**Registration of educators seeking employment in the National Recruitment Database (NRD)**

The Department maintains a database of qualified educators seeking employment in public schools. 2533 applications were received during the 2023/24, of which 2 348 were verified and captured. Fifty-four were found to be invalid. For the invalid application, correspondences were sent to the applicants to inform them of the discrepancies, and to allow them to make corrections and resubmit. The system used to capture the data can pick up duplicates; accordingly, 131 applications were found to be duplicate submissions – these are applicants whose information were previously captured. A national database of unemployed qualified educators is placed on the DBE website for schools to source educators to fill vacant posts on a temporary or permanent basis.

**Provincial Teacher Demographic Dividend Study Workshops**

The DBE, in collaboration with Stellenbosch University, through its Research on Socio-Economic Policy, conducted information-sharing workshops with DBE and in all nine (9) PEDs between July and October 2023. These workshops aimed to bridge the gap between research, policy, and planning and assist key education sector stakeholders to understand and plan for the challenges and opportunities associated with the unprecedented demographic change. The workshops equipped PEDs to plan adequately and be ready to sustain the increase in appointments.

*Educator Performance Management and Development and Whole School Evaluation*

**Quality Management System (QMS)**

**Monitoring of QMS implementation in provinces**

The DBE monitored the full implementation of Collective Agreement No. 2 of 2020 (QMS for school-based educators) in nine (9) provinces, nine (9) newly selected education districts and 54 schools from each selected education district. The monitoring period spanned all four (4) quarters to allow for a hybrid monitoring modality. To gain richer qualitative data and a wider range of evidence of QMS implemented at the selected sites, the monitoring instruments and guidelines were updated before being mediated with all participants via scheduled pre-monitoring meetings. The DBE made every effort to improve the uploading and submission of the evidence from the respective levels of the system.

In total, 81 monitoring reports were compiled and signed off. The functionality of QMS systems and effectiveness of processes were confirmed through the verification of the QMS management planning, SMT work plans, lesson observation reports, lesson plans and evaluation of mid-or annual appraisal instruments. The table below indicates the number of SMT work plans and lesson observation reports verified at the 54 selected schools across nine (9) PEDs:

**Table 17: Verification of SMT work plans and Lesson Observation Instruments**

| PROVINCE | No. of SMT Work-plans verified | | | No. of Lesson Observation Reports verified |
|---|---|---|---|---|
| | PL4 | PL 3 | PL 2 | |
| Eastern Cape | 6 | 9 | 18 | 19 |
| Free State | 5 | 7 | 22 | 18 |
| Gauteng | 4 | 9 | 24 | 29 |
| KwaZulu-Natal | 6 | 7 | 18 | 19 |
| Limpopo | 6 | 7 | 13 | 19 |
| Mpumalanga | 6 | 3 | 16 | 13 |
| Northern Cape | 6 | 7 | 18 | 19 |
| North West | 6 | 8 | 16 | 20 |
| Western Cape | 6 | 7 | 22 | 18 |
| **Total** | **51** | **64** | **167** | **174** |

**QMS Dashboard on Workplans**

The DBE continued with the development and implementation of an online QMS Dashboard that was piloted in 2022-2023 with the intent to assist provinces with a more reliable tool for QMS data collection, management and reporting. All schools were provided with a Guideline and links to assist principals in uploading their verification plans, uploading data on the number of approved SMT work plans at their schools and for the upload of completed mid-year and annual appraisal data related to the 2023 QMS cycle. To

prepare PEDs and districts to access and utilise the QMS Dashboard to enhance their monitoring, feedback and data management systems, the DBE facilitated hand-over meetings between 8-11 May 2023. Demonstrations of how the links worked reminders of the timeframes for upload of the QMS data for the full year and regular updates on progress made by PEDs were provided by the DBE. The following tables indicate the uptake and upload of QMS data by provinces.

**Table 18: 2023 QMS Dashboard: SMT Workplan upload**

| Province | Total No. of Principals | No. of Workplans uploaded | Percentage |
|---|---|---|---|
| Eastern Cape | 5 089 | 1 607 | 32% |
| Free State | 979 | 342 | 35% |
| Gauteng | 2 067 | 807 | 39% |
| KwaZulu-Natal | 5 808 | 2 956 | 51% |
| Limpopo | 3 674 | 2 872 | 78% |
| Mpumalanga | 1 654 | 1 049 | 63% |
| North West | 1 446 | 834 | 58% |
| Northern Cape | 545 | 310 | 57% |
| Western Cape | 1 452 | 741 | 51% |
| **Total** | **22 714** | **11 518** | **51%** |

**Table 19: 2023 QMS Dashboard: Completed mid-year appraisals**

| Province | Total PL4 | PL4- Captured Data | PL4% | Total PL3 | PL3- Captured Data | PL3% | Total PL2 | PL2- Captured Data | PL2% | Total PL1 | PL3- Captured Data | PL1% |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Eastern Cape | 4 572 | 184 | 4% | 1 412 | 88 | 6% | 6 068 | 309 | 5% | 38 575 | 1 926 | 5% |
| Free State | 865 | 740 | 86% | 767 | 537 | 70% | 2 445 | 1 614 | 66% | 17 206 | 12 927 | 75% |
| Gauteng | 1 940 | 1 172 | 60% | 2 733 | 1 716 | 63% | 9 025 | 5 785 | 64% | 53 289 | 36 033 | 68% |
| KwaZulu-Natal | 5 228 | 2 715 | 52% | 2 312 | 1 019 | 44% | 10 043 | 5 077 | 51% | 68 806 | 29 933 | 44% |
| Limpopo | 3 486 | 223 | 6% | 1 425 | 69 | 5% | 3 510 | 241 | 7% | 40 433 | 2 580 | 6% |
| Mpumalanga | 1362 | 29 | 2% | 1 106 | 12 | 1% | 3 639 | 61 | 2% | 24 453 | 344 | 1% |
| North West | 1 368 | 1 067 | 78% | 934 | 892 | 96% | 2 782 | 2 782 | 100% | 20 211 | 20 211 | 100% |
| Northern Cape | 548 | 353 | 64% | 379 | 308 | 81% | 1 160 | 924 | 80% | 8 213 | 6 250 | 76% |
| Western Cape | 1 531 | 0 | 0% | 1 245 | 0 | 0% | 3 597 | 0 | 0% | 25 175 | 0 | 0% |
| **Total** | **20 900** | **6 483** | **31%** | **12 313** | **4 641** | **38%** | **42 269** | **16 793** | **40%** | **296 361** | **1102 04** | **37%** |

The 2023 QMS annual appraisal scores were finalised for 139 441 PL1 educators; 21 632 PL2 educators; 6 349 PL3 educators and 8 830 PL4 educators were uploaded by seven (7) provinces and 32 districts indicated.

**Monitoring and support: Implementation of Collective Agreement 2 of 2022: QMS for Therapists, Counsellors, Psychologists and Chief Education Therapists**

Monitoring and support were phased in to prepare the system to keep track of implementation dynamics in seven (7) PEDs, excluding Northern Cape (no school-based therapists) and Limpopo. Limpopo Province finalised the appointment and training of 18 newly appointed school-based therapists and 25 office-based therapists from 28-30 August 2023. Implementation challenges that have been identified will be built into the monitoring and support of this collective agreement during the 2024 cycle.

The DBE conducted orientation sessions as part of the New Teacher Induction meetings with PEDs to provide an overview of the QMS for new teachers and how mentors can prepare and support their performance management through the mid-and annual appraisals and the developmental process of lesson observations and feedback.

**Capacity building**

The DBE hosted two (2) virtual capacity-building sessions for PED QMS-Coordinators. The first focused on the development of PED QMS-management plans and the second was on the development and quality assurance of the 2024/25 job descriptions, Performance Agreements and plans of QMS officials which was also attended by available District QMS coordinators. In total, there were 64 attendees.

**Development and Roll-out of ELRC QMS Training of Provincial Training Teams (PTTS) by the Core Training Team (CTT)**

The ELRC requested that the DBE develop and present QMS-training content to be mediated with PTTs to strengthen implementation and close gaps in the key areas identified. The face-to-face modality of PTT training was completed on 7 March 2023 in the Northern Cape. QMS-training content was developed in three (3) key areas, viz.: Development and Implementation of SMT plans; Conduct of Appraisals; Preparation and conduct of lesson observations and presented and approved by the ELRC on 23 January 2024. A 1-day virtual CTT Train-the-Trainer session was facilitated by the DBE on 8 February 2024 with 32 participants to prepare for roll-out. All PEDs, except the Free State, rolled out the CTT QMS training for PTTs. The Free State PED had planned to implement QMS training in response to the resolutions from their provincial QMS-Colloquium held in August 2023. At the time of reporting, the Free State PED had not implemented any training due to a Work-to-Rule Campaign that began in February 2024.

**Resource development**

The DBE has upgraded the 2023 Dashboard on Google Studio for provinces (and schools) to upload principals' work plans, SMT work plans, and mid-and annual appraisals starting on 7 March 2023 and culminating with annual appraisal data by 31 January 2024 (then extended until 31 March 2024). This dashboard will enable the DBE and PEDs to monitor the key processes and outputs and align reporting of more accurate data on QMS during the 2023-24 implementation period.

Specialist technical support was provided to the Northern Cape to develop and implement their own 2024 QMS Dashboard to improve collaborative QMS data management and reporting by all districts. The DBE will have access to all data uploaded and will continue to provide the necessary technical support.

A toolkit to support school-based therapists, counsellors and psychologists on the implementation of CA 2 of 2022, was developed and is accessible to the estimated 1 300 implementers of this new QMS Collective Agreement from 1 January 2023.

**QMS Surveys with stakeholders**

A short QMS survey was conducted with PEDs to gather information on the growing trend of non-teaching principals at schools.

Eight (8) of nine (9) PEDs participated in the online survey, except KZN. It was reported that 2,181 principals were not teaching at their schools. This data was unverified and is thus limited. Only two (2) PEDs, viz., GP (796) and WC (325) collect and report data on non-teaching principals as part of their performance management data.

**EMS:PMDS**

**Monitoring and Support**

All nine (9) provinces and the 11 selected Districts were monitored for EMS PMDS processes.

There are 8 073 Office-Based Educators (OBEs) across provinces. 6 498 (80.5%) of them completed their Performance Agreements (PA) with their supervisors for the 2023/24 performance cycle, whilst 1 575 (19.5%) PAs were outstanding. 2130 officials benefited from EMS PMDS developmental activities undertaken by districts. Included in this figure, are 229 Circuit Managers and 958 Subject Advisors.

The data on mid-year evaluations across PEDs indicates that, of the 7 039 OBEs, a total of 384 officials were rated between 1 and 2. This indicates that they have achieved less than competent results against the performance criteria and indicators as specified in the PA and work plan.

**Capacity Building**

The DBE conducted a capacity-building session for all EMS PMDS coordinators on 6 March 2024. Twenty officials across nine (9) provinces were in attendance. The capacity-building session empowered EMS PMDS officials to manage the moderation processes beyond compliance.

**Monitoring and Support**

Skills Development reports were received from all nine (9) provinces and were consolidated into a Sector report.

A cumulative amount of R 798 084 658 was spent to implement Skills Development interventions and training of employees which is a proportion of 52%. There are provinces whose budget expenditures are below the 50% threshold, and that translates into underspending. This harms development and training to close employees' skills gaps.

A total of 2 408 employees benefited from training on Pivotal programmes, while 36 708 employees benefited from non-Pivotal programmes , and a total of 342 scarce and critical skills were identified by PEDs. Three thousand seven hundred and nine employees benefited from Top-up interventions while 851 employees benefited from ETDP SETA-funded programmes.

There are 2 640 first year bursary holders and 1 436 second year bursary holders, 956 graduates and 2 671 Internships and Learnerships across PEDs. It is certain that the Education Sector is experiencing serious skills shortages relating to teachers in specific subjects' specialisation and 76 469 employees were targeted to receive training and development across PEDs.

**Whole School Evaluation (WSE)**

In compliance with the WSE policy and mitigating the Auditor-General's (AG) findings, re-training on School Self-Evaluation (SSE) and School Improvement Plans (SIPs) was undertaken in eight (8) PEDs.

The DBE conducted an online training session on SIPs for provincial and district education officials on 23 November 2023. The training was attended by 264 officials from all nine (9) PEDs. The training empowers officials to engage with SIPs beyond a matter of compliance.

An online training session was held on 27 February 2024 titled "Monitoring the implementation of School Improvement Plans". The training was attended by 151 District and Provincial officials from all provinces. The key message of the training was to focus on implementation by examining evidence at the school when monitoring the SIP.

**Monitoring**

The DBE fulfilled its oversight role by monitoring SSE in seven (7) PEDs, namely EC, FS, GP, KZN, MP, NC and NW. It is pleasing to report that most PEDs have transitioned to the streamlined SSE instrument that allows schools to seamlessly identify good practices and areas for improvement.

School SSE reports serve as a rich source of data that can be used to inform decisions made at the local level by District officials. In this regard, the DBE has developed an SSE data management system for seven (7) PEDs. The links for capturing SSE reports from schools were communicated to the respective PEDs. The DBE will integrate the data at the end of the year and communicate the datasets to the PEDs. District officials will be able to use the datasets to plan interventions and support schools.

The WSE reports were received from nine (9) PEDs on activities undertaken in the sector and these reports reveal that:

a) 13 256 schools were trained on SSE and SIP;
b) 1 399 schools monitored on SSE completion and SIP processes;
c) 275 focused evaluations were conducted;
d) 122 schools externally evaluated; and
e) 309 schools visited to monitor the implementation of recommendations.

Three (3) WSE inter-provincial meetings were undertaken to promote the strengthening of the implementation of WSE in the provinces on 23 May, 20 July and 2 November 2023.

## EDUCATION HUMAN RESOURCES DEVELOPMENT

*Continuing Professional Teacher Development*

**Skills for a Changing World (Teacher Union Collaboration)**

The Teacher Union Collaboration was successful with 23 543 teachers being trained in Coding, Entrepreneurship, Assessment for Learning (AFL) and Digital Skills. This was 1 043 more than the targeted 22 500 teachers trained.

**Table 20: Number of teachers trained per union**

| | Baseline | Actual | Variance |
|---|---|---|---|
| SADTU | 15 500 | 15 648 | 148 |
| NAPTOSA | 2 500 | 2 830 | 330 |
| NATU | 2 000 | 2 231 | 231 |
| SAOU | 2 000 | 2 065 | 65 |
| PEU | 500 | 769 | 269 |
| **TOTAL** | **22 500** | **23 543** | **1 043** |

Data from the Evaluation Tool indicates that teachers are satisfied with the training rated as 4.2 out of 5. There were 5 283 responses of the 23 543 teachers trained.

**Teacher Appreciation and Support Programmes (National Teaching Awards)**

The National Teaching Awards (NTAs) Ceremony was held on 5 October 2023 on World Teachers' Day. Thirty-eight winners were awarded prizes in cash and kind at the Heartfelt Arena in Pretoria where 500 guests were invited.

This was preceded by the National Adjudications which was held from 3-8 September 2023, where the top three (3) winners were selected in 12 of the 14 categories. All winners were verified by the SACE and 24% of the winners were verified during visits to the schools and interviews conducted with various members of the staff to authenticate the process.

The 2022 NTAs winner from Kimberley Technical High School in the Northern Cape was nominated to participate in the African Union Prize. She won the Southern African Division prize of 10 000 dollars.

The 2021 National Best Teacher winner from the Western Cape and the 2021 winner of the Technology Enhanced Learning and Teaching Award from Limpopo were selected as two (2) of the top 50 nominees in the Global Teachers' Prize (UNESCO). The candidate from the Western Cape was placed in the top ten (10). Both candidates attended the ceremony in Paris on 8 November 2023.

**Learn English Audio Programme (LEAP)**

The programme mainly targeted poorly resourced rural and multi-grade schools in Provinces such as LP, EC, NW, KZN and MP - teachers were able to access quality professional development opportunities, including gadgets/resources such as the Live-Players which made it easy for learners in these schools to get access to quality teaching and learning opportunities.

**Strengthening and promotion of Reading in our schools**

Through the partnership with the British Council, teacher support/development materials on the strengthening of Reading with Meaning in schools targeting English language teachers in the Foundation and Intermediate Phases were jointly developed through funding support from the British Council. What is worth noting is that English language teaching officials from all nine (9) PEDs were part of the process of developing the materials, including carrying out quality checks of the materials. Having completed the quality assessment process on the above-named materials, in June 2024 the materials will be taken through a pilot programme to ensure that the anticipated results in improving outcomes in reading are achieved.

**Professional learning communities**

All provincial officials responsible for the delivery of continuing professional development opportunities to teachers across all nine (9) Provinces were provided with training support. The professional development support that was provided focused on sharing information on how to encourage teachers to form PLCs, utilisation of such teacher development platforms/structures to achieve learning outcomes and sharing of best practices which can be replicated within and across provinces. Based on the Provincial reports that were shared during the professional development support sessions held with all the nine (9) PEDs, it emerged that the concept of PLCs has succeeded in being popularised as more and more teachers participated in these important Teacher development platforms.

**Participation in the Africa Federation of Teacher Regulatory Authorities (AFTRA) for purposes of exchanging best practices across the African Continent**

Through the participation of the DBE in the AFTRA, the DBE continues to break new ground in not only accessing information on innovative ways through which the quality of basic education in this country can be improved but also share best practices that we have in the country. Through the participation, the Department has been able to showcase the skills of some of the best teachers such as Ms V Mpompolas, teacher/educator, finalist and Winner of the Secondary School Teaching Awards Category during the 2022 National Teaching Awards and the Winner of the 2023 African Union Teacher Prize, including Dr Paul Rangongo**,** past winner of the National Teaching Awards in this Country who has been honoured with the AFTRA Fellowship Award. The showcasing of the expertise that is displayed by teachers in our country motivates teachers beyond this country to always aspire for greater heights in the delivery of quality teaching and learning experiences.

**Capacity building Programme for Grade 12 South African Sign Language (SASL)**

27 Grade 12 SASL teachers and seven (7) provincial officials were trained in School-Based Assessment (SBA), content and pedagogical content knowledge. The workshop held on the 10-12 January 2024 provided teachers with instructional support that they ordinarily do not receive in their provinces and ensured that officials were able to support SASL teachers in the improvement of learner performance.

**Upgrading of Grade R practitioners' qualifications**

All PEDs submitted their signed updated 2023/24 Grade R practitioners' qualifications which enabled the DBE to produce the 2023/24 Sector Report on the number of Grade R practitioners with at least NQF level 6 and above qualifications. The report was approved by the Director-General.

*Initial Teacher Education*

The Funza Lushaka bursary allocation from the National Treasury for 2023/24 was R 1 334 160 which translated into a target of 12 000 bursaries that could be awarded to students in the 2023/24 financial year. The consolidated 2023 approved list shows that 11 520 Funza Lushaka bursaries were awarded for Initial Teacher Education by 31 March 2024. The targeted number of awards is 12 000. The awarded bursaries are below the target by 480, this is attributed to most HEIs charging tuitions that were above FLBP's capped amount this has led to most applicants preferring funds that were paying full tuitions.

To strengthen the management of the Funza Lushaka Bursary programme and to improve the monitoring of students at universities visits to universities were conducted. Information-sharing meetings were held with new awardees and final-year Funza Lushaka bursars at universities to discuss the practical arrangements around their contractual obligations to serve as teachers at public schools. A placement dataset was compiled of the 4 156 students who graduated at the end of 2023 and who were ready for placement. 1 441 were identified in 2020 and had bursaries for four (4) consecutive years.

The DBE conducted three (3) quarterly meetings of the Funza Lushaka bursary programme, the meetings were attended by provincial officials, representatives from the 24 HEIs, the South African Council for Educators (SACE), the National Student Financial Aid Scheme (NSFAS), and the Department of Higher Education and Training (DHET) The annual meeting made recommendations for the successful and effective management and administration of the Funza Lushaka Bursary Programme in 2023/24 as well as the Funza Lushaka Policy.

Four (4) quarterly operational meetings with the NSFAS were held to discuss progress with the disbursement of funds to universities and other administrative and management-related issues regarding the Funza Lushaka Bursary Programme.

The 2024/25 FLBP Policy was reviewed, approved by the Director-General, and shared with HEIs and provinces for implementation.

To tighten the Funza Lushaka Policy 2024/25 policy was reviewed incorporating inputs/recommendations collated from the three (3) stakeholders quarterly meetings consisting of representatives from universities, PEDs, and SACE. The revised 2024/25 FLBP Policy was approved by the Director-General and shared with HEIs and provinces for implementation.

**Recruitment of young people to study Teaching**

The 2023/24 teacher recruitment had the following activities completed. About 692 district-based applicants met the requirement of the DBE and were conditionally approved, and the lists were then shared with Higher Education Institutions (HEI) and provincial education departments.

The digitised screening form was developed and disseminated to all provincial coordinators for use during the District and Community-based Teacher Recruitment Programme. The DBE supported and monitored the Teacher Recruitment Campaigns in the three Provinces in Limpopo, Mpumalanga, and Northern Cape.

**Teacher Internship Programmes**:

A total of 25 Bachelor's degrees in Education (B.Ed.) and nine (9) teacher interns were awarded the Funza Lushaka Bursary and were placed under the Independent Schools Association of Southern Africa (ISASA) Internship Programme. Several meetings were held with the ISASA and INVESTEC to discuss the renewal of the Memorandum of Agreement (MOA). The renewal of the MOA stalled due to the failure of the two (2) companies to furnish the Legal Services Unit with the required documentation for vetting the MOA.

**New Teacher Induction Programme**

The DBE implemented the phased-in approach of the New Teacher Induction Programme (NTIP) where four provinces, that is FS, KZN, NW and WC. NW – 334 New Teachers in 99 schools at DR KK, WC 38 new teachers in ten (10) schools in Overberg district, FS - 189 new Teachers in 76 schools at Thabo Mofutsanyane (TM) and Lejweleputswa; KZN 46 new teachers in 15 schools in iLembe

Four (4) one-on-one meetings were held where the DBE. SACE and VVOB would provide feedback to the province on where to improve. Three (3) Interprovincial meetings were held where all nine (9) provinces were given a chance to present. The purpose is to get the other five (5) provinces to learn and prepare themselves for implementation in 2024. As of January 2024, all PEDs are implementing NTIP.

**Educator Qualification Programme**

The DBE arranged the Information sharing session with Higher Education Institutions, where all 24 HEIs attended, and the Members of the Civil Society working with Teacher Education and support, SACE, DHET, and CHE attended. The information shared by the DBE was to ensure that there is a common understanding of various programmes of the department, but also to ensure that the support offered by the stakeholders is relevant to the needs of the education sector.

**Under-achievements**

The DBE did not manage to offer the target of 12 000 bursaries but 11 520. The awarded bursaries are below the target by 480, this is attributed to most HEIs charging tuitions that were above FLBP's capped amount this has led to most applicants preferring funds that were paying full tuition.

# CURRICULUM AND PROFESSIONAL DEVELOPMENT INSTITUTE

*Curriculum Research*

**Achievements**

**Monitor the functionality of Provincial Teacher Development Institutes (PTDIs) and District Teacher Development Centres (DTDCs) and the utilisation of ICT platforms**

Nine (9) Provincial Reports and 36 monitoring tools were.

The DBE monitored the functionality of PTDIs and DTDCs in all provinces . 36 centres including institutes were monitored quarterly. All PEDs submitted the narrative monitoring reports as well as monitoring tools of PTDIs and DTDCs as indicated in the table above. It is encouraging to note that DTDCs and PTDIs are delivering several Continuing Professional Teacher Development programmes despite the challenge of resources. Based on this quarterly achievement , an annual report on the functionality of PTDIs and DTDCs monitoring report has been compiled.

**Strengthen the Provincial Teacher Development Institutes and District Teacher Development Centres**

Vodacom Foundation has partnered with the DBE to address technological inequalities within the education system and improve the quality of education in South Africa. Through Vodacom Foundation's commitments, the partnership has grown enormously. The DBE continues to embrace the partnership and appreciates Vodacom Foundation's pledges during the 2023-2024 Financial year.

**Teacher Development Centres**

The Vodacom Foundation currently maintains and provides unlimited internet connectivity to 86 teacher centres, and over 90% of the beneficiaries are black. Teachers Centres utilise Vodacom Business SD-WAN Connect access medium and each link has a bandwidth of 50Mbps. Forty-four District Teacher Development Centres (DTDCs) and Provincial Teacher Development Institutes (PTDIs) are fully connected and have internet connectivity and 28 Teacher Centres were refreshed with LAN cabling.

12 Teacher Centres were refreshed with ICT equipment and 86 Teacher Centres were provided with infrastructure maintenance and support.

**Vodacom Youth Academy**

Vodacom established the Youth Academy programme which trains unemployed youth in ICT and enterprise development skills. The programme's beneficiaries are 100% black. Health and Safety maintenance was conducted in the ten (10) Centres during the 2023/24 financial year.

**Youth Development Programme**

The Youth Development Programme aims to improve youth employability through work experience and skills development opportunities. Vodacom has placed 98 ICT interns in 19 SOEs, 6 Virtual Classroom schools and 27 ECDs to implement the use of technology in the classroom and within the community.

**UNICEF**

The District Teacher Development Centres received 130 SIMCARDS with data to conduct Teacher Development.

**Development of teachers and district officials on Digital Skills**

A total of 19 571 teachers and district officials were trained on digital skills across the nine (9) provinces.

UNICEF has procured SIM cards with enough data to train teachers. Secondly, Vodacom is continuing to install the high-speed Broadband in Teacher Centres. A national report on the roll-out of the Foundation Phase Digital Skills programme has been compiled.

SchoolNet South Africa is a public benefit, not-for-profit company established in 1997 and acts as an advocate for effective digital learning as well as a catalyst for positive educational change. Digital learning is at the core of our focus and our work strives to engage learners, encourage and motivate teachers and senior managers to enhance their teaching approaches using the affordance of digital technologies and build an inclusive society through Digital Skills for All.

**Partnership with SchoolNet SA**

A total of 572 workshops were conducted per province across 2023, EC 69; FS 30; GP 112; KZN 17; LP 22; MP 155; NC 27; NW 85; WC 27 and Online 23.

A total of 15 023 (Teachers, 4 140; Learners, 7 340; Community Members, 3 543 and Online 1 357) attended workshops on digital learning.

In 2023, MP, NW, EC, GP and online workshops experienced improved attendance. The total attendance by teachers was 4 140, with 7 340 learners and 3 543 community members attending training. The total number of beneficiaries reached in 2023 was 15 023 participants in 558 workshops. Including the DBE initiative, there 23 711 teachers who were trained in digital skills in 2023/24.

**Continuing Professional Teacher Development Online Platform (CPTD Delivery Platform)**

**Platform Activity**

The Online Continuous Professional Teacher Development Platform (OCPTDP) is a multi-phase development which aims to achieve the goal of coordinating integrated continuing professional teacher development activities and providing course management services to approved content providers catering to the systemic and individual needs of educators in South Africa.

Phase 3 was developed in alignment with the *Professional Development Framework for Digital Learning*. Its focus was to provide online diagnostic questionnaires for digital learning competencies ; and then recommend and link to needs-aligned professional development activities to teachers.

The format of the platform in Phase 2, a micro-learning platform, was influenced by the need to provide teachers more directly with easily accessible on-the-go professional learning resources. This was a result of the limited capacity of provinces and districts to provide large-scale professional learning opportunities to teachers' specific individual needs. It also aligns with global professional learning trends to provide smaller chunks of professional learning anywhere, anytime and on any device. Phase 2 was completed in January 2022 and is the current platform to which this report refers.

Phase 3 has been delayed by events beyond the DBE's control and development is due to commence by April 2024. This report will outline some of the developments in preparation for that development.

The Reference Group requested a measurable indicator of progress on the platform, and these were developed. The target of 25 000 teachers registered by the end of 2023 was exceeded, and 28 943 users completed 28 405 modules by the end of 2023. In the last few months errors in the reporting functionality have made it more difficult to monitor activity and update the indicators.

**Platform Activity Index (PAI)**

$$\frac{\text{Number of Completed Modules}}{\text{Number of Registered Users}}$$

An activity index for the platform could be defined as:

An initial minimum target Platform Activity Index value would be 1, meaning that each registered user is theoretically, expected to complete one module.

**Figure 2: National PAI 2022-23**

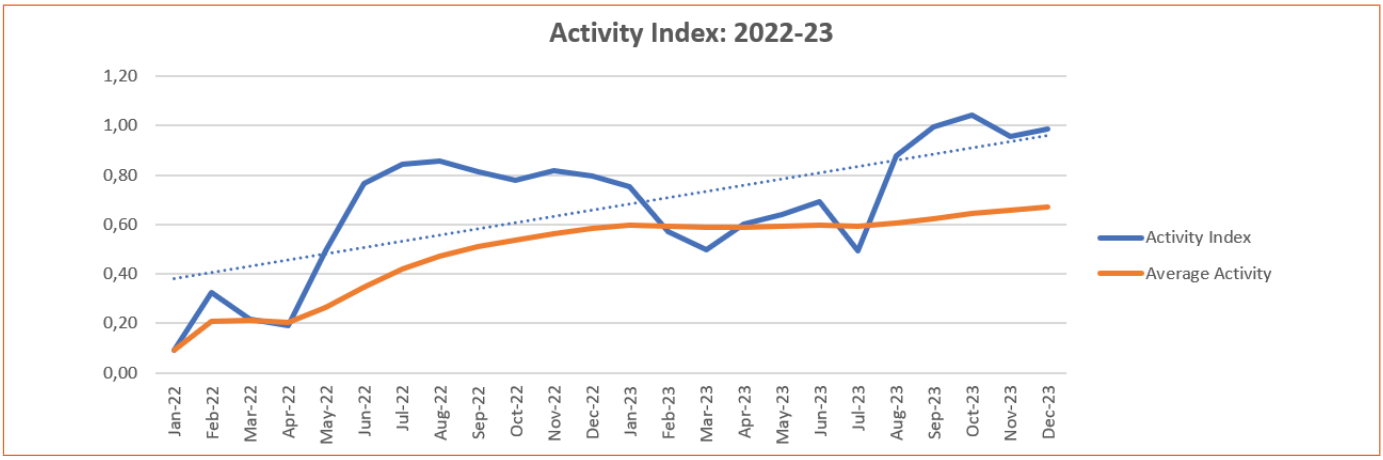



Figure shows the Activity Index from *January 2022 to December 2023*. The national PAI (the blue line) was 0.99 in the last month of the period.

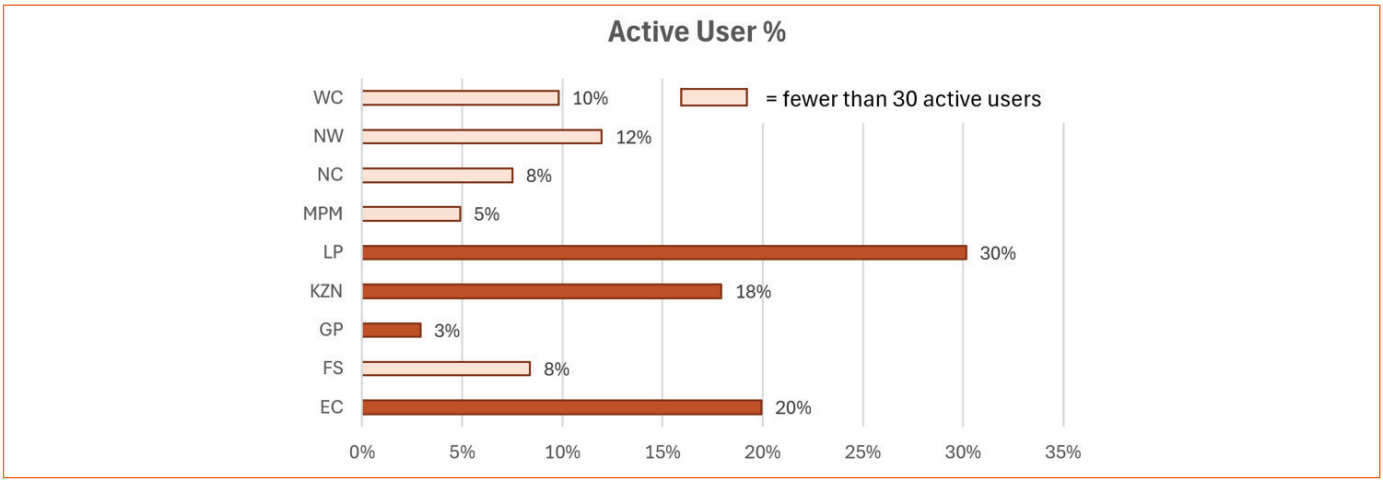
A monthly snapshot measures the total number of modules completed as reported on the last day of that month in ratio to the number of registered users existing at that point of time. It would be less meaningful to measure the number of users registered in a specific month against the modules that they complete in that month because users may complete modules over several months or years. It is more useful to capture PAI at a district level.

The national cumulative running average PAI (the orange line) is 0.67. A measure of success will be an increasing running average PAI. The three (3) provinces (FS, NC, and WC) provinces have not engaged with the platform team in any meaningful way. Western Cape have provided valid reasons related to their content development programme . Free State originally provided a coordinator who was inappropriate and withdrew , recommending another official who had no links to teacher development or e-learning. Nothing has happened and the province needs to be engaged at the highest level. An anomaly is the fact that Free State have a district administrator trained in each district.

Similarly, Northern Cape have been evasive in their commitment to the platform. Towards the end of 2023, NC offered district administrator training.

**Active User Percentage (AUP)**

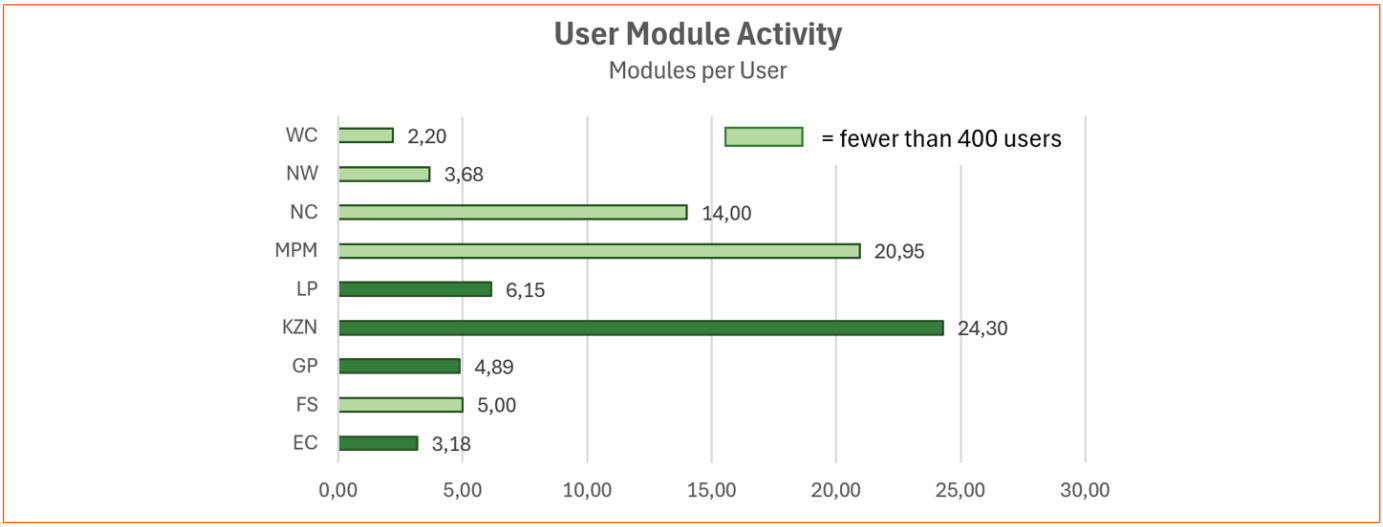
**Figure 3: AUP per province in 2023**




The AUP measures the number of users who have completed modules against the number of users registered. It identifies the extent of active/inactive users in each district. Ideally, this percentage should be near 100%. The AUP exposes a critical shortcoming in the current implementation that should be analysed at the district level and addressed in further implementation. The current low national average AUP of 8% suggest that many users have been imported without any exposure to the platform as is currently the case in Gauteng. This data is skewed by the Gauteng AUP (3%) and would be 14% if Gauteng is excluded; still unacceptably low. If users are introduced to the platform in the context of specific content and allowed to complete at least one module in the workshop, then the AUP would be near 100%.

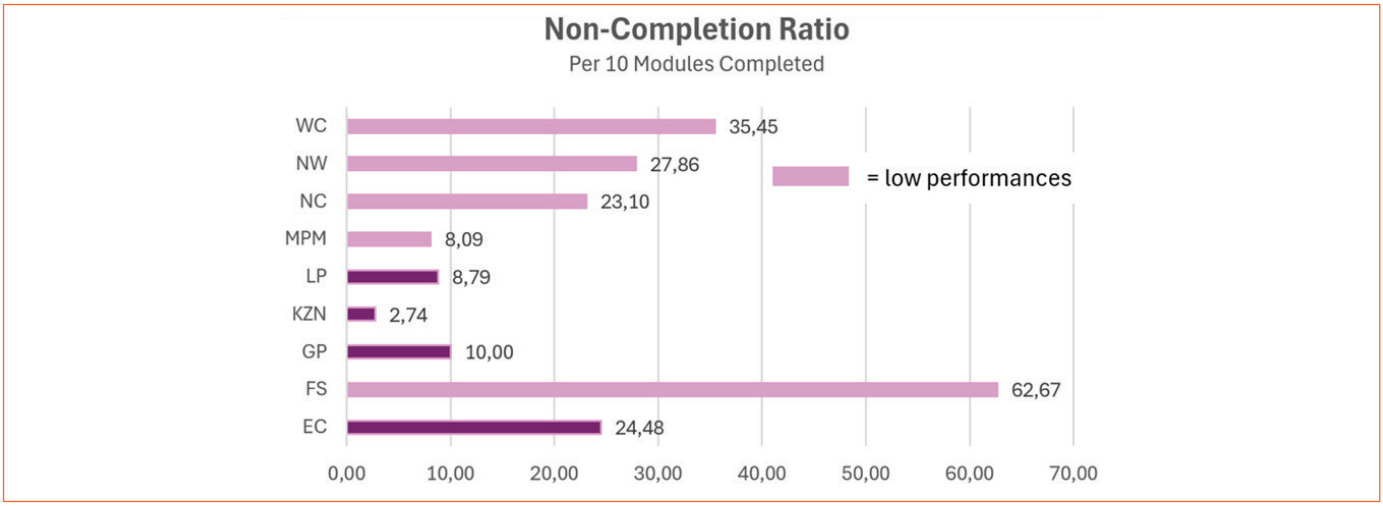
**User Module Activity (UMA)**

**Figure 5: UMA for provinces in 2023**




**Non-completion Ratio (NCR)**

**Figure 4: NCR for provinces in 2023.**




The User Module Activity Index which indicates the average number of modules completed by each active user. Previously we have indicated the expectation that each user completes at least four (4) modules, especially if users are introduced to content in strong content contexts. While the graph exposes cases where unreasonably high numbers of modules were completed by one individual, the data also indicates that on average active users are completing 3-4 modules each.

**Learning Recovery Programme Rollout**

The DBE through PEDs established an implementation coordinating team which will manage the roll-out of the Learning Recovery Programme (LRP) at the provincial level.

All provinces conducted training for all Office-Based educators and three (3) PEDs (GP, LP and NW) completed training for School Management Teams.

The Department further developed a national plan for the roll-out of the Learning Recovery Programme which was endorsed by CEM in September 2023. Provinces revised their LRP Plans so that they are aligned to the national plan by the end of September 2023.

*Teacher Development Implementation (TDI)*

**Improving teacher capacity and practices in the GET band**

**The LAMAP Project**

In partnership with the French Embassy, the DBE is implementing an Inquiry-based Science Education (IBSE) project called LAMAP which is a French acronym for "La main ala pate" meaning 'have your hands in the dough' or 'get involved in the thick of things'. The project happens in five (5) districts in five (5) provinces. The districts are Buffalo City (Eastern Cape), Motheo (FS), Pinetown (KZN), Capricorn South (LP) and Frances Baard (NC).

The DBE conducted a week-long professional development for 62 participants from five (5) districts from 19 – 23 June 2023. The participants were divided into two (2) groups each of which was involved in the IBSE approach where participants used science kits and readily available materials to enhance the teaching and learning of the Senior Phase Natural Science (NS), in particular Grades 6 and 7. One (1) group, the LAMAP Group was tutored by two (2) French trainers, and the other group, the Local Group tutored by the Nkomazi Science Centre, the Cuban Specialists as well as by the Eskom Science Expo.

The Cuban Specialists were also allocated space in the workshop where they did both Chemistry and Physics parts of the NS curriculum, in addition, they conducted experiments through simulations (PHET).

A total of 60 LAMAP and Local Groups and 12 Trainers from five (5) provinces (EC, FS, KZN, LP and NC) participated in the workshops.

**DBE – CHINA Mathematics Webinars**

The support of the Chinese Embassy of the National Teaching Awards (NTA) in Mathematics has given the DBE-China cooperation agreement practical effect through the Implementation Plan of the agreement. The implementation plan foregrounds, among others:

- Sending or receiving of learners, teachers and experts on exchange programmes and for training; and
- Commitment to participate in educational activities or joint projects such as seminars, exhibitions, short courses and conferences held in the respective countries.

Based on the two (2) implementation outputs, a team of 24 Mathematics NTA winners with Subject Advisors attended a Mathematics seminar at Zhejiang Normal University from 16 October to 05 November 2023. While in China, the team designed a mathematics teacher professional development programme that would be shared with the mathematics teachers in South Africa. The programme developed was a blend of the seminar as well as the Curriculum Assessment and policy statement requirements.

The programme targeted the following levels, Grades 6-11. In line with the two (2) grade levels, a mathematical concept was selected from Term 1 curriculum requirements for the grade levels. For Grades 6 and 7 level the concept of "Fractions" was selected, and three (3) provinces were identified to participate in the programme. The provinces were the EC, NW and LP. For the Grade 10 level, the concept of "Trigonometry" was selected, and MP, GP and KZN were identified to participate.

The programme was delivered virtually through webinars using the Veedo Virtual Platform of MTN.

**Support for Economic and Management Sciences (EMS) Teachers**

Given the well-documented issues of declining enrolment and fluctuating performance at the NSC level in Accounting and Economics, a need was identified to support the Grades 8 and 9 EMS subject. 12districts were identified for a teacher capacity building programme which was implemented in February / March 2024.

Following the teacher capacity building for Economic and Management Sciences in March 2023, the DBE embarked on the next support session in August for the same 12 districts. The planning and Materials development session happened on 11 – 13 July 2023 at the DBE when subject coordinators were invited to produce the requisite resources for the August workshop. The Programme was SACE-endorsed and carried 15 Professional Development points.

**Improving teacher capacity and practices in the FET band**

Following the 2022 National Senior Certificate (NSC), the diagnostic report on Geography the concept of mapwork was identified as an area that was poorly performed. The DBE designed a programme to support teachers with this concept. Ten (10) districts were identified for a support programme. This report covers the work done with and for these districts.

The programme was developed in May 2023, with a focus on the mapwork concept in its varied forms and applications. The workshop took place on 20 and 21 July 2023 for FET Geography Subject Advisors, and in August and September 2023 for the teachers in the selected districts.

Support for NSC Mathematics in 13 underperforming or bottom districts happened in February 2024 at different centres in the districts closer to the participating teachers. The focus of the professional development was Grade 11 Trigonometry, facilitated by subject specialists in the province. A total of 978 teachers participated.

**Under-achievements**

The DBE reached 11 520 of 12 000 targeted bursaries. The awarded bursaries are below the target by 480, this is attributed by most HEIs charging tuitions that were above FLBP's capped amount this had led to most applicants to prefer funds that were paying full tuitions.

**Upgrading of Grade R practitioners' qualifications**

All PEDs submitted their signed updated 2023/24 Grade R practitioners' qualifications which enabled the DBE to produce the 2023/24 Sector Report on the number of Grade R practitioners with at least NQF level 6 and above qualifications. The report was approved by the Director-General as required in terms of the departmental obligation to report in the Annual Performance Plan indicator. The approved sector report will guide the sector in implementation of compulsory Grade R when the BELA BILL is finally passed.

**Teacher Training for Robotics: Skills for a Changing World (Teacher Union Collaboration)**

The Teacher Union Collaboration was successful with 23 543 teachers being trained in Coding, Entrepreneurship, Assessment for Learning (AFL) and Digital Skills. This was 1 043 more than the targeted 22 500 teachers trained.

**Table 21: Number of teachers trained per union**

| | Baseline | Actual | Variance |
|---|---|---|---|
| SADTU | 15 500 | 15 648 | 148 |
| NAPTOSA | 2 500 | 2 830 | 330 |
| NATU | 2 000 | 2 231 | 231 |
| SAOU | 2 000 | 2 065 | 65 |
| PEU | 500 | 769 | 269 |
| **TOTAL** | **22 500** | **23 543** | **1 043** |

Data from the Evaluation Tool indicates that teachers are satisfied with the training rated as 4.2 out of 5. There were 5 283 responses of the 23 543 teachers trained.

**Table 22: Report against the tabled Annual Performance Plan**

| Programme 3: Teachers, Education Human Resources and Institutional Development | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Outcome** | **Output** | **Output Indicator** | **Audited Actual Performance 2021/22** | **Audited Actual Performance 2022/23** | **Planned Annual Target 2023/24** | ****Actual Achievement 2023/24** | **Deviation from planned target to Actual Achievement 2023/24** | **Reasons for deviations** |
| Outcome 2: Improved information and other systems which enable transformation and an efficient and accountable sector. | School Governing Bodies monitored | 3.1.1 Percentage of School Governing Bodies (SGBs) that meet the minimum criteria in terms of effectiveness. | 86% 860/1 000 | 94.3% 943/1 000 | 90% of 1 000 sampled schools | 96.5% 965/1 000 sampled schools | 6.5% | SGBs were performing maximally and were demonstrating an understanding of policy, roles and responsibilities. |
| | Effective school management process | 3.1.2 Percentage of schools producing the minimum set of management documents at a required standard. | 100% 1 000/1 000 | 100% 1 000/1 000 | 100% of 1 000 sampled schools | 100% 1 000/1 000 sampled schools | No deviation | Not applicable |
| | Funza Lushaka bursaries awarded | 3.1.3 Number of Funza Lushaka bursaries awarded to students enrolled for Initial Teacher Education per year. | 11 856 | 11 971 | 12 000 | 11 520 | -480 | Some applicants/ students did not register in the universities that charge tuition fees above the FLBP's capped amount, preferring bursaries that pay full tuition. Only six universities have fees within the capped amount. The HEIs returned the unused funds. |
| | Funza Lushaka graduates placed | 3.1.4 Number of quarterly monitoring reports tracking the percentage of Funza Lushaka graduates placed within six (6) months upon confirmation that the bursar has completed studies. | 4 | 4 | 4 | 4 | No deviation | Not applicable |
| | Qualified teachers aged 30 and below appointed | 3.1.5 An Annual National Report is produced on the number of qualified teachers aged 30 and below entering the public service as teachers. | Approved Annual Sector Report on the number of qualified teachers aged 30 and below entering the public service as teachers | Draft Annual National Report on the number of qualified teachers aged 30 and below entering the public service as teachers. | Approved Annual National Report on the number of qualified teachers aged 30 and below entering the public service as teachers | Approved Annual National Report on the number of qualified teachers aged 30 and below entering the public service as teachers | No deviation | Not applicable |

| Programme 3: Teachers, Education Human Resources and Institutional Development | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Outcome** | **Output** | **Output Indicator** | **Audited Actual Performance 2021/22** | **Audited Actual Performance 2022/23** | **Planned Annual Target 2023/24** | ****Actual Achievement 2023/24** | **Deviation from planned target to Actual Achievement 2023/24** | **Reasons for deviations** |
| Outcome 3: Improved knowledge, monitoring and research functions to advance more evidence-driven planning, instruction and delivery. | Teacher development monitored | 3.2.1 An Annual Sector Report is produced 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 Annual Sector Report on monitoring the functionality of Provincial Teacher Development Institutes and District Teacher Development Centres | Approved Annual Sector Report on monitoring the functionality of Provincial Teacher Development Institutes and District Teacher Development Centres | Approved Annual Sector Report on monitoring the functionality of Provincial Teacher Development Institutes and District Teacher Development Centres | No deviation | Not applicable |
| | | 3.2.2 An Annual Sector Report is produced on monitoring the implementation of Teacher Development Programmes by PEDs with special focus on Language, Mathematics, Physical Sciences and Accounting. | Approved National Report on monitoring the implementation of Teacher Development Programmes by PEDs with special focus on EFAL, Mathematics, Physical Science and Accounting | Approved Annual Sector Report on monitoring the implementation of Teacher Development Programmes by PEDs with special focus on Language, Mathematics, Physical Science and Accounting | Approved Annual Sector Report on monitoring the implementation of Teacher Development Programmes by PEDs with special focus on Language, Mathematics, Physical Science and Accounting | Approved Annual Sector Report on monitoring the implementation of Teacher Development Programmes by PEDs with special focus on Language, Mathematics, Physical Science and Accounting | No deviation | Not applicable |
| | Post-provisioning processes assessed | 3.2.3 Number of PEDs that had their post-provisioning processes assessed for compliance with the post-provisioning norms and standards. | 9 | 9 | 9 | 9 | No deviation | Not applicable |
| | Qualifications for Grade R practitioners determined | 3.2.4 An Annual Sector Report on the number of Grade-R practitioners with NQF level 6 and above qualification produced | Approved Annual Sector Report on the number of Grade R practitioners with at least an NQF level 6 and above qualification | Approved Annual Sector Report on Grade-R practitioners with NQF level 6 and above qualifications | Approved Annual Sector Report on Grade-R practitioners with NQF level 6 and above qualifications | Approved Annual Sector Report on the number of Grade-R practitioners with NQF level 6 and above qualification | No deviation | Not applicable |

| Programme 3: Teachers, Education Human Resources and Institutional Development | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Outcome** | **Output** | **Output Indicator** | **Audited Actual Performance 2021/22** | **Audited Actual Performance 2022/23** | **Planned Annual Target 2023/24** | ****Actual Achievement 2023/24** | **Deviation from planned target to Actual Achievement 2023/24** | **Reasons for deviations** |
| Outcome 5: Enhanced strategic interventions to assist and develop provincial education systems. | Performance management monitored | 3.3.1 Number of PEDs monitored on the implementation of the Quality Management System (QMS) for school- based educators. | 9 | 9 | 9 | 9 | No deviation | Not applicable |
| | | 3.3.2 Number of PEDs monitored on implementation of the Education Management Service: Performance Management and Development System (EMS: PMDS) | 9 | 9 | 9 | 9 | No deviation | Not applicable |

**Table 23: Sub-programme expenditure**

| Sub-programme | 2023/24 | | | 2022/23 | | |
|---|---|---|---|---|---|---|
| | 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 | 1 994 | 1 910 | 84 | 1 462 | 1 437 | 25 |
| Education Human Resources Management | 68 905 | 68 308 | 597 | 68 970 | 68 438 | 532 |
| Education Human Resources Development | 1 416 153 | 1 415 398 | 755 | 1 409 541 | 1 409 132 | 409 |
| Curriculum and Professional Development Unit | 20 038 | 14 785 | 5 253 | 17 788 | 17 579 | 209 |
| **Total** | **1 507 090** | **1 500 401** | **6 689** | **1 497 761** | **1 496 586** | **1 175** |

**Linking performance with budgets**

The programme aims to promote quality teaching and institutional performance through the effective supply, development and utilisation of human resources. During the reporting period, the programme spent 99.56%. This has enabled the programme to progress in achieving predetermined objectives that relate to teacher and professional development; labour relations and human resources planning; education human resources development; curriculum and professional development institute; educator performance management and development and whole school evaluation. The shortfall of 0.44% that was recorded relates mainly to goods and services due to cost containment measures implemented in 2023/24 financial year. There was only one indicator that was not achieved under the programme: the Funza Lushaka bursaries awarded to students enrolled for Initial Teacher Education per year.

**Strategy to overcome areas of underperformance**

The Department through Programme 3: Teachers, Education Human Resources and Institutional Development has not achieved the indicator on the number of Funza Lushaka bursaries awarded to students enrolled for Initial Teacher Education per year. For the first time over the Strategic Planning period, the indicator was unachieved whilst there was over achievement recorded in the previous fiscal years. This is attributed to most Higher Education Institutions charging tuitions that were above FLBP's capped amount this has led to most applicants preferring funds that were paying full tuitions. For the coming reporting period, the DBE has received fewer bursaries meaning that the challenge is resolved through budget cuts. In the previous reporting periods, more budget was allocated to HEIs whose tuition fees were lower than the capped value amount of the bursary and funds not utilised in one Higher Education Institution were reallocated to other Higher Education Institutions that have applicants. This has been an instrumental strategy to meet the target and will be explored in the coming financial year.

## 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 monitoring and evaluation, planning 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. OUTCOMES

- **DBE Outcome 1:** Improved system of policies, including the curriculum and assessment, governing the Basic Education Sector to advance a quality and inclusive, safe and healthy basic education system.

### 4.4.4. OUTPUTS

- New schools completed
- School sanitation facilities provided
- School water facilities provided
- Test items developed
- School and learner performance on NSC produced
- Examination question papers set
- Effective school administration monitored
- Learning Outcomes assessed
- Determination of school readiness reported
- Officials in districts below the national benchmark mentored
- Support to school principals rated
- District Directors capacitated
- Underperforming Schools Supported
- Teacher development conducted
- District Director forums conducted

### 4.4.5. 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 and Financial Planning**

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.

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 Provincial Education Departments 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 is an important component that measures learner performance within the education sector. A summary of the activities for this programme are elaborated below.

### 4.4.6. PROGRAMME PERFORMANCE INFORMATION

## Outcomes, Outputs, Output Indicators, Targets and Actual Achievements

## INFORMATION AND MANAGEMENT SYSTEMS

*Education Management Information Systems (EMIS)*

**Achievements**

21 255 (99.27%) of public schools submitted data using SA-SAMS as reported by eight (8) Provinces, excluding Western Cape.

All PEDs were monitored for implementing LURITS readiness processes and EMIS priorities, and feedback on the outcomes was provided to all Provinces.

The 2023 learner enrolment figures were finalised and submitted to the National Treasury for the equitable share calculation of the Education component used to allocate to the Basic Education Sector.

The School Realities 2023 report was approved and published on the Department 's website , with over 2 200 downloads of the various published School Realities Reports. The DBE responded to over 225 data requests from DBE line functions , researchers , parents , and other governmental departments for data-driven intervention , compilation of country and research reports , audits , monitoring , planning , and decision-making. The report on Grade Promotion , Repetition and Dropping Out for 2018 – 2021 and the 2023 Masterlist was produced using EMIS data and published on the DBE website.

The DBE updated, tested, and released the Structured Query Language (SQL) script to extract the 2023 NSC data registration via Provincial Data Warehouses. The data, where SA-SAMS is the source, was collected from schools that successfully registered on the examination system and managed the collection of individual Learner performance data each quarter for all grades from the eight (8) provinces using SA-SAMS.

Five (5) version updates of SA-SAMS were developed and released following the approved governance process. The SA-SAMS helpdesk assisted schools and districts with over 7 300 SA-SAMS queries and corrected approximately 357 databases . This included supporting 510 Care Centres with Learners with Severe and Profound Intellectual Disabilities (LSPID) with SA-SAMS and the Masterlist maintenance, assisting the project with placing learners at available schools and supporting the Department of Correctional Services (DCS) with the SA-SAMS databases and data warehouse.

The LURITS Data Verification backup files for all nine (9) provinces were restored to the DBE server environment. The DBE supported the provinces in verifying Learners with and without Identity Document (ID) numbers on the EMIS systems with the Department of Home Affairs to improve the quality of EMIS data that is 93% correct based on uploaded learners verified against the National Population Register.

Three (3) Functional Requirements Specifications were reviewed and approved. Release 1 (OpenEMIS baseline solution) and Release 2 and 3 (Manage School, Manage Learner and Manage Human Resource) were done after configuration, development and training were completed. User Acceptance Testing is in progress, with close to 400 users participating and no bugs reported, with valuable suggestions to enhance the testing process.

The Data Driven Districts (DDD) Dashboard platform was upgraded with the final switchover to the Data Driven Districts dashboard (DDD 2.0), and its usage is supported by various webinars conducted weekly. Improvements were made to access control to ensure data security and access control. More than 2 000 schools and 10.9 million learners were uploaded every quarter, of which at least 8 810 schools submitted their SA-SAMS data weekly during Term 4 of 2023. 3926 repeat users used DDD in two (2) consecutive terms.

The Geographic Information System (GIS) Enterprise server was upgraded to the latest version via a renewed license Agreement between ESRI and DBE and was developed with skills transfer.

The Early Childhood Development Registration Management System (ECD RMS) was rebranded to the Early Childhood Administration and Reporting System (eCares), reflecting its additional functionality.

**Under-achievements**

Testing of new EMIS publications Universe was delayed due to the departmental firewall settings, which were escalated to GITO for investigation.

Delays in the UAT of the SA-SAMS Modernisation solution were due to scheduled sessions during busy school times and the correcting of Functional Requirements Specifications (FRS) to enable better reviews and sign-off to ensure the Project's governance. Due to the low participation in UAT, the project team is collaborating with the DBE and PED EMIS teams to expand testing to identified pilot schools.

## PUBLIC EXAMINATION AND ASSESSMENTS

*Public Examinations*

**Achievements**

**Setting and moderation of NSC question papers**

The June 2023 Examinations required 158 question papers, approved by Umalusi. 19were approved in a previous examination and used for the examinations. The approved papers were sent to PEDs for distribution. 31 were in Braille, 38 were adapted for deaf learners, 44 were audio for blind learners, and 30 were in large print. The DBE also sourced question papers for Sport and Exercise Science and Maritime Economics from the Independent Examination Board (IEB).

The November 2023 Examinations required a total of 122 question papers, with Umalusi approving 134 and using 28 from the question paper bank. All 162 papers were approved, and they were sent to PEDs for printing, packing, and distribution. The DBE adapted 51 for Braille, 61 for Deaf, and 89 for large print. 66 were available in audio. The IEB set 43 question papers for non-official Languages, Nautical Sciences, Maritime Economics, Equine Studies, and Sport and Exercise Sciences.

**Monitoring, Coordination and Provincial support**

The DBE conducted an Examination System Review from June to July 2023, ensuring the national examination system is prepared for the 2023 May/June and November NSC examinations. The review involved virtual and face-to-face meetings for each province.

The State of Readiness for the November 2023 examination was conducted from 12 September to 11 October 2023, using both virtual and face-to-face methods . The review and state of readiness were successful , leading to an update of Provincial Improvement Plans. All PEDs were prepared to administer the examination, identifying risk areas for mitigation.

The DBE successfully monitored the May/June and November 2023 examinations, with 44 part-time monitors, 18 School Improvement System Coordinating Officers, and over 10 DBE-based officials across nine (9) provinces, and 18 part-time monitors for marking and capturing marks.

**Quality Assurance of School Based Assessment**

The DBE monitored and moderated School-Based Assessment (SBA), Practical Assessment Tasks (PATs), and Oral Assessment using a combination of onsite, off-site, and e-moderation methods. Moderation was conducted in two phases: Phase 1 in all provinces from 26 June -14 July 2023, and Phase 2 in selected gateway subjects from 2-6 October 2023.

The study involved sampling six (6) public and independent schools in each province, along with six (6) pieces of learner evidence, in selected gateway subjects, including Accounting, Business Studies, Geography, History, Life Sciences, and Marine Sciences.

The DBE moderated various PAT subjects, including Agricultural Technology, Design and Visual Arts, Technical Sciences, Technical Mathematics, Tourism, Civil Technology, Electrical Technology, and Mechanical Technology. Moderation was conducted from September 2023 to November 2023, with each PED submitting (ten)10 pieces of learner evidence. Onsite moderation was conducted at four (4) schools and centrally at the DBE from August to September 2023.

**Management, Coordination and Quality Assurance of Marking**

From November 2023 to December 2023, 145 Marking Standardisation Meetings (MSMs) were held to standardise Marking Guidelines, involving virtual and face-to-face modalities. The meetings included a panel pre-meeting, discussion, training, and authorisation, facilitated by the DBE panel.

The 2023 NSC examinations were marked in 184 centres across nine (9) provinces, with Gauteng and Mpumalanga using a staggered approach due to marker shortages, with all centres officially closed by 23 December 2023.

The DBE conducted internal moderation at 184 marking centres and external quality assurance through deployed moderators in selected subjects, including Physical Science, History, Life Science, Mathematics, Mathematics Literacy, Economics, and Accounting for 2023 NSC marking.

The centralised marking of small enrolment subjects was successfully administered in a designated school in Pretoria from 8 to 21 December 2023. Centralised marking of identified subjects was completed in two (2) provinces i.e., Siswati (Mpumalanga); IsiXhosa SAL (Western Cape). Marine Sciences was included as part of the DBE Centralised marking in Pretoria in 2023. Centralised Marking included the e-marking pilot of Mathematics Paper 2 as well as Music Paper 2 for the November 2023 examination. The marking of scripts for blind and deaf candidates was centralised in Gauteng and Western Cape.

The re-marking of candidate scripts began on 10 February 2024 and ended on 23 February 2024, including remarking of centralised marking subjects at the DBE from 18 to 22 February 2024.

**Conduct of the November 2023 NSC Examinations**

The November 2023 Grade 12 NSC examinations, which began on 31 October 2023 and ended on 6 December 2023, attracted 898 300 candidates, including 717 157 full-time and 181 143 part-time candidates.

**Management of Examination Irregularities**

Between December 2023 and January 2024, investigative marking of group copying cases in Mpumalanga, North West, KZN, and Limpopo revealed 785 candidates involved in irregularities in four (4) Provincial Examinations Committees (PEICs). The reports were presented to the National Examinations Irregularities Committee (NEIC), which approved the 2023 NSC examination results. All cases were resolved, with candidates cleared and those found irregular being sanctioned accordingly.

**The Standardisation of the 2023 November Examination Results**

Umalusi conducted a standardisation process to ensure fairness and consistency in results, ensuring learners' knowledge, abilities, and aptitude are not unduly disadvantaged and results remain comparable year after year.

The DBE held a two-day pre-standardisation meeting on 3-4 January 2024, involving provincial examination managers to prepare standardisation proposals, which were presented to Umalusi on 5 January 2024.

**The 2023 November Examination Results and Feedback**

The Grade 12 results improved from 80.1% in 2022 to 82.9% in 2023. There was a 2.8% improvement in the overall performance for the Class of 2023. This is the highest performance achieved since the inception of the NSC in 2008.

November 2023 NSC results were released to candidates on 19 January 2024. Four (4) NSC reports were produced to consolidate data for PEDs, education stakeholders, and media, and uploaded on the DBE website.

*Assessment*

**Achievements:**

**Teaching and Learning International Survey (TALIS) 2024**

The IEA conducted training on instrument preparations for the primary survey in Slovenia from 26-29 September 2023. The TALIS instruments for Grades 8 and 9 teachers have been approved by the Organisation for Economic Co-operation and Development (OECD).

The list of sampled schools per province was shared across all provinces, and Teacher Listing Forms were generated using WinW3S software, completed by schools, and uploaded for further survey stages.

**Trends in Mathematics and Science Study (TIMSS) 2023**

The TIMSS Grades 5 and 9 Mathematics and Science Learner Achievement booklets and questionnaires were administered in 600 schools. Coding, scoring, data capture, and data cleaning were completed. The data was submitted to the International Association for the Evaluation of Educational Achievement.

**Progress in International Reading Literacy Study (PIRLS) 2021**)

The final country report was submitted to the DBE, and a capacity development and training workshop on using assessment data was conducted. The Assessment Literacy Enhancement (ALITE) Programme aimed to enhance the capacity of education officials at different levels to use assessment evidence effectively, particularly for learners from poor and marginalised backgrounds. The training included presentations from leading international and local assessment experts.

**Southern and Eastern African Consortium for Monitoring Educational Quality (SACMEQ) V**

The Minister attended the SACMEQ assembly meeting in Zambia in November 2023, where they elected the managing committee members, discussed financial matters, and reviewed the progress of the SACMEQ V study. A progress report on South Africa's activities was submitted, and it was acknowledged that South Africa is on track with the project plan.

**Systemic Evaluation (SE) 2021**

The Australian Council for Education Research (ACER) has completed a SE Primary Analysis Report on nearly 3 400 schools in Grades 3, 6, and 9 in Language and Mathematics. The report provides detailed analyses of learners' cognitive performance and contextual learning. The results were used to extend reading literacy results from the PIRLS 2021 study.

**Diagnostic Test Items**

The 500 Language and Mathematics test items for Grades 3, 6, and 9 have been developed and translated into relevant languages, and compiled into booklets for each grade, subject, and language before publication.

**General Education Certificate (GEC) 2023**

Curriculum tests were conducted in five (5) selected subjects from November 15-21, 2023. An assessment instruction was distributed to provinces, outlining the process for sampled schools. A National Marking Guideline discussion was held from 8-17 November 2023, followed by provinces discussing with schools. Out of 1000 schools, 268 were sampled for national moderation, and PEDs sent marked scripts and schedules to the DBE.

A mid-line reflection was conducted on the implementation of Integrated Projects, 21st-century skills, and inclinations assessment from October 23 to November 2023. Follow-up interviews were conducted from 1-15 December 2023, followed by an endline reflection on curriculum tests administration.

**Early Learning National Assessment (ELNA)**

The 2022 ELNA baseline report has been reconstituted and aligned with the Systemic Evaluation study format, serving as a system monitoring function.

The Department created a SA-SAMS embedded application to collect ELNA testing in province schools for future cycles. The ELNA Grades R-1 Language and Mathematics tests were refined and prepared for uploading into the application.

**Standard Setting Workshop**

The Department partnered with the University of Pretoria to lead the standard setting process for large-scale assessments in South Africa, focusing on projects like ELNA (Grade 1) in Mathematics and Languages, PIRLS (Grades 4 and 6) in Reading, and Systemic Evaluation (Grades 3, 6, and 9) in Mathematics and Reading. The purpose of standard setting is to develop meaningful reporting standards in the South African context that will detail proficiency scales in what learners are able to do.

Training of assessors for each of the project, grade and subject was conducted prior to the rating of items for each grade, subject and project. The standard setting rating activities commenced in December 2023 and was concluded in February 2024. The UP is in the process of developing the proficiency scales for each of the grade, subject and project.

**School Based Assessment (SBA)**

The SBA provincial assessment system in Mpumalanga underwent an audit, including a desktop evaluation of self-evaluation instruments. A follow-up visit provided feedback and insights for developing a GET SBA quality assurance model.

The Programme of Assessment for both SoS and mainstream schools was developed and circulated to provinces, along with a circular.

*Exams and Assessment Systems Administration*

**Achievements**

**Management and Maintenance of the Integrated Examination and Computer System (IECS)**

The Integrated Examination and Computer system, managed by SITA and nine (9) Provincial Administrators, underwent enhancements and changes for the NSC 2023-06 and 2023-11 examinations.

**Data Management for the Integrated Examination Computer System**

Successful registration, written mark capture, SBA marks, standardisation, statistical moderation, and resulting for NSC 2023-06, SC 2023-06, and NSC 2023-11 were completed. Data consolidation and analysis for Ministerial reports and curriculum interventions were completed. The Business Intelligence system was used to supplement reporting processes.

**New technologies to improve Assessment and Examination Systems**

The New Open System NSC has been successfully implemented for the second time during NSC 2023/6, allowing learners to rewrite from 2008. The system has been updated with the Protection of Personal Information Act 4 of 2013 consent indicator and applied to Preliminary Schedules. Initiatives with Umalusi and independent examination bodies have made results and certification combination easier. A USAf data download for SC(a) examinations has been developed, and online applications for e-Registration, E-Remark-Recheck, and e-Reissue have been implemented.

The systems are continuously being tested and enhanced to enhance user functionality and implementation across provinces, while also refining interactions between users and the systems.

## PLANNING AND IMPLEMENTATION SUPPORT

*Provincial and District Planning and Implementation Support*

**Achievements**

Four (4) provinces, namely, Gauteng, KwaZulu-Natal, Northern Cape and Western Cape, made considerable progress in implementing the amended Policy and submitting yearly reports to the Minister. Meanwhile, Eastern Cape and Limpopo provinces have been lagging. Together with North West, Mpumalanga and Free State provinces, which were just moving at a fair pace, one-on-one support was provided.

Four (4) mentors were appointed to support nine (9) struggling districts spread between the Eastern Cape, Limpopo and Northern Cape provinces. The districts include OR Tambo Coastal, Alfred Nzo East, Joe Gqabi, Mopani East, Sekhukhune East and South, Vhembe West, Frances Baard and John Taolo Gaetsewe. The Districts recorded an increase in the NSC pass percentage as high as 12.2% in Joe Gqabi, 10.2 % in Mopani East, and 8.3% in Vhembe West. Improvement in Bachelor passes and distinctions has also been recorded in the participating districts. Mentors have been capacitated through workshops with the National Education Collaboration Trust (NECT) and the National Leaders Foundation.

The principal's satisfaction survey was not administered; however, during the year, the DBE asked provinces to develop improvement plans based on the outcome of the previous survey to provide schools with the support they require from Circuit and District officials. Therefore, eight (8) provinces submitted Principals Survey Improvement Plans, namely Free State, Gauteng, North West, Western Cape, Mpumalanga, Northern Cape, Eastern Cape and KwaZulu-Natal. Limpopo province was encouraged to submit their plan too.

Six (6) reports of newly appointed District Directors from the Eastern Cape, Gauteng, KwaZulu-Natal, and Western Cape were filed.

Nine (9) laptops were delivered to nine (9) Quintile 1-3 schools, five (5) data projectors were delivered to five (5) Quintile 1-5 schools, and 68 trophies and certificates were awarded to all the recipients.

The R50 000 prizes of NEEA were delivered to seven (7) education districts: Metro North, Tshwane South, Fezile Dabi, Motheo, Ugu, Umlazi and uMkhanyakude. Prizes ranged from procurement of ICT resources, inter-district collaboration activities, support for matric last push classes and sessions for district strategic planning.

A total of 13 districts in four (4) provinces (KZN, FS, WC, and NC) were monitored regarding the filling of vacancies and provision of tools of trade.

The visits for Fundamentals of Performance Self-assessment, reporting and development of the District Development Plan (DDP) workshops were conducted in 17 districts: A total of 564 district officials were trained on the Fundamentals of Performance process.

A total of 51 District Improvement Plans were received from provinces.

The District Development Model (DDM) has been institutionalised within the education sector. In Sedibeng and John Taolo Gaetsewe municipalities, political champions from the education sector have received continuous support.

A winter school was convened in collaboration with the NECT in July 2023 to build capacity for district officials. Participants were sampled from the Northern Cape (Frances Baard, JTG); KwaZulu-Natal (iLembe and King Cetshwayo); Limpopo (Sekhukhune East and South, Mopani East and Vhembe West) and Eastern Cape (OR Tambo Coastal and Joe Gqabi). Ten (10) officials, including the district director, per district, were invited to attend.

**Under-achievements**

Five (5) provinces, namely, Eastern Cape, Free State, Limpopo, Mpumalanga and North West provinces could not submit yearly reports. They are also struggling to comply with the Staffing Norms and provision of Tools of Trade. Struggling provinces have been supported through physical and online workshops in March 2023 and 2024.

*School Level Planning and Implementation Support*

**Achievements**

The Department issued Circular D3 of 2023 to provide the revised criteria for the management of underperformance in primary and secondary schools. The circular replaced Circular D2 of 2017. According to Circular D3, as of 2023, a secondary school should be deemed to be underperforming if its pass percentage in the NSC examination falls below 70%. Secondly, if a school has reached the 70% benchmark but fails to produce a minimum of 30% bachelor passes, the school should be deemed to be underperforming. The criteria aim at improving the quality of learning outcomes in line with the National Development Plan (NDP)

All nine (9) provinces submitted the Circular D2 reports to the Minister as required by the South African Schools Act (SASA) 84 of 1996. In 2023/24, 1 094 secondary schools were identified, down from 1 722 in 2022/23.

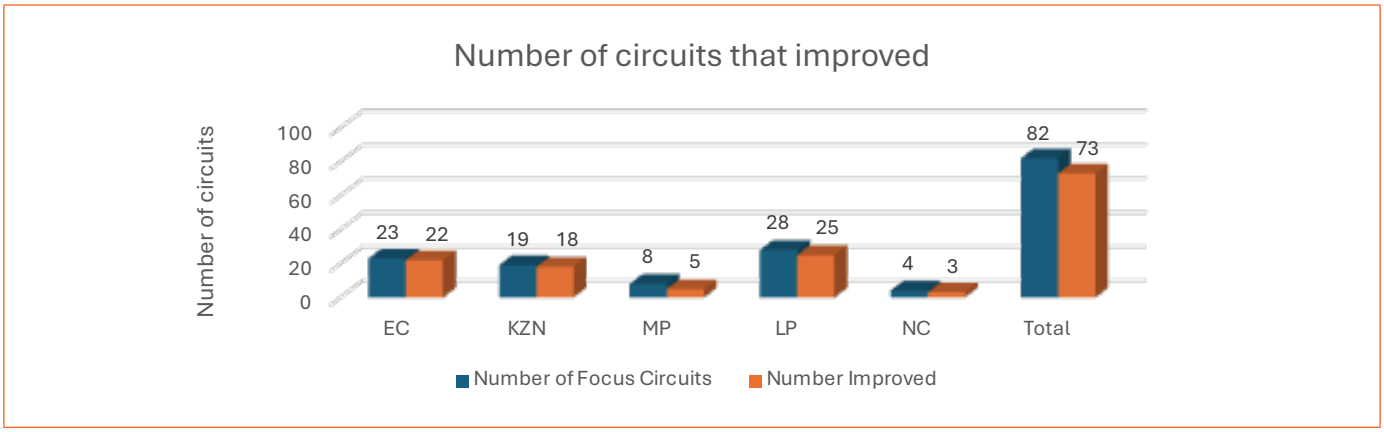
School Improvement Support Coordinators (SISCOs) conducted support visits to 903 secondary schools in 58 districts across all provinces. This constitutes 83% of the total number of underperforming secondary schools. A monitoring tool was administered to all 903 schools to establish if district officials supported underperforming schools. 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 impact the overall performance of schools. The tool also allowed the schools to suggest strategies that worked.

Evidence of district support for schools was collected from 104 schools, bringing the number of schools monitored twice to 1 007, thus exceeding the annual target by seven (7) schools.

SISCOs continued working with 82 identified Circuit Managers (CMs) from poor-performing circuits in 30 districts, potentially empowering them to support 2 875 schools. Circuit Academic Improvement Plans (CAIPs) were reviewed quarterly to ensure that they addressed emerging issues.

The analysis of the 2023 NSC results in the targeted circuits showed a slight increase compared to NSC 2022. 73 of the 82 focus circuits improved their performance in NSC 2023. Circuit Managers have institutionalised the utilisation of learner performance data to craft targeted intervention strategies.

**Figure 6: Performance of focus circuits per province (NSC 2023)**




Underperforming primary schools were supported in clusters to ensure that support reached to a few of the feeder primary schools. The focus is on the quality of teaching and learning in primary schools, particularly the foundation that learners get in critical subjects. Teaching these subjects impacts learners' performance in the FET phase.

School-level planning monitoring is part of the protection of Teaching and Learning Time, and a monitoring tool was developed to measure the above. It was then piloted in five (5) districts across five (5) provinces to establish reasons for losing teaching and learning time in underperforming schools. The pilot found that some schools lose teaching and learning time due to community protests and poor time management. The pilot and results thereof will be used to strengthen this area.

*Education Management and Governance Development*

**Achievements**

Survey tools were sampled from all nine (9) provinces using the expected tools in the correct format. A total of 1,000 tools were received. The percentage of the sampled schools that produced the minimum management tools at a required standard were captured and analysed as indicated below:

**Table 24: Analysis of sampled tools: Availability of Management Documents according to quota**

| Analysis based on required standards of schools | | | |
|---|---|---|---|
| | Rating out of 64 | Number of Schools | Percentage |
| Schools which are Exceedingly Functional | 51 – 64 | 392 | 80 – 100% |
| Schools which are Functional | 39 – 50 | 608 | 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% |

The DBE in collaboration with the District Planning Level supported the Strategic Planning Workshop to 58 District Management Team members of Gert Sibande District on 10 – 12 January 2024 at Sabie, in Mpumalanga. Another one was also held on 30 and 31 January 2024 at Badplaas Forever Resort, in eManzana, Mpumalanga.

The DBE monitored and supported the Advanced Diploma: School Leadership and Management (ADE: SLM) contact session Block 2 of Mpumalanga Province Students with the University of Pretoria held in Witbank High School on 24 February 2024. Of the 53 students registered, only 16 attended.

The 2024 SGB Elections commenced on 1 March 2024. The status of the SGB Elections in the nine (9) provinces as collated from 1 March to 15 March 2024 was analysed as indicated below:

**Table 25: Status of SGB Elections**

| PROVINCE | NO. OF SCHOOLS IN THE PED | NO OF SCHOOLS CONDUCTED ELECTIONS | MODE OF ELECTIONS | | |
|---|---|---|---|---|---|
| | | | ELECTION MEETING | FULL DAY | E-VOTING |
| Eastern Cape | 5 065 | 478 | 473 | 05 | 0 |
| Free State | 941 | 512 | 335 | 123 | 54 |
| Gauteng | 2 248 | 1 402 | 1294 | 89 | 19 |
| Kwazulu-Natal | 5 869 | 1 111 | 1 110 | 0 | 1 |
| Limpopo | 3 181 | 1 237 | 1 186 | 47 | 4 |
| Mpumalanga | 1 649 | 590 | 564 | 6 | 20 |
| Northern Cape | 552 | 233 | 140 | 89 | 4 |
| North West | 1 476 | 828 | 433 | 389 | 6 |
| Western Cape | 1 546 | 1 546 | 1521 | 0 | 25 |
| **NATIONAL** | **22 527** | **7 937** | **7 056** | **748** | **133** |

The lists of the 1,000 sampled schools for the 2023/24 surveys on the SGB Functionality Tools, respectively, were distributed to all the provinces on 31 July 2023. The DBE mediated the SGB Functionality Tool to three (3) provinces: Gauteng, Free State and Eastern Cape. All provinces submitted survey tools as sampled from the expected tools in the correct format.

The MEC of Education in Limpopo launched the RCL Academic Excellence Campaign on 28 February 2024 at Flora-Park Comprehensive Primary School in Polokwane. This was an initiative of the PED in partnership with Agape Youth Movement, the United Nations International Children's Emergency Fund (UNICEF) and Old Mutual. The campaign was meant to improve the academic performance of the province. 57 participants attended the campaign.

The DBE conducted RCL Dialogues in three (3) schools, Witbank High School in Mpumalanga province and two (2) schools in Gauteng province, Wilmoore High School and Hoerskool Silverton. The purpose of the dialogue was to address School-related Gender-Based Violence (SGBV)/discipline/respect and constitutional values/ discrimination and other related intolerances in South African schools.

**Under-achievements**

**Rationalisation of Schools**

A total of 300 learners from Laersdrift Combined School (Sekhukhune East District) were not in school. Concerned parents requested an urgent intervention from the Minister. The matter is receiving attention from the Limpopo PDE.

FEDSAS submitted a complaint regarding the realignment of Tsitsikama Combined School in the Eastern Cape and further escalated the matter to the Eastern Cape Court, the matter is receiving attention from the ECDoE.

The work to rule experienced by the Free State PED delayed the start of the SGB elections, which only started on 15 March 2024.

## PROVINCIAL MONITORING

*School and District Incident Management and Support*

**Achievements**

The DBE is currently at 99.64% of the call resolution rate, with 1 379 cases that have been resolved and five (5) outstanding cases . Call Centre: 0800 202 933. 11 066 enquiries were received and resolved. The highest enquiries received were related to 2023 matric results, Second Chance Programme, Matric Certificate replacement, remarking, rechecking and review matric certificate related issues, GDE online 2024 admissions, Funza Lushaka bursary applications, Educator assistant enquiries, ASC and NSC re-writes examinations, Unemployed educators database, Pensions, Certificate Replacement, unpaid school fees, AET, Inclusive education, school fees exemption applications, remarking, DHET and general enquiries.

Highest enquiries received were related to Certification Issues (2665); 2022 Matric results (1117); ASC and NSC re-write registrations 2022 (1181); GDE online registrations (954); Funza Lushaka Bursary applications (801); Second chance programme (609); and remarking, review and recheck (438).

Lowest enquiries received were related to Educator Assistant (47); Home school (53); School fees (87); and Abet (165).

Gauteng, KwaZulu-Natal and the Eastern Cape have the highest number of enquiries received with North West and the Northern Cape with fewer enquiries

Two-thousand six hundred and sixty-seven website enquiries were received, and 2 131 (80%) were finalised, while 536 (20%) were junk and repeat enquiries.

**Table 26: Call centre calls received per quarter**

| Quarter | 1 | 2 | 3 | 4 | Annual 2023/24 |
|---|---|---|---|---|---|
| Total Calls Received | 647 | 714 | 702 | 604 | **2 667** |
| Resolved | 528 | 532 | 618 | 453 | **2131** |
| Junk and Repeats | 119 | 182 | 84 | 151 | **536** |

Enquiries received were related to Matric certificate replacement, NSC, Matric results, home schooling information, GDE admissions, ASC re-write registrations, Funza Lushaka bursary applications, school fees, Educator Assistant, Schools Closing Date, Home schooling information, Second Chance Programme Registrations, school fees, GDE online admissions, ASC matric rewrite registrations and Remarks, DHET enquiries and some were requesting for general information. The graph below indicates the trends:

The DBE worked with PEDs and resolved 228 (70%) of the 327 cases reported to the Department. These were related to learners' admissions, dismissals, discriminations, learner expulsions, scholar transport, corporal punishment, HR matters, school governance, transfer of learners, expulsion of learners, withholding of report cards, and school governance.

The DBE worked with PEDs to resolve all 25 cases reported to the Department. These were related to unpaid school fees, mismanagement of school, corporal punishment, and exemption of school fees.

School Readiness Monitoring as conducted from 17 to 26 January 2024. In all provinces, 399 schools in 25 districts were monitored. Provincial heads of department have been informed of all school-specific challenges.

The amended National Policy for Determining School Calendar for Public Schools in South Africa was published in the Government Gazette No. 50309 on 19 March 2024.

**Under-achievements**

The HEDCOM Subcommittee Meeting that was scheduled for 15 September 2023, which was intended to consider and consolidate the public comments on the Proposed 2027 School Calendar and to discuss inputs from members of the subcommittee on the Draft 2028 School Calendar, was rescheduled for the date to be confirmed, pending the publication of the Amended Policy.

*Quality Learning and Teaching Campaign (QLTC)*

**Achievements**

The DBE partnered with the University of Johannesburg (UJ) for schools to participate in the Grades 10-12 Science Chemistry project.

The Land and Development Bank of Southern Africa donated six (6) food gardening schools in five (5) provinces and plans to expand the number to include other provinces. The schools have started planting crops in all the gardens. The Agricultural Research Council (ARC) tested the soil in Motjedi Secondary School as part of the school gardening project, and the planting of winter crops has started.

Adcock Ingram donated 400 pairs of shoes and distributed them to schools for needy learners during the Mandela Day celebration and the Deputy Minister's campaign. Further shoe donations took place in KwaZulu-Natal during the Deputy Minister's Imbizo, in North West when the Minister visited the Queen of Batlokwa Ba Sedumedi, and to Khayalami Secondary School in Stellenbosch, Cape Town.

The Provincial QLTC Launches and Pledges is one (1) of the major responsibilities of the QLTC in the Department of Basic Education. The Department participated in the buildup activities for BELA Bill public hearings in all the nine (9) provinces and submitted a report to that effect. Communities and education stakeholders attended in their numbers to make the events a success. The Limpopo province launched all the districts and provincial QLTC structures.

The Eastern Cape, Gauteng, Mpumalanga, Northern Cape are continuing with the launches of districts and School Based QLTC. The Gauteng QLTC has developed a plan for the induction of school based QLTC structures. The DBE supported inter-governmental events such as Community Safety organised by South African Police services (SAPS) and participated in the School Safety summit organised by the Gauteng Education Department.

The DBE and Department of Mineral Resource and Energy jointly hosted an outreach programme careers pathing/choices, which took place in KwaZulu-Natal, in Nongoma Local Municipality. The strategic focus was to promote Science, Technology, Engineering and Mathematics (STEM) subjects. The invitation was extended to four (4) schools as part of the first phase.

## NATIONAL EDUCATION EVALUATION AND DEVELOPMENT UNIT (NEEDU)

**Achievements**

The report entitled "*Teaching every learner to read at an age-appropriate level: How teachers use DBE Rainbow Workbooks to enhance foundational literacy skills*", contains 39 best practices. These best practices were taken from primary schools serving learners from different socio-economic backgrounds, mostly those not at the higher end of this scale. These practices will serve as a starting point for schools to do self-introspection on how they use Home Language workbooks, to guide teachers on how to use these workbooks effectively and systematically, and to encourage teachers to use these valuable resources optimally.

To ensure that the best practices documented in the report have a system-wide impact, the DBE conducted 69 workshops/sharing sessions in all nine (9) provinces in 22 different districts.

The sharing sessions were attended by 4 016 school-based participants from 3 298 schools. Many schools sent more than one representative, as larger schools have two (2) Departmental Heads in the Foundation Phase. Of the 4 016 school-based participants, 2 732 were Departmental Heads, 174 principals or deputy principals, and 1 110 teachers. Nine (9) provincial officials and 216 district officials also attended the sharing sessions.

Furthermore, NEEDU engaged languages specialists in Foundation Phase (including a team of isiXhosa linguistic academics from universities in Eastern Cape and Western Cape) to finalise a comprehensive and standardised phonic programme in each language. Based on these engagements, the DBE has produced a set of three (3) documents in each of the 11 official languages.

**Under-achievements**

NEEDU was unable to make changes directly to the Foundation Phase DBE workbooks as was initially planned. This is because the soft copies of the workbooks could not be made available to NEEDU. To mitigate this challenge, specific guiding documents were produced for the workbook developers to use to effect changes. However, this became a time-consuming and labour-intensive exercise. The planned provincial roadshows, aimed at empowering Foundation Phase Departmental Heads in 19 districts on using the DBE workbooks effectively to improve reading and prepare learners for the next PIRLS, were cancelled due to cost-containment measures.

## FOUNDATIONS FOR LEARNING

*Early Childhood Development*

**Achievements**

**Implementation of the South African National Curriculum Framework (NCF) for Children from Birth to Four.**

The DBE obtained support from UNICEF with the development of Learning and Teaching Support Materials (LTSM) to implement the NCF. The purpose of the project is to develop resources that are age-appropriate, adaptable to all ECD programmes, gender and disability sensitive. The resources that have been developed include lesson plans, assessment cards/books that practitioners can use for observation of children's progress, posters, books, and charts that are align with the themes and facilitate multi-dimensional learning. Ten-minute videos and short graphic practical books in a real-life context were also part of the development of the LTSM to guide ECD practitioners on how to use the developed materials.

Furthermore, UNICEF appointed a service provider to support the development of the daily activity plans and integrated LTSM. This included videos that include learning through play, setting up the early learning and development space, and practical demonstrations of how to use the lesson plans and LTSM in early learning and development for children birth to five years. The materials were piloted during the third quarter of the financial year, and in the final quarter, they were updated and strengthened through the lessons learned during the piloting.

A total of 20 027 ECD practitioners have been trained on the implementation of NCF, and 1 931 ECD programmes have been monitored and supported.

The DBE, in partnership with UNICEF, Cotlands and the LEGO Foundation collaborated on a national in-service training programme to enhance early learning through the power of play. The target for 2023 was to reach 5 500 ECD practitioners. A total of 8 338 ECD practitioners have completed the training.

To further strengthen the PLAYSA training programme, a new module on Inclusive Education is being developed. The purpose of this module will be to equip ECD practitioners on the early identification and intervention of children with developmental delays or disabilities. The team identified additional gaps and further strengthening the content. A final review has been done on 12 December 2023.

*Early Childhood Care: 0-4*

**Achievements**

The DBE is developing a Registration and Management System (eCares) to establish a valid database for ECD programmes. To support standardising and streamlining ECD programme registration, the DBE has begun engaging stakeholders to design, test, and pilot a system.

Critical to system design is understanding the processes followed, monitored, and reported on by PEDs since the function shift from the DSD. To this end, the ECD RMS Situational Analysis project was initiated in March 2023. This project will also inform a change management programme design with the landscape of role players, their tools of trade, practices, and attitudes towards processes under review and digitisation. The project focuses on the processes as they are currently being implemented by Free State, Western Cape and Gauteng Education Departments at both Head Office and District Offices. The situational analysis was completed in June 2023. This was followed by developing the user requirements and the request for proposals for the ECD administration and reporting system (eCares), which was subsequently finalised and advertised. Towards the end of the financial year, the DBE finalised the procurement and contracting process with the preferred Service Provider, Vodacom Mezzanine.

The system was administered and overseen by Ilifa Labantwana, with donor funding provided by the LEGO Foundation. The selection panel for the service provider conducted their evaluations and demonstrations by the shortlisted service providers were conducted, subsequently the DBE and Ilifa Labantwana entered negotiations with the shortlisted service providers to ensure that the scope of work fits within the budget. Since February 2024, the Service Provider has started with the design of phase 1 of the system. The Functional Steering Committee also sat and agreed that the design of the eCares system will be aligned with the Mass Registration Drive to leverage the momentum of the Drive.

*Reading*

**Achievements**

The DBE has diligently provided ongoing support to users of the Online Teacher Development Platform (OTDP) and has finalised specifications for Phase 3 Development. This comprehensive effort ensures the platform's continuous improvement and effectiveness in supporting educators. In addition, successful training sessions were conducted for platform district administrators in the Eastern Cape, enhancing their ability to manage and utilise the platform efficiently. Furthermore, assessments of district administrators' assignments were meticulously carried out, with formative feedback provided to facilitate their professional development. New administrators were also assigned to the platform District Administrators group, ensuring smooth operation and management.

The DBE further facilitated the moderation and publication of modules submitted for review, underscoring the commitment to maintaining high-quality micro-learning content. Additionally, proactive steps were taken to conduct advocacy and capacity-building workshops for District Teacher Development Centre Managers and e-learning staff across all Eastern Cape districts, fostering greater awareness and utilisation of the OTDP for continuous teacher development.

The DBE has established an Implementation Framework for the Presidential Youth Employment Initiative (PYEI), with a focus on Reading Champions to bolster reading initiatives in school communities. Under the coordination of the NECT,

Phase 4 saw the successful appointment of 26,673 reading champions, with 74.16% receiving national training. This significant achievement has led to noticeable increases in reading activities, supported by teacher mentors. Throughout Phase 4, consultations were conducted to revise the Reading Champion manual, update the chatbot, and develop a comprehensive Teacher Mentor pathway alongside a self-paced course. A national training session for provincial support partners was carried out, laying the groundwork for district-level roll-out. Baseline and endline assessments showcased improvements in participants' understanding and implementation of reading strategies.

Phase 5 of the Reading Champions Programme marked a strategic alignment with the national reading strategy, emphasising the integration of African languages and robust community engagement. A discussion paper outlining these strategic moves was formulated, proposing actions such as integrating Curriculum Assistants and Reading Champions and introducing a new cohort strategy. To foster collective impact, District-led Reading Forum Structures were established, enabling ongoing capacity building. Additionally, an impact evaluation component was incorporated, with partner-led demonstration sites established in each province. Preparation efforts included significant progress in establishing support structures, such as partnering with the NECT, appointing a project coordinator, recruiting administrative staff, and developing a robust data management system. Furthermore, efforts were dedicated to identifying material development consultants and partners for curriculum refinement and implementation framework formulation, ensuring readiness for effective execution.

The MEC Book Club Launches were organised nationwide across all nine (9) provinces with the aim of promoting reading as a collective effort. Each MEC committed to leading reading clubs in all education districts within their respective provinces. Participation varied across provinces, with Mpumalanga having the highest number of participants (2 789), followed by Limpopo ( 4 190) and Gauteng (1 323). Stakeholders invited included teacher unions, NASGB, religious leaders, parents, District Directors, literacy NGOs, principals, Circuit Managers, and learners. In total, there were 1,754 participants in face-to-face events and 15, 961 participants in virtual events, showcasing a strong commitment to promoting reading culture across South Africa.

*Grant Management and Compliance*

**Achievements**

The total EIG allocation for the EIG 2023/24 is R13.872 billion. This budget is to be transferred to PEDs in five (5) instalments with the first instalment transferred on 14 April 2023. The PEDs may also use a maximum of R52.9 million of this grant in the 2023/24 financial year for the appointment of public servants to their infrastructure units. The allocation was reduced by R1.595 billion in the adjustments period.

*Implementation and Monitoring*

**Achievements**

**Replacement of Inappropriate Structures**

One (1) project has reached practical completion.

**Basic services (Water and Sanitation)**

346 schools have been provided with sanitation.

Four (4) schools have been provided with water facilities.

**Table 27: Report against the tabled Annual Performance Plan**

| Programme 4: Planning, Information and Assessment | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Outcome** | **Output** | **Output Indicator** | **Audited Actual Performance 2021/22** | **Audited Actual Performance 2022/23** | **Planned Annual Target 2023/24** | ****Actual Achievement 2023/24** | **Deviation from planned target to Actual Achievement 2023/24** | **Reasons for deviations** |
| Outcome 1: Improved system of policies, including the curriculum and assessment, governing the Basic Education Sector to advance a quality and inclusive, safe and healthy basic education system. | New schools completed | 4.1.1 Number of new schools built and completed through ASIDI. | 23 | 27 | 9 | 1 | -8 | The DBE delayed contracting service providers due to the National Treasury's cost containment measures. The School Infrastructure Backlogs Grant was cut by R179 805 million, impacting the completion of planned projects. |
| | School sanitation facilities provided | 4.1.2 Number of schools provided with sanitation facilities. | 1 026 | 457 | 350 | 346 | -4 | Reason for under achievement was due to incomplete financial information for Donor Funded Sanitation Projects. |
| | School water facilities provided | 4.1.3 Number of schools provided with water facilities through ASIDI. | 110 | 50 | 1 | 4 | 3 | The three (3) additional projects completed were rolled over from the previous financial year. |
| Outcome 2: Improved information and other systems which enable transformation and an efficient and accountable sector. | Test items developed | 4.2.1 Number of General Education and Training (GET) test items developed in Language and Mathematics for Grades 3, 6 and 9. | 500 | 500 | 500 | 500 | No deviation | Not applicable |
| | School and learner performance on NSC produced | 4.2.2 Number of NSC reports produced. | 4 | 4 | 4 | 4 | No deviation | Not applicable |
| | Examination question papers set | 4.2.3 Number of question papers set for June and November examinations. | 296 | 320 | 320 | 323 | 3 | Due to community protests, some candidates could not sit for the Oct/ Nov 2022 exams. Three additional papers (Economics P1, Mathematics Literacy P2 and Mathematics P2) were set for these candidates. |

| Programme 4: Planning, Information and Assessment | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Outcome** | **Output** | **Output Indicator** | **Audited Actual Performance 2021/22** | **Audited Actual Performance 2022/23** | **Planned Annual Target 2023/24** | ****Actual Achievement 2023/24** | **Deviation from planned target to Actual Achievement 2023/24** | **Reasons for deviations** |
| | Effective school administration monitored | 4.2.4 Percentage of public schools using the South African School Administration and Management System (SA-SAMS) for reporting. | 99.73%<br><br>21 486/21 544 | 99.38%<br><br>21 363/21 497 | 98% | 99.27%<br><br>21 255/ 21 412 | 1.27% | There was an improvement in submission processes. Data is required for promotion reporting and NSC Grade 12 Learner registration was closely monitored by circuits to ensure a more complete submission in time. |
| | | 4.2.5 An Annual National Report is produced on the number of provinces monitored for implementation of the Learner Unit Record Information and Tracking System (LURITS) and EMIS priorities. | Approved National Report on the number of provinces monitored for implementation of LURITS | Approved Annual National Report on the number of provinces monitored for implementation of the Learner Unit Record Information and Tracking System (LURITS) and EMIS priorities | Approved Annual National Report on the number of provinces monitored for implementation of the Learner Unit Record Information and Tracking System (LURITS) and EMIS priorities | Approved National Report on the number of provinces monitored for implementation of the Learner Unit Record Information and Tracking System (LURITS) and EMIS priorities | No deviation | Not applicable |
| | Learning Outcomes assessed | 4.2.6 An Annual National Report is produced on learning outcomes linked to a systemic study featuring in the National Assessment Framework | 2021 PIRLS progress report; and 2019 TIMSS Grades 5 and 9 reports developed | Approved Annual National Report on learning outcomes linked to the National Assessment Framework | Approved Annual National Report on learning outcomes linked to a systemic study featuring in the National Assessment Framework. | Approved Annual National Report on learning outcomes linked to a systemic study featuring in the National Assessment Framework. | No deviation | Not applicable |
| | Determination of school readiness reported | 4.2.7 An Annual National Report is produced on the Early Learning National Assessment to determine school readiness. | Approved National Report on the First Early Learning National Assessment | Approved Annual National Report on the Second Early Learning National Assessment | Approved Annual National Report on the Early Learning National Assessment to determine school readiness | Approved Annual National Report on the Early Learning National Assessment to determine school readiness | No deviation | Not applicable |

| Programme 4: Planning, Information and Assessment | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Outcome** | **Output** | **Output Indicator** | **Audited Actual Performance 2021/22** | **Audited Actual Performance 2022/23** | **Planned Annual Target 2023/24** | ****Actual Achievement 2023/24** | **Deviation from planned target to Actual Achievement 2023/24** | **Reasons for deviations** |
| Outcome 5: Enhanced strategic interventions to assist and develop provincial education systems. | Officials in districts below the national benchmark mentored | 4.3.1 Number of officials from districts that achieved below the national benchmark in the NSC participating in a mentoring programme. | 60 | 60 | 60 | 93 | 33 | The support to districts was intensified to include all the officials at the district level who have an impact on the improvement of learner performance at Grade 12 level. The action resulted in 74 out of 75 districts achieving above the 70% benchmark in NSC pass performance. |
| | Support to school principals rated | 4.3.2 Percentage of school principals rating the support services of districts as being satisfactory. | - | 87%<br>759/871 | - | Not measured in 2023/24 | No deviation | Not applicable |
| | District Directors capacitated | 4.3.3 Percentage of District Directors that have undergone competency assessment prior to their appointment. | 100%<br>5/5 | 75%<br>3/4 | 100% | 60%<br>3/5 | -40% | Due to budget constraints, the successful candidates from Eastern Cape were given appointment letters before undergoing competency assessments. However, their appointment on PERSAL took place after the competency assessments. |
| | Underperforming Schools Supported | 4.3.4 Number of underperforming secondary schools monitored at least twice a year by sector officials. | 29.78%<br>1 440/4 835 | 1 101 | 1 000 | 1 007 | 7 | School Improvement Support Coordinators from Gauteng were deployed to Limpopo where most of the underperforming schools were located |
| Outcome 6: Improved communication of information and partnerships with stakeholders. | District Director forums conducted | 4.3.5 Number of District Director forums held. | 4 | 3 | 3 | 4 | 1 | The approved engagement plan focused on three meetings for the reporting period. The February Ministers engagement meeting was conducted in excess of the approved plan. |

**Table 28: Sub-programme expenditure**

| Sub-programme | 2023/24 | | | 2022/23 | | |
|---|---|---|---|---|---|---|
| | 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 | 1 951 | 1 669 | 282 | 3 361 | 3 197 | 164 |
| Financial Planning, Information and Management System | 53 829 | 48 808 | 5 021 | 41 119 | 40 196 | 923 |
| School Infrastructure | 14 397 413 | 14 342 878 | 54 535 | 14 918 241 | 14 737 741 | 180 500 |
| National Assessment and Public Examination | 390 382 | 421 345 | (30 963) | 377 169 | 396 867 | (19 698) |
| National Education Evaluation and Development Unit | 18 737 | 18 083 | 654 | 19 592 | 19 517 | 75 |
| Planning Delivery Oversight Unit | 160 874 | 157 439 | 3 435 | 169 965 | 169 135 | 830 |
| **Total** | **15 023 186** | **14 990 222** | **32 964** | **15 529 447** | **15 366 653** | **162 794** |

**Linking performance with budgets**

The programme Planning, Information and Assessment has spent 99.78% of its budget for the 2023/24 reporting cycle. The programmes that were achieved under the budget relates to 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. Through the allocated budget for the 2023/24 financial year, the programme was able to continue its purpose to promote quality and effective service delivery in the basic education system through monitoring and evaluation, planning and assessment. The shortfall in expenditure is recorded at 0.22%, mainly on goods and services due to non- submission of invoices related to management fees on infrastructure projects. A roll-over request has been submitted for this purpose The programme did not achieve infrastructure indicators for new schools and sanitation facilities. This was due to budget cuts that were implemented during the financial year and also incomplete financial information for Donor Funded Sanitation Projects. The department will continue engaging with the NT to assist in the delivery of the infrastructure projects.

**Strategy to overcome areas of underperformance**

The indicator on the number of new schools built and completed through ASIDI was not achieved as the department had to delay the contracting of the service providers in keeping with the cost containment measures letter dated 21 Aug 2023 as issued by National Treasury and the subsequent in-year budget cuts thereafter. School Infrastructure Backlogs Grant was cut by R179 805 million. This therefore impacted on the completion of planned projects. The projects will be rolled over to the new financial year. Implementation of the projects will be supported by budget availability. The indicator on the number of schools provided with sanitation facilities was also not achieved. This was due to the 8 schools that have been provided with Sanitation infrastructure from Donor Funds. These could not be included in the achieved targets as DBE was in the process of verifying financial information before recognising these in the Asset Register and therefore not recorded as achieved due do the alignment of financial and non-financial reporting.

The indicator on the percentage of District Directors that have undergone competency assessment prior to their appointment was not achieved. This is due to costs implicated with the assessment, the successful candidates from Eastern Cape were given offers for appointment letters pending their assessment. Thereafter, appointments took effect as on assumption of duty on PERSAL i.e., after undergoing the competency assessment. The Department will, through monitoring visits to provinces that have advertised District Director posts and through tracking of these posts, ensure that the correct process of appointment is followed.

## 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. OUTCOMES

- **DBE Outcome 1:** Improved system of policies, including the curriculum and assessment, governing the Basic Education Sector to advance a quality and inclusive, safe and healthy basic education system.

### 4.5.4. OUTPUTS

- Monitored provision of nutritious meals
- Leaner health and wellness improved
- Safe, active and social friendly schools
- Informed stakeholders and partners
- Gender-based violence programmes implemented
- Trained professionals on SASCE

### 4.5.5. 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 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 *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. A summary of the activities for this programme is elaborated on below.

### 4.5.6. PROGRAMME PERFORMANCE INFORMATION

## Outcomes, Outputs, Output Indicators, Targets and Actual Achievements

## PARTNERSHIPS IN EDUCATION

*Safety in Education*

**Achievements**

**The National School Safety Framework (NSSF) Monitoring**

In supporting districts to monitor the implementation of the NSSF, 25 districts were monitored for the financial year 2023/24.

**The National School Safety Framework (NSSF) Digital Training**

The digital training has been accredited by the South African Council for Educators (SACE) and educators were granted 15 professional development points for completing the training. From July 2023 to January 2024, 51 958 officials, educators, and teacher assistants nationwide completed the digital training. The total number of all trained education personnel is 327 297.

**Disaster Risk Assessment Training**

On 16 May 2023, officials from Northern Cape province and districts, including School Safety, Inclusive Education, and Physical Planning (Infrastructure), were trained on disaster management risk assessment tool administration and contributed to its enhancement.

**The Deputy Minister's Outreach Programme**

The DBE and the Eastern Cape Department of Education (ECDoE) rolled out the Deputy Minister's Outreach Programme in the Eastern Cape (Sarah Baartman and Nelson Mandela Districts) on 02 to 03 May 2023. The purpose of this outreach programme was to engage community stakeholders such as School Governing Bodies (SGBs), parents, traditional and religious leaders, ward councilors, and teacher unions on educational issues, including school safety, which hamper teaching and learning in schools. This was a follow-up from the Inter-Departmental Campaign on the Prevention of Violence in schools which was held at ST Thomas Secondary School, Gqeberha on 10 March 2023.

**Inter-Departmental Campaign on the Prevention of Violence, Bullying, Corporal Punishment, Gender-Based Violence, Learner Pregnancy, Drugs and Substance Abuse in schools, KwaZulu-Natal**

From 16 to 31 August 2023 the campaign comprised 11 precursor events that took place in KwaZulu-Natal, Pinetown, and Umlazi Districts. 1 007 learners, 45 educators, and 50 SGB members were reached throughout the precursor events.

The campaign's main event took place on 31 August 2023 at KwaMashu Christian Centre and KwaMashu Indoor Sports Centre. The main event was attended by 798 learners, 102 educators, and 49 SGB members from 75 schools from Pinetown, Umlazi, Ugu, uMgungundlovu, and iLembe Districts.

**Online Safety and Cyberbullying Programme**

The awareness sessions took place in Harry Gwala District on 23 to 24 November 2023 in the following schools: Ebuta Junior Secondary School, Umzimkulu Junior Secondary School, DRC Junior Secondary School, and Stranger's Rest Junior Secondary School. 132 learners were reached throughout the awareness sessions.

The awareness sessions also took place in Limpopo province on 16 February 2024 and on 28 to 29 February 2024, in the North West province, on 07 to 08 March 2024 and in the Northern Cape province, on 15 to 16 March 2024. These awareness sessions were anchored around the Cyber-Safety Awareness Toolkit. 400 learners were reached throughout the awareness sessions.

*Sport and Enrichment in Education*

**Achievements**

**ABC Motsepe South African Schools Choral Eisteddfod (SASCE)**

The 2023 ABC Motsepe SASCE National Championships were successfully staged from 27 to 30 June 2023 at Rhema Bible Church in Randburg. A total number of 6823 learners from 176 schools across the nine (9) provinces participated in the national championships.

The 2024 Music Syllabus was circulated to all the National Coordinating Committee (NCC) members who ensured that all schools receive copies. Each school in South Africa has access to the music syllabus to enable them to start preparing for the 2024 ABC Motsepe SASCE national championships.

1595 professionals were trained in 2023/24 financial year. The purpose of this training was to ensure that conductors are well equipped before they start training choirs in preparation for the 2024 national championships and for the Adjudicators to establish the same understating on the music syllabus.

**National School Sport Championships: High School Athletics**

The National School Sport Championships for High School Athletics took place from 2-5 April 2023, in Johannesburg, featuring all provinces and both mainstream and Learners with Special Educational Needs participants. Gauteng emerged as the overall winner in both categories.

**Confederation of African Football (CAF) African Schools Cup**

The CAF Schools Cup, held in Durban, South Africa from 5-10 April 2023, featured regional winners in boys' and girls' football, with Clapham High School representing the Council of Southern Africa Football Associations (COSAFA) Region and Edendale Technical High School representing the girls.

Clapham High School managed to proceed until they reached the final against Guinee. The game ended with a 1-1 draw and went onto penalties. Clapham then lost on penalties. They got position two (2) and were awarded $200 000 prize money together with silver medals.

**National School Sport Championship for Swimming**

The National School Sport Championships for Swimming, held in Durban, KwaZulu-Natal, saw all provinces compete, with Gauteng winning and Western Cape following.

**The National School Sport Championships Winter Games**

The 2023 National School Sport Championships Winter Games took place in Ekurhuleni, Gauteng, from 3-7 July 2023, featuring all provinces in various sport codes, with Gauteng as the overall winners.

**2023 National Kay Motsepe Schools Cup for Netball**

The National Kay Motsepe Schools Cup, held from 17-19 August 2023, saw 36 netball teams compete with 432 learners. The winning schools in Botho and Ubuntu streams received R200 000 for a chosen school development project. Stellenberg School and Boitumelong School emerged as winners and proceeded to an international competition in Singapore.

**The National Kay Motsepe Schools Cup for Football**

The National Kay Motsepe Schools Cup for Football Championships, targeting girls under 14, boys under 14, and boys under 19, was successfully hosted by the school sport unit from 3-7 October 2023 at Bekker High School in Magaliesberg. The event attracted 36 schools, 459 learners, and 72 educators, with a sponsorship of R8 600 000.

**The National School Sport National Championships – Summer Games**

The 2023 National School Sport Championships – Summer Games were held at Wits University in Johannesburg, with all provinces participating except for the Northern Cape due to financial constraints, with the Western Cape as the overall winners.

**The National School Sport National Championships – Primary Schools Athletics**

The National Primary Schools Championships, held from 24-26 March 2024, attracted 1 290 athletes from all provinces, with Western Cape and Gauteng as the overall winners.

**Cradle of Creativity International Arts Festival 2023 Report**

The Deputy Minister, Dr R Mhaule, opened a festival in Johannesburg, featuring eight days of child and youth performances. The festival, held from 6-12 August 2023, showcased the best South African theatre performances from all provinces, catering to children aged two to young adults. The festival featured performances from youth voices and professional theatre companies, including Kwasha Theatre Company's "Skin We Are In," Johannesburg Society for The Blind's "Stories We See," Magnet Theatre's "Bounced," and Kimberley's Amandla Dance Teatro ZA's musical extravaganza "Mwana wa Mvula." The festival programme showcased a diverse range of voices from youth to professional theatre companies.

**Provincial Cultural Event/Festivals**

Provinces were requested to share their cultural programmes with the DBE for the year other than SASCE, with a view to create a baseline of monitored and supported cultural events. They were later asked to share their reports as well. All nine (9) provinces shared their plans, however, only eight (8) provinces reported on their programmes as follows:

a. Eastern Cape: The workshops were held for all the Heritage Programs: Moot Court, HESOP, Indoni Cultural Program, and Youth Community Action Programme (YCAP).
b. Free State: Free State Schools Visual and Performing Festival only took place in four (4) districts due to financial constraints.
c. Gauteng: Segarona Cultural Eisteddfod, Educational support programmes (e.g. Baswa le meetse), Magnet schools (Schools Youth Symphony Orchestra, Gauteng Heritage Carnival, CreActive programme).
d. KwaZulu-Natal: Indigenous Music Competition (only hosted in 12 districts, the provincial event didn't happen due to financial constraints).
e. Limpopo: Heritage Celebration (dance, music, Visual Art, Folklore, traditional food, praise poem).
f. Mpumalanga: Ingoma Festival.
g. North West: Arts and Culture Festival for Primary, Special Schools, and Secondary schools was hosted.
h. Western Cape: Arts exhibitions, and Arts festival, including Arts in Science exhibition (Design and Visual) also took place.

**Implementation Protocol Agreement with the DSAC**

The DBE and the DSAC drafted a collaboration framework called the Implementation Protocol Agreement that is ready for signing by the two (2) ministers.

*Social Cohesion and Equity in Education*

**Achievements:**

**National School Moot Court Programme**

Workshops were held in all provinces, including virtual ones, to discuss the National Schools Moot Court Problem Statement and Resource Pack for 2023 and essay writing guidelines. The national finals took place from 4-8 October 2023, with learners participating in oral argument presentations. The focus was on promoting constitutional values and human rights education. The 2024 National Schools Moot Court Problem Statement and Resource Pack were developed and approved, reaching 607 participants.

**Inkosi Albert Luthuli Oral History Programme (INKAL)**

Workshops and provincial rounds were held in nine provinces to discuss Young Historian and Young Poets' topics for 2023. A toolkit was created outlining processes, guidelines, and participation categories. The national INKAL finals were held in partnership with Luthuli Museum, Freedom Park, and DSAC. The 2024 INKAL Programme topics were approved and distributed to provinces for schools, with 114 participants reached.

**Youth Citizenship Action Programme (YCAP) Programme**

Workshops and provincial elimination rounds were conducted in all provinces to discuss the 2023 YCAP concept and topics. The national finals took place in Hotel Sky, Sandton, Gauteng, where finalists and mentoring educators from nine provinces presented their projects addressing social, environmental, educational, and economic challenges in their schools and communities. The focus was on gender-based violence, school library equipping, and outreach programs for the less fortunate. 149 participants participated in the program.

**Heritage Education School Outreach Programme (HESOP)**

The HESOP workshops and national rounds took place in all provinces from 2-6 October 2023, with eight provinces participating. A concept document for the 2024 national Programme was developed and approved. Site inspections were conducted in partnership with SANParks and the NHC at Tsitsikama National Park in the Eastern Cape, with 187 participants for HESOP.

**The Nelson Mandela Children's Parliament (NMCP)**

On 13 July 2023, at the Bisho Provincial Legislature, the NMCP was held under the theme: *Maximising the voices of children in addressing social ills affecting them*. The NMCP seeks to ensure that children are given an opportunity to represent their concerns in person. The Parliament is led by the Department of Social Development (DSD) in collaboration with the DBE and other partners such as the Nelson Mandela Children's Fund (NMCF), Save the Children South Africa (SCSA) and the United Nations International Children's Emergency Fund (UNICEF). The new NMCP executive includes Khasia Adams from Eastern Cape as Speaker, Unathi Ncinithwa as Free State Deputy Speaker, Dikgang Morudu as Free State President, and Kearabetswe Peter Khoase as Deputy President.

**The Young Men and Boys Presidential Indaba (YMBPI)**

On 29 August 2023, The YMBPI took place at Maponya Mall Ster-Kinekor Cinema, in Soweto. This engagement was a realisation of the commitment of the Kinshasa Declaration to End Violence Against Women and Girls in Africa and respond to Pillar 2: *Prevention and Rebuilding Social Cohesion* of the National Strategic Plan. The dialogue offered a safe space for men and boys to discuss their vulnerabilities and reinforce a spirit of solidarity and commitment to foster improved, relations between men and women. In partnership with Primestars *What About the Boys? Campaign,* a dialogue with the boys and men was convened to begin the conversation on issues that may affect them. In this instance, positive masculinity was emphasised. 203 participants attended the Indaba.

**Third National Care and Support for Teaching and Learning (CSTL) Conference**

The DBE, in partnership with the National Education Collaboration Trust (NECT) and UNICEF convened a CSTL conference on 11 to 12 October 2023; themed – *Transforming Education for Inclusive Safer Schools through Teaching, Learning, Care and Support Innovations.* The conference built on the previous two (2) national CSTL conferences of 2018 and 2021 and gave impetus to a much-needed national dialogue between and among education stakeholders, to support government in delivering on the national care and support mandate in the education sector. 77 stakeholders attended the conference.

**Finalisation of Phase one (1) of Gender Responsive Pedagogy four (4) Early Childhood Education (GRP4ECE) Training Programme**

The module content videos were uploaded in English, isiXhosa and Afrikaans on the Learning Management System (LMS). This is a toolkit resource for Early Childhood Development (ECD) practitioners to upskill and deliver gender responsive education to children. The following topics were translated:

- Understanding gender in ECE;
- Creating a gender sensitive learning environment;
- Learning activities and materials;
- Classroom interactions; and
- Interactions beyond the classroom.

**Girls and Boys Educational Movement (G/BEM)**

Six (06) provinces held GBEM/S4D camps in the Free State, Gauteng, Mpumalanga, KwaZulu-Natal, Western Cape and Eastern Cape. The GBEM/S4D uses sport and play in different and innovative ways to address and tackle social ills plaguing our communities. The programme was in partnership with government departments, corporates, multilateral or international development agencies, federations, and other donors. UNICEF has been instrumental in supporting the DBE in implementing this programme. The programme recognises that sport and play can improve the wellbeing of learners and contributes to their physical, mental, and social wellbeing. 314 participants were reached through the programme.

**Engagements on Constitutional Values and Human Rights**

Engagements on Constitutional Values and Human Rights principles were held in Gauteng province in March 2024. The session involved a question-and-answer aspect and discussions with learners' representatives where they had an opportunity to raise their views and comment on matters such as the right to cultural practices, right to freedom of expression, and right to speak and learn in their mother tongue. 262 participated in the programme.

**The Administration of Truth and Reconciliation Commission (TRC) Educational Assistance Programme**

Applications forms were verified and submitted by DoJ&CD to the DBE for processing of payments to beneficiaries of the TRC programme. The challenges are in the submission of outstanding documents for payment to be processed. 1418 payments processed.

**Guidelines for the socio-educational inclusion of Diverse Sexual Orientation, Gender Identity, Expression, and Sex Characteristics (SOGIESC) in schools**

Provincial consultations were held in seven (7) provinces namely Eastern Cape, Free State, Gauteng, KwaZulu-Natal, Northern Cape, North West, and Western Cape. The guidelines assisted school administrators, leadership, and educators with developing and implementing strategies for a safe, equitable, and socially just learning environments for all learners regardless of their sexual orientation, gender identity, expression, and sex characteristics. In addition, they were to ensure that the right to basic education was afforded to every learner in every school in South Africa.

**Commemoration of Child Protection Week towards addressing SRGBV**

A workshop was held on 28 May 2023 in Hout Bay, Western Cape province as part of the Child Protection Week in capacitating learners and officials on School Related Gender-Based Violence (SRGBV) prevention. 107 learners and 80 officials attended the preceding.

**EnrichEd Service Hub/Jamboree**

The EnrichEd Hub is a collaborative space wherein stakeholders and partners can exhibit information regarding their services and/or career opportunities. The Service Hub is also used as an opportunity for integrated service delivery where vulnerable learners can access one-stop health, welfare, and other essential services on site at the SASCE national Championship in partnership with the Department of Home Affairs (DHA) on birth and identity registrations; the Independent Electoral Commission (IEC) on new voter registration and voter education; the DoH on youth-friendly health services and the DSD through the South African Social Security Service Agency (SASSA). SETAs which were hosted from 27-30 June 2023.

## CARE AND SUPPORT IN SCHOOLS

*Health Promotion*

**Achievements**

**Monitoring of Health Promotion Programmes**

The 2023/24 financial year, the DBE undertook the annual performance evaluation of conditional grants for the period 2022/23, as required by DoRA, 2023. 84 school monitoring visits were conducted across all nine (9) provinces.

**HIV and AIDS Life Skills Virtual Inter-Provincial Meetings**

Two (2) inter-provincial meetings were conducted. The focus of the meetings was to review progress on the implementation and expenditure of the programme, as well as to present the Conditional Grant Framework to guide the development of Business Plans for the 2024/25 financial year. Provinces were assisted with revising the business plan targets in accordance with the budget cut. The budget cuts were most challenging, affecting the activities planned for the third and fourth quarters.

**Oversight Management Meetings held with Provinces**

The DBE held oversight management meetings with nine provinces during the financial year to review Programme implementation progress and address challenges, including human resource issues. The purpose of the Annual Performance Evaluation was to ensure officials understood the requirement of DoRA, 2023. A monitoring schedule was submitted, including a day for oversight management meetings and feedback on monitoring findings and support visits to schools.

**Conditional Grant Framework for 2024/25 and Preliminary allocations for the 2024 MTEF to National Treasury**

The approved Conditional Grant Framework for the 2024/25 financial year together with the provincial preliminary allocation for the 2024 Medium-Term Expenditure Framework (MTEF) was submitted to the National Treasury and the approval of the MTEF allocation on 18 December 2023.

**Comprehensive Sexuality Education (CSE)**

6 602 educators were trained on CSE Scripted Lesson Plans (SLPs), whilst 252 were capacitated on the CSE Coaching and Mentoring Training by EDC and Global Fund respectively. 58 officials from the School Management Team (SMT) and 218 Subjects Heads were trained on CSE SLPs. 12 278 parents and 126 SGB members were sensitised on CSE whilst 48 provincial and district officials were reached on CSE Refresher Training of Trainers conducted in North West and Northern Cape by Global Fund.

Sexuality Education Review Assessment Tool (SERAT) Consultation meetings were held with Gauteng, KwaZulu-Natal and Western Cape towards the validation of the SERAT Study. Consequently, on 23 May 2023, DBE endorsed the SERAT Study.

The DG approved the CSE Audit in Higher Education Tertiary Institutions (HTEI) and revised pre-service CSE Module for university educators' training. The Health Promotion Director was nominated to present the South African contribution to the ESA during the Africa Union Education, Health and Well-Being of Young people Continental Strategy launch in Addis Ababa. CSE SLPs were endorsed by SACE with 15 points, and provinces were advised on obtaining CSE SLP Training certification. Pre-OPEC meetings were convened, with a reported reach of 131 803 against the annual target of 192 271.

**Learner Pregnancy Prevention and Management (LPPM)**

The DBE Policy on the Prevention and Management of Learner Pregnancy in Schools abridged version has been finalised and ready for printing. The LPPM Guide has been drafted, presented in the interprovincial meeting held on 03-05 April 2023 and shared with provinces. The Department engaged with CGE on the Learner Pregnancy Interplay report on the High-level stakeholder engagement meeting led by the Commission for Gender Equality in Gauteng on 20 September 2023; Teenage Pregnancy National Plan of Action led by the DWYPD on 17 October 2023; and Bilateral between DBE and CGE on Learner Pregnancy Inter play report on 30 October 2023.

**Integrated School Health Programme (ISHP)**

**Health screening and the provision of on-site services for targeted learners**

The target was to reach 1 000 000 learners. The ISHP's national reach was 1 420 036 learners.

In addition, the first dose of HPV vaccination was administered to Grade 5 learners in October 2023 reaching 80% of the targeted 521 901 learners, and the second dose of the vaccination was administered to Grade 5 learners in March 2024. The reach for the latter phase of vaccination is not yet available as provinces are still doing mop-up campaigns and consolidating data.

**Review and Revision of the Integrated School Health Policy**

The process of the review and revision of the Integrated School Health Policy commenced in July 2023. The Health Economics and AIDS Research Division (HEARD) from the University of KwaZulu-Natal was appointed through the funding from UNICEF to conduct the review of the policy; and the Government Technical Advisory Centre (GTAC) through the funding from the Deutsche

**National school deworming programme in all Q1-Q3 primary schools**

The national school deworming programme reached approximately 3 800 000 learners nationally as reported by provinces. This programme is implemented using the provision of mebendazole tablets donated by the World Health Organization (WHO). Notably, this total of learners reached was in addition to the total of learners reached through deworming services as outlined in the *Table: Reach of the ISHP.* However, provinces such as North West, Northern Cape, KwaZulu-Natal, and Western Cape did not submit the reports as was required. Consequently, the request for the donation of mebendazole tablets for 2024 was not submitted to WHO. The matter has been raised with the WHO and has been resolved.

**Learner Support Agent-Standard Operating Framework (LSA-SOF)**

A total of 2 967 LSAs were placed in schools to support the provision of health and social services to learners in schools. The first draft of the LSA-SOF has been developed and the legal opinion from the legal unit has been finalised.

**TB IEC Materials and Video messages**

The Revised TB Field Guide was finalised and approved. The TB messages (learners, parents and educators' messages) were successfully digitalised into videos and approved.

**National School Hygiene Programme (NSHP)**

The DBE, through the partnership with Unilever and the Lifebuoy brand, commemorated the 2023 Global Handwashing Day (GHD) at Mabu-A-Tlou Primary School in Hammanskraal, Pretoria on Friday, 13 October 2023, under the theme *"Clean hands are within reach"*. GHD is an annual global advocacy day dedicated to increasing awareness and understanding of the importance of handwashing with soap as an effective and affordable way to prevent the spread of preventable diseases, such as diarrhea in children.

*Psycho-Social Support (PSS)*

**Achievements**

**Training on the Guide for Learner Support Agents (LSAs) and Schools on providing PSS to Learners**

A total number of three (3) workshops were conducted in Free State, reaching 62 SBST coordinators. A workshop targeting Government to Government (G2G) implementing partners was also conducted in 14 districts, reaching a total of 405 participants. The focus was to outline the Guide for Learner Support Agents and Schools on Providing PSS, and the WHO LIVES Programme adapted by WitsRHI.

**Training on Basic Counselling Skills**

Two (2) workshops were conducted in Mpumalanga and Northern Cape provinces, reaching 108 participants.

**Training on Resilience**

Two (2) workshops were conducted in Free State and Limpopo provinces, reaching 48 participants.

**Suicide awareness and prevention**

Two (2) campaigns were conducted in Gauteng province, reaching 2611 participants. The focus of the campaign was to promote awareness and suicide prevention following an incident where two (2) learners committed suicide.

**Common Elements Treatment Approach (CETA) practice**

The DBE implementing CETA in schools. The purpose is to test CETA as a model of PSS in the education sector. Support has been provided to ten (10) learners regularly across four (4) schools. Other learners have been seen once-off for assessment and referral.

**Exam Anxiety**

Two (2) Information, Education, and Communication materials have been published: A poster for matriculants on how to deal with Exam Anxiety and a poster for matriculants on how to manage anxiety whilst waiting for results, have also been developed and shared.

**Meetings with NGOs supporting PSS Implementation**

17 meetings with different NGOs supporting the implementation of PSS were conducted.

**Under-achievements**

**Monitoring of the Guide for LSAs and Schools on PSS, Basic Counselling, and Resilience Skills**

The under-achievement of Monitoring on the Guide for LSAs and Schools on PSS, Basic Counselling and Resilience did not take place in some provinces due to cost-containments.

*School Nutrition*

**Achievements**

**Programme Monitoring**

For the 2023/24 financial year, the oversight monitoring visits by DBE were 132. Against the targeted 130 schools in the 2023/24 financial year, exceeding the target by two (2) schools. Schools visited were randomly selected with the assistance of National School Nutrition Programme (NSNP) District Co-ordinators in all nine (9) PEDs. These schools comprise 85 Primary, 45 Secondary, five (5) Combined and one (1) Special school, ranging from quintile 1 – 5, located across the nine (9) provinces.

**Protein Alternatives (Processed Chicken Livers)**

The introduction of processed livers into school menus has been successful in adding variety of protein sources and reducing food waste. This is beneficial for the learners as the livers offer nutrient density and will curb menu fatigue. The Western Cape, Gauteng and Free State adopted this approach. Other provinces that are also underway implementing it including the EC 1 074 schools, LP 618 schools, MP 140 schools and NW 100 schools. Most provinces plan to continue this phased approach in 2024. The initiative has led to increased support for manufacturers, with new and expanded factories boosting production capacity, and three (3) additional manufacturers joining the effort.

**Breakfast**

Provinces are in the process of phasing-in the breakfast porridge in identified districts and schools. Only three (3) provinces, that is, Free State, Gauteng and Western Cape, currently provide breakfast porridge to all schools on the programme benefitting all learners, while the remaining six (6) provinces have opted to target a select few schools due to limited budget.

**Nutrition Education**

Nutrition Education is a key pillar of the NSNP and is aimed at raising awareness of healthy eating and lifestyles. More than 1 000 learners of Siphumelele Secondary schools have also benefited and will continue doing so from the initiative. They also received donations from various partners such as caps, T-shirts, water bottles, educational material, milk products as well as three (3) laptops and office furniture from Sanlam.

The 2023 National Nutrition Week (NNW) Advocacy campaign awareness was conducted in two (2) provinces: Northern Cape and Western Cape. The DBE and Northern Cape Education Department partnered with Nestle to host the 2023 NNW under the theme *Make healthy food choices easier! Feel Good with Food!* at Concordia Primary School in Springbok, Namakwa District, Northern Cape, on 12 October 2023. The final leg of the 2023 NNW was hosted in the Western Cape Education Department (WCED) in partnership with Nestlé and various social partners at Elizabethfontein Primary School. The awareness campaign was conducted on 19 October 2023, where the SGB members, Circuit Manager, Cederberg Mayor, and social partners such as the Jala Peo team, and the Pebbles Project Trust team joined.

The concept document on World Obesity Day was developed and shared with the PEDs for implementation at the school level throughout March 2024. The World Obesity Day campaign was successfully hosted jointly with the Mpumalanga Department of Education at Sizisizwe Primary School in Nkangala District on 07 March 2024. The theme was *Let's Talk about Obesity and Learners' Well-being!* Key messages on strategies to prevent and reduce obesity were shared with learners, educators and parents by Dieticians, Nutritionist and various guest speakers. Learners presented the activities they had taught in class which were aligned with the theme and key messages. The DBE provided learners with promotional items, i.e. lunch boxes, caps and backpacks. Around 550 learners and educators and over 400 parents were reached. Three (3) iPads were procured as first prizes for the 2023 World School Milk Day Recycling Art Challenge/Competition.

**Sustainable Food Production**

Four (4) schools established new food gardens in their respective schools. A very important stakeholder was delivered to the programme namely, Gold One Limited, a mining company based in Ekurhuleni. Gold One Limited and various stakeholders such as GDARD, Ekurhuleni Environment and Ekurhuleni Municipality jointly contributed towards the delivery of garden tools, seeds and seedlings to schools in both Ekurhuleni East and West. The remaining schools without food gardens will be prioritised in the next financial year. A meeting with provinces was held in July 2023. The aim was to identify people in each province dedicated to food production. In the meeting, it was concluded that two (2) inter-provincial meetings will be held annually to share best practices. Provinces will be expected to provide a database for schools with both functional and non-functional food gardens.

**Food Safety Workshops**

Food safety is an essential part of the NSNP and, if left unattended, may have a negative impact on the feeding of learners. Unsafe food containing harmful bacteria, viruses, parasites, or chemical substances can lead to the occurrence of diseases ranging from diarrhoea to cancer and may even lead to fatalities. The occurrence of food poisoning or unsafe food is not rare in schools, yet simple and cost-effective strategies such as proper storage of food, clean and sanitised tools, surfaces, and utensils prevents the spread of harmful bacteria are well known strategies that can be used to prevent such occurrences and enhance food safety. This has been the basis of conducting food safety workshops and training all in all nine (9) PEDs on the VFHs manual; giving basic nutrition knowledge and skills towards proper food handling practice; as well as enforcement on the kitchen compliance project. The achievements include the milestones travelled with districts in helping school food preparation areas compliant and receiving certificates of acceptability.

Nine (9) workshops were conducted in all provinces. The focus of the workshops was on the follow-up of the kitchen compliance project and training on the VFHs manual. A total of 300 NSNP (i.e., District Co-ordinators and monitors) were reached.

**NSNP Best Schools and Districts Awards**

Each year, the NSNP invites all provinces to submit nominees for the Best School and District Awards for national adjudication. The selection process undertaken by an independent panel of adjudicators appointed by the Department.

All the nominees were awarded with catering equipment.

**Partnerships**

The Department has engaged various Public-Private Partnerships to enhance the NSNP. Three (3) major food corporations provide breakfast to identified schools in provinces , such as Tiger Brands Foundation (TBF), PepsiCo/Pioneer Foods, Kellogg's, Unilever, Nestle SA and UNICEF.

**Under-achievements**

**Protein Alternatives (Processed Chicken Livers)**

KwaZulu-Natal and the Northern Cape provinces have not started this project which deprives learners of critical micro-nutrients, despite a budget allocation for the project as transferred. KwaZulu-Natal started with advocacy and training of role players on the product but did not proceed to serve it. Northern Cape on the other hand, did not make progress following procurement and supply chain queries. Letters to HoDs were generated to understand the reasons for the stalemate on the project. Provinces will continue to be supported and encouraged to prioritise the learners' nutritional needs and resolve procurement challenges.

**Sustainable Food Production**

Support to the procurement of fresh produce from smallholder farmers through the formation of a national as well as district-based multisectoral tasks teams was not achieved. This was due to a lack of effective coordination by the department. The meeting concluded that a bi-lateral meeting be held between the DBE officials to forge a way forward.

**Table 29: Report against the tabled Annual Performance Plan**

| Programme 5: Educational Enrichment Services | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Outcome** | **Output** | **Output Indicator** | **Audited Actual Performance 2021/22** | **Audited Actual Performance 2022/23** | **Planned Annual Target 2023/24** | ****Actual Achievement 2023/24** | **Deviation from planned target to Actual Achievement 2023/24** | **Reasons for deviations** |
| Outcome 1:<br><br>Improved system of policies, including the curriculum and assessment, governing the Basic Education Sector to advance a quality and inclusive, safe and healthy basic education system. | Monitored provision of nutritious meals | 5.1.1 An Annual Sector Report is produced on the provision of nutritious meals and compliance with feeding requirements. | - | Approved Annual Sector Report on the provision of nutritious meals and compliance with feeding requirements | Approved Annual Sector Report on the provision of nutritious meals and compliance with feeding requirements | Approved Annual Sector Report on the provision of nutritious meals and compliance with feeding requirements | No deviation | Not applicable |
| | Leaner health and wellness improved | 5.1.2 Number of PEDs with approved annual business plans for the HIV/AIDS Life Skills Education Programme. | 9 | 9 | 9 approved business plans | 9 approved business plans | No deviation | Not applicable |
| | Safe, active and social friendly schools | 5.1.3 Number of districts monitored on the implementation of the National School Safety Framework (NSSF) | 75 | 75 | 25 | 25 | No deviation | Not applicable |
| | Informed stakeholders and partners | 5.1.4 Number of learners, educators, parents, SGBs and other education stakeholders reached through social cohesion programmes. | 6 733 | 7 068 | 4 000 | 5 881 | 1 881 | The positive deviation was due to the mobilisation activities on Social Cohesion and Equity in Education programme led and/or requested by stakeholders in addition to what was planned by the DBE. |
| | Gender-based violence programmes implemented | 5.1.5 Number of participants and stakeholders reached with dialogues, engagements and training workshops to end school-related gender-based violence | - | - | 4 000 | 5 280 | 1 280 | The positive deviation was due to the mobilisation activities on Gender Equity and Empowerment programmes to end SRGBV led and/or requested by stakeholders, in addition to what was planned by the DBE. |
| | Trained professionals on SASCE | 5.1.6 Number of professionals trained in SASCE programmes. | - | 1 001 | 900 | 1474 | 574 | The decentralised trainings which were conducted in Limpopo, Free State and Eastern Cape caused a positive deviation as more professionals were reached through the district training workshops |

**Table 30: Sub-programme expenditure**

| Sub-programme | 2023/24 | | | 2022/23 | | |
|---|---|---|---|---|---|---|
| | 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 | 4 133 | 4 083 | 50 | 4 491 | 4 468 | 23 |
| Partnership in Education | 44 614 | 43 082 | 1 532 | 39 128 | 37 963 | 1 165 |
| Care and Support in Schools | 9 527 233 | 9 526 433 | 800 | 8 785 231 | 8 784 597 | 634 |
| **Total** | **9 575 980** | **9 573 598** | **2 382** | **8 828 850** | **8 827 028** | **1 822** |

**Linking performance with budgets**

The Educational Enrichment Services program has spent 99.98% of its budget in the current reporting period, indicating an improvement from the COVID-19 pandemic-related impact. The improved budget spending are aligned to the fact that the programme ensures educational enrichment services; partnerships in education; care and support in schools; and grant implementation monitoring and reporting. In all these predetermined objectives, the programme has achieved all its indicators for the 2023/24 reporting period. The performance against the budget enabled the programme to develop policies and programmes to improve the quality of learning in schools which is a critical aspect of teaching and learning.

# 5. TRANSFER PAYMENTS

## 5.1. Transfer payments to Public Entities

**Table 31: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 |
|---|---|---|---|---|
| **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 practice standards for teaching and 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. | R15 599 000 | R15 156 330[1] | SACE has done well in providing high quality CPTD support to teachers/educators across the nine (9) Provinces in the country, a process which ensured learner access to quality teaching and learning experiences. |
| **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. | R162 945 000 | R162 945 000 | 142 question papers have been set, internally moderated, and approved by Umalusi. |

1 Please note that this expenditure is preliminary, the final report will be available after consolidating and accruing all the expenses.

## 5.2. Transfer payments to all organisations other than public entities

The table below reflects the transfer payments made for the period 1 April 2023 to 31 March 2024:

**Table 32: 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 |
|---|---|---|---|---|---|---|
| **National Student Financial Aid Scheme (NSFAS)** | Public Entity | Administration of the Funza Lushaka Bursary Programme where students qualifying to study teaching at public universities are funded through Funza Lushaka Bursary Programme of the Basic Education. The main objective being to increase the supply of teachers in priority subjects identified by the Department. | Yes | R 1 334 160 | R 1 334 054 | 11 520 students received funding, meaning that funding related 480 bursaries need to be return to NSFAS by HEIs that underspent. HEIs only submit claims for students that have a valid registration at the University e.g., if a student cancels or withdraw from the FLBP, that student will not be claimed for. Double dipping is not allowed and students who opt for alternative funding will also not be claimed for. |
| **University of Botswana (SACMEQ)** | NGO | Perform daily operations | Yes | R5 792 937 | N/A | 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. | Yes | R 15 946 230 | N/A | The funds will be spent in the new financial year.<br>This is due to the transfer of funds to UNESCO being processed in February every year. |
| **United Nations Educational, Scientific and Cultural Organisation (UNESCO)** | United Nations Agency | Rented office and parking space | Yes | R 32 139 | N/A | N/A |
| **Guidance, Counselling and Youth Development Centre for Africa: Malawi** | United Nations Agency | Annual Membership fee paid to the Centre | Yes | R 189 455 | N/A | N/A |
| **Association for the Development of Education in Africa (ADEA)** | International organisation | Funds were used for the operations of the organisation | Yes | USD 50 000<br>(R 938 195) | USD 50 000<br>(R 938 195) | N/A |
| **Childline South Africa** | NPO | 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. | Yes | R86 | R86 | 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 (6) themes presented in the Education Collaboration Framework (ECF) which guide the NECT programme design and interventions. | Yes | R121 515 | R94 404 | The Surplus of R27,1 million was carried forward to the next financial year, to cover the expenditure for Jan to March 2024. (The NECT's financial year is reporting from January to December) |

# 6. CONDITIONAL GRANTS

## 6.1. Conditional grants and earmarked funds paid

The table below detail/s the conditional grants and earmarked funds paid by the department.

**Table 33: Conditional Grant: Children/Learners with Severe to Profound Intellectual Disability (C/LSPID)**

| | |
|---|---|
| **Department/ Municipality to whom the grant has been transferred** | Department of Basic Education |
| **Purpose of the grant** | To provide the necessary support, resources and equipment to identified special care centres and schools for the provision of education to Children with Severe to Profound Intellectual Disabilities |
| **Expected outputs of the grant** | • **Human Resources:**<br>o Nine (9) Deputy Chief Education specialists as Provincial Grant Managers and 245 transversal itinerant outreach team members appointed to provide support to special care centres and targeted schools;<br>• **Data Management:**<br>o 483 special care centre data captured and managed using the South African School Administration and Management System;<br>• **Non-Accredited**<br>• **Training:**<br>o 245 transversal itinerant outreach team members, 2 970 caregivers, trained on the learning programme for learners with Profound Intellectual Disability and other programmes that support the facilitation of the learning programme;<br>o Accredited training: Number of caregivers trained on accredited training;<br>• **Outreach services:**<br>o 9 669 children with severe to profound intellectual disability supported through a range of services; and<br>• **School Placement:**<br>o Number of learners from special care centres placed in schools. |
| **Actual outputs achieved** | • **Human Resources:**<br>o Eight (8) Deputy Chief Education Specialists as provincial grant managers and 225 transversal itinerant outreach team members appointed to provide support in special care centres and targeted schools;<br>• **Data Management:**<br>o 452 special care centre data captured and managed using the South African School Administration and Management System;<br>• **Non-Accredited**<br>• Training:<br>o 225 Transversal Itinerant Outreach team members, 2891 caregivers, trained on the learning programme for learners with profound intellectual disability and other programmes that support the facilitation of the learning programme;<br>• **Accredited Training:**<br>o 551 caregivers trained on accredited training and 222 enrolled in various accredited training programmes;<br>• **Outreach Services:**<br>• 10 391 children with Severe to Profound Intellectual Disability supported through a range of services these include:<br>o 2 210 assessments to determine education strengths and challenges and guide intervention programmes<br>o 2 781 children received a range of therapeutic interventions<br>o 42 shipping storage containers bought for 42 special care centres that do not have safe storage space to store LTSM<br>o 4 217 children taught using the Learning Programme for Learners with Profound Intellectual Disabilities<br>o 510 children provided with assistive devices for individual use<br>o LTSM bought for 417 special care centres to facilitate teaching and learning; and<br>• **School Placement**:<br>o 226 learners from special care centres placed in schools. |
| **Amount per amended DORA** | R 260 424 000 |
| **Amount transferred (R'000)** | R 260 424 000 |
| **Reasons if amount as per DORA not transferred** | N/A |
| **Amount spent by the department/ municipality (R'000)** | R 262 158 000 |

| | |
|---|---|
| **Reasons for the funds unspent by the entity** | Delay in appointing five (5) in EC, eight (8) in FS and frequent staff resignation in NW;<br>Procurement delays; and<br>Challenges in managing the implementation of provincial procurement Plans by provinces. |
| **Monitoring mechanism by the transferring department** | The following monitoring and support measures were used:<br>• Scheduled and unscheduled, need based, virtual and face to face support meeting with provinces;<br>• Scheduled onsite monitoring and support;<br>• Virtual and onsite support meetings with specific underperforming provinces;<br>• Developing and sharing documents to guide Grant implementation; and<br>• Planned centralised training. |

**Table 34: Conditional Grant: Mathematics, Science and Technology (MST)**

| | |
|---|---|
| **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 Curriculum Assessment Policy Statements (CAPS) for the improvement of mathematics, science and technology teaching and learning at selected public schools |
| **Expected outputs of the grant** | • Information and Communication Technology (ICT):<br>o 485 schools supplied with subject specific computer hardware and related software in accordance with the minimum specifications prescribed by CAPS including coding and robotics pilot schools.<br>• Workshop Equipment, Machinery and Tools:<br>o 232 technical (including pilot schools for the vocationally oriented curriculum) and agricultural schools' workshop tools, machinery, equipment and consumables for technology subjects repaired, maintained and/or replaced in accordance with the minimum specifications.<br>• Laboratories Equipment, Apparatus and Consumables:<br>o 12 56 laboratories supplied with apparatus and consumables for mathematics, science and technology subjects in accordance with the minimum specifications including Coding and Robotics kits. |
| **Actual outputs achieved** | • 2 666 MST Schools (56: Eastern Cape, 2 150: Free State; 112: Gauteng, 05: KwaZulu-Natal, 0: Limpopo;133 Northern Cape, 100: North West: and 110:Western Cape) were supplied with Information, Communication and Technology (ICT) resources such as laptops, tablets and software for Mathematics, Science and Technology curriculum to support curriculum and teaching methodology at FET level.<br>• 155 MST Schools (32: Eastern Cape; 10: KwaZulu-Natal; 24: Limpopo; 26: Northern Cape; 10: Northern Cape; 8 North West; and 45: Western Cape) were supplied with equipment, tools and machinery for Technology to support curriculum and practical teaching methodology at FET level.<br>• 430 MST Schools (95: Eastern Cape; 50:Free State;19: KwaZulu-Natal; 83: Limpopo; 14: Northern Cape; 59: North West; and 110: Western Cape) were supplied with consumables and subject-related apparatus to support curriculum and practical teaching methodology at FET level.<br>• 161 458 Learners (9 630: Eastern Cape; 200: Free State; 2 535: Gauteng, 73 546: KwaZulu-Natal; 9 200: Limpopo;15 828: Mpumalanga; 19 075 Northern Cape; 15 155 North West and 16 289: Western Cape) were funded to participate in Mathematics and Science Olympiads including coaching and revision camps to improve learner preparedness for the NSC examinations.<br>20 611 Teachers (1 356 Eastern Cape; 300: Free State; 614: Gauteng; 1 815: KwaZulu-Natal, 3 739: Limpopo; 6 607: Mpumalanga 2 138: Northern Cape; 1 350 North West; and 2 692: Western Cape) were trained during 2023/24 financial period. |
| **Amount per amended DORA** | R383 275 000 |
| **Amount transferred (R'000)** | R383 275 000 |
| **Reasons if amount as per DORA not transferred** | Not applicable |
| **Amount spent by the department/ municipality (R'000)** | R382 998 000 (99.9%) Expenditure recorded at the end of the financial year. |
| **Reasons for the funds unspent by the entity** | Limpopo underspending is due to R10 million ICT tender that is still to be adjudicated, delay in supply chain processes. R1.8 million committed already and Salaries for the Cubans Specialists will be paid.<br>PEDs that overspent will utilise equitable share budget to cover shortfall. Budget cuts affected PEDs that has already committed the budget. |
| **Monitoring mechanism by the transferring department** | Monitoring mechanism by the transferring department is through monthly and quarterly reporting, quarterly budget monitoring meetings, school visits and annual evaluation. |

**Table 35: Conditional Grant: National School Nutrition Programme (NSNP)**

| | |
|---|---|
| **Department/ Municipality to whom the grant has been transferred** | Department of Basic Education |
| **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** | 19 785 schools were reached |
| **Amount per amended DORA** | R9 278 942 000 |
| **Amount transferred (R'000)** | R9 278 942 000 |
| **Reasons if amount as per DORA not transferred** | N/A |
| **Amount spent by the department/ municipality (R'000)** | R9 407 051 000 |
| **Reasons for the funds unspent by the entity** | N/A |
| **Monitoring mechanism by the transferring department** | The following monitoring mechanisms were executed by the DBE to monitor the grant implementation:<br>• Provincial quarterly reports;<br>• School monitoring visits;<br>• Inter-provincial; and<br>• Inter-district meetings. |

**Table 36: Conditional Grant: HIV/AIDS Life Skills Education**

| | |
|---|---|
| **Department/ Municipality to whom the grant has been transferred** | Department of Basic Education |
| **Purpose of the grant** | • The purpose of the 2023/24 Conditional Grant Framework is:<br>• To support South Africa's HIV prevention strategy by:<br>  ○ Providing comprehensive sexuality education and access to sexual and reproductive health services to learners; and<br>  ○ Supporting the provision of employee health and wellness programmes for educators.<br>• To mitigate the impact of HIV and TB by providing a caring, supportive and enabling environment for learners and educators.<br>• To reduce the vulnerability of children to HIV, TB and Sexually Transmitted Infections (STIs), with a particular focus on orphaned children and girls. |
| **Expected outputs of the grant** | • Advocacy and social mobilisation activities held with school community members.<br>• Peer Education: Establishment of Functional Peer Education Programs.<br>• Training and Development.<br>• Training of Life Orientation (LO) educators on sexual and reproductive health for learners<br>• Learning and Teaching Support Material.<br>• Monitoring and Support Visits to Schools. |
| **Actual outputs achieved** | • 8 798 educators trained to implement comprehensive sexuality education programmes for learners.<br>• 5 154 School Management Teams and School Governing Bodies trained to develop policy implementation plans focusing on keeping mainly young girls in school.<br>• Co-curricular activities on provision of comprehensive sexuality education, access to sexual and reproductive health and TB services implemented in secondary schools including a focus on prevention of alcohol and drug use and learner pregnancy, targeting 63 484 learners.<br>• Care and Support programmes implemented to reach 52 659 learners and 4 204 educators. Expand the appointment of Learner Support Agents to 3 135 to support vulnerable learners prioritising primary schools, using the Care and Support for teaching and learning framework.<br>• 218 370 copies of Curriculum and Assessment Policy Statement compliant material, including material for learners with barriers to learning, printed and distributed to schools.<br>• Host advocacy and social mobilisation events with 167 891 learners, educators, parents and school community members on the 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. |
| **Amount per amended DORA** | R241 653 Before budget cuts |
| **Amount received (R'000)** | R213 863 After budget cuts |
| **Reasons if amount as per DORA not transferred** | Budget Cuts |
| **Amount spent by the department (R'000)** | R215 504 |
| **Reasons for the funds unspent by the entity** | N/A |
| **Monitoring mechanism by the transferring department** | Monitoring at district offices and school monitoring |

**Table 37: Conditional Grant: Early Childhood Development (ECD)**

| | |
|---|---|
| **Department/ Municipality to whom the grant has been transferred** | Department of Basic Education |
| **Purpose of the grant** | • To increase the number of poor children accessing subsidies through ECD centre and non-centre-based programmes<br>• To support ECD providers delivering an ECD programme to meet basic health and safety requirements for registration<br>• To pilot the construction of new low cost ECD centres |
| **Expected outputs of the grant** | • Number of eligible children subsidised, as agreed in the service level agreements (SLA)<br>• Number of all children attending ECD programmes in fully registered ECD centres<br>• Number of all children attending ECD programmes in conditionally registered ECD centres<br>• Number of children subsidised from the Conditional Grant in fully registered ECD centres<br>• Number of children subsidised from the Conditional Grant in conditionally registered ECD centres<br>• Number of days subsidised for centre-based programmes<br>• Number of children subsidised through provincial own revenue including equitable share that are benefiting from the top-up grant<br>• Number of all children attending fully registered non-centre-based programmes<br>• Number of all children attending conditionally registered non-centre-based programmes<br>• Number of children subsidised from the Conditional Grant in fully registered non-centre-based programmes<br>• Number of children subsidised from the Conditional Grant in conditionally registered non-centre-based programmes<br>• Number of ECD practitioners and other staff employed in registered ECD programmes benefiting from the Conditional Grant<br>• Number of ECD centres assessed for infrastructure support and health and safety standards.<br>• Number of ECD centres whose registration status improved as a result of the infrastructure component within 24 months of receiving the grant.<br>• Number of cost low-cost ECD centres constructed. |
| **Actual outputs achieved** | • The Department managed to transfer 75% of the allocated funds to all the provinces. Provinces targeted a total of 267 341 children to benefit from the full subsidy while 143 732 children have been targeted to receive a top-up grant.<br>• The Department received reports from all provinces showing that 292 910 children benefitted from the full conditional grant while 144 845 benefitted from the top-up grant. In total, 338 404 children benefitted from the grant, while a total of 39 604 staff benefitted from the 40% of the grant.<br>• Actual Output achieved for low-cost ECD centre is 2 and ECD centres maintained is 336 |
| **Amount per amended DORA (R'000)** | Subsidy: R1 114 674<br>Admin: R25 804<br>Infrastructure: R43 956 |
| **Amount transferred (R'000)** | Total amount transferred: R1 184 434 |
| **Reasons if amount as per DORA was not received** | N/A |
| **Amount spent by the department (R'000)** | Subsidy: R1 110 986<br>Admin: R23 785<br>Infrastructure: R52 901<br>Total spent: R1 187 673 (Including Roll-overs) |
| **Reasons for the funds unspent by the entity** | N/A |
| **Monitoring mechanism by the receiving department** | • DBE conducts monitoring visits to support the province to improve on implementation.<br>• THE HEDCOM SUB-COM has been established and sits quarterly with provinces to ensure that reporting is provided and challenges are addressed during those meetings.<br>• Continuous bi-lateral bilateral meetings are held with individual under-performing provinces to ensure performance and compliance. |

**Table 38: Conditional Grant: 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 these 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 one (1), for water four (4) and three hundred and forty-six (346) projects for sanitation |
| **Amount per amended DORA (R'000)** | R2 078 702 000 |
| **Amount transferred (R'000)** | N/A |
| **Reasons if amount as per DORA was not received** | N/A |
| **Amount spent by the department (R'000)** | R 1 898 897 (There was a virement of R179 805 within DBE programmes to make in additional funds available to the grant) |
| **Reasons for the funds unspent by the entity** | N/A |
| **Monitoring mechanism by the receiving department** | • Weekly progress meeting with the Operational staff of the IAs and with the Executive Managers of the IAs.<br>• Multiple visits to construction sites to confirm the actual output is as reported by IAs |

# 7. DONOR FUNDS

## 7.1. Donor Funds Received

**Table 39: Donor Fund: Development of the eCares System**

| | |
|---|---|
| **Name of donor** | LEGO Foundation |
| **Full amount of the funding** | R18 million |
| **Period of the commitment** | 3 years |
| **Purpose of the funding** | Development of the eCares system |
| **Expected outputs** | Fully functional eCares system |
| **Actual outputs achieved** | Service provider appointed in February 2024 |
| **Amount received (R'000)** | Funding is being administered by Ilifa Labantwana on behalf of the DBE |
| **Amount spent by the department (R'000)** | Expenditure will commence in 2024 |
| **Reasons for the funds unspent** | N/A |
| **Monitoring mechanism by the donor** | Form part of Steering Committee |

**Table 40: Donor Fund: Technical support to the ECD Directorate**

| | |
|---|---|
| **Name of donor** | Ilifa Labantwana |
| **Full amount of the funding** | In-kind support |
| **Period of the commitment** | 5 years |
| **Purpose of the funding** | Technical support to the improvement of the ECD function |
| **Expected outputs** | Technical support to the improvement of the ECD function |
| **Actual outputs achieved** | 3 technical assistants seconded to the DBE |
| **Amount received (R'000)** | In-kind support |
| **Amount spent by the department (R'000)** | In-kind support |
| **Reasons for the funds unspent** | N/A |
| **Monitoring mechanism by the donor** | Monthly check-in meetings |

**Table 41: Donor Fund: Technical support to the ECD Directorate**

| | |
|---|---|
| **Name of donor** | Smart Start |
| **Full amount of the funding** | In-kind support |
| **Period of the commitment** | 1 year with option of yearly renewal |
| **Purpose of the funding** | Technical support to the improvement of the ECD function |
| **Expected outputs** | Technical support to the improvement of the ECD function |
| **Actual outputs achieved** | 1 technical assistant seconded to the DBE |
| **Amount received (R'000)** | In-kind support |
| **Amount spent by the department (R'000)** | In-kind support |
| **Reasons for the funds unspent** | N/A |
| **Monitoring mechanism by the donor** | Monthly check-in meetings |

**Table 42: Donor Fund: Funding for the implementation of the rolling workplan with UNICEF**

| | |
|---|---|
| **Name of donor** | UNICEF |
| **Full amount of the funding** | R53 million |
| **Period of the commitment** | 3 years |
| **Purpose of the funding** | Multiple projects as defined in the rolling workplan |
| **Expected outputs** | Multiple outputs as per the rolling workplan |
| **Actual outputs achieved** | • PLAYSA online training developed and maintained<br>• ECD Mobi parent support developed and maintained<br>• Development of the ECD Info hub<br>• Development of daily activity plans and integrated LTSM<br>• Development and roll-out of the parenting support programme |
| **Amount received (R'000)** | Funding is being administered directly by UNICEF |
| **Amount spent by the department (R'000)** | Information not available |
| **Reasons for the funds unspent** | N/A |
| **Monitoring mechanism by the donor** | Form part of the Steering Committee |

**Table 43: Donor Fund: Systemic Improvement of Language and numeracy (SILN) in the foundation phase**

| | |
|---|---|
| **Name of donor** | European Union |
| **Full amount of the funding** | R59 509 |
| **Period of the commitment** | 2022-2025 (with an approved no-cost extension 2025 – 2026) |
| **Purpose of the funding** | To improve learning outcomes of Languages and Mathematics in the early grades (Foundation Phase), in the two education districts of the Mpumalanga Province |
| **Expected outputs** | Procurement of resources which includes group guided readers, Mathematics manipulatives, classroom library boxes and capacity building of teachers, School Management Teams and Foundation Phase Subject Advisors. |
| **Actual outputs achieved** | Delivery of group-guided readers and classroom library boxes |
| **Amount received (R'000)** | R22 893 |
| **Amount spent by the department (R'000)** | R8 569 |
| **Reasons for the funds unspent** | • Delay in the finalisation of a service level agreement for Mathematics manipulatives.<br>• Delay in the finalisation of the service level agreement for monitoring and evaluation.<br>• Delay in the appointment of a Service Provider for training.<br>• Amendment to the approved submission for the employment of Early Grade Youth Assistants (EGYAs). |
| **Monitoring mechanism by the donor** | National Treasury |

# 8. CAPITAL INVESTMENT

## 8.1. Capital investment, maintenance and asset management plan

**Table 44: Capital investment, maintenance and asset management plan**

| Infrastructure projects | 2023/24 | | | 2022/23 | | |
|---|---|---|---|---|---|---|
| | 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 | 2 102 897 | 2 052 344 | 50 553 | 2 403 119 | 2 223 425 | 179 694 |
| **Total** | **2 102 897** | **2 052 344** | **50 553** | **2 403 119** | **2 223 425** | **179 694** |

Note: On Current DBE has Infrastructure Assets at Practical Completion but are still on the Asset Register waiting to reach Final Completion before they reach Section 42 stage. Values will be provided.

On Capital, DBE has Infrastructure Assets at Section 42 stage but are still on the Asset Register waiting Provincial Education Departments to accept assets which have reached Section 42 stage. Values will be provided.

# 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 utilisation of state resources which is 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 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 reviewed and approved risk implementation plan 2023/24 which is aligned to the risk policy and strategy. The Risk Committee held three (3) risk committee meetings during the financial year. The Strategic risks were confirmed and reviewed by executive management which align with the strategic outcomes. The quarterly risk management reports were presented to the Audit Committee to monitor, advice, and enhance 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 and achievement of objectives. Continuous risk awareness sessions and training sessions were conducted in the year. Risk Committee induction workshop was conducted. The Risk Committee reviewed and monitored quarterly reports on the progress on action plans. The risk maturity analysis report was shared with the Risk Committee, Audit Committee, and Senior Management and recommendations to improve risk management culture. The audit on risk management effectiveness was conducted in the year.

# 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 Implementation Plan for 2023/24 was approved. There was regular reporting to the Director-General, Risk Committee and the Audit Committee on progress, trends and status on investigations and consequence management in collaboration with Labour Relations. Nine (9) investigations were completed and on some cases Labour Relations process is in progress. Mechanisms are in place to report fraud through a dedicated National Anti - Corruption Hotline (NACH) or internally reported cases. Cases reported through the hotline or internally are recorder in the register and investigated. Reported internal cases were investigated during the year and were finalised. The department has established the investigation committee to investigated cases of irregular, fruitless and wasteful expenditure and make recommendation to eliminate the occurrence of irregular, fruitless and wasteful expenditure. 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

The Department makes determined efforts to minimise conflicts of interest. Appointment letters of new recruits to the Department request that employees disclose all business interests and remunerative work that they engage in outside the Department.

Internal circulars are sent as email News Flashes and placed on the intranet of the Department reminding all officials to declare any remunerative work outside the Department. Ethics Officers conducts regular/ongoing information sessions on the Financial Disclosure and Remunerative work outside the Public Service.

During the interview process, members of the Interview panel are required to declare/disclose any relationship with shortlisted candidates. If a panel member declares a close or familial relationship with/to a candidate, such panel member is requested to recuse himself or herself from the interview process.

The DBE ensures that all financial disclosures of interest of senior managers are submitted on time. These financial disclosures of interest are analysed and submitted to the Director-General. Late submission or non-submission of financial interests are reported to the Director-General and consequence management are applied.

In cases where an official is found to have engaged him/herself in remunerative work outside his/her sphere of appointment in the DBE without obtaining prior permission from the Director-General, the transgression(s) are reported to the Director-General, letters are sent requesting such official to account for not adhering to the rules and, where necessary reported to the Director-General and consequence management are applied.

All members of the Departmental Bid Evaluation and Bid Adjudication Committees are required to complete a Declaration of Interest form prior to adjudication and evaluation of each bid/tender.

# 5. CODE OF CONDUCT

The DBE does not have a special policy regarding the Code of Conduct of Employees. The Department uses Resolution 1 of 2003 (Code of Conduct for Employees appointed under the Public Service Act), Chapter 2 of the Public Service Regulations (Code of Conduct), Chapter 7 of the SMS Handbook for SMS members, as well as the Code entailed in the Employment of Educators Act (Act 76 of 1998) for officials appointed under that Act. To ensure that all employees of the Department are au fait with the Code(s), training is conducted for newly appointed officials during Orientation Sessions, and employees are subjected to the labour relations processes relating to the disciplinary procedure.

# 6. HEALTH SAFETY AND ENVIRONMENTAL ISSUES

The DBE's Health and Safety Committee manage and monitor risks within the Department. The Department has an approved Health and Safety Policy, that outlines measures/guidelines to ensure that safety is always observed by all employees.

Issues of employee health and wellness are managed through its 4 PILLARS Operational Plans and Policies. These PILLARS are grouped in 4 management categories, namely:

- PILLAR 1: HIV, TB and STI Management;
- PILLAR 2: Wellness Management;
- PILLAR 3: Health and Productivity;
- PILLAR 4: Safety, Health, Environment, Risk and Quality Management (SHERQ).

# 7. PORTFOLIO COMMITTEES

**Table 45: Portfolio Committee Meetings on Basic Education**

| Date | Committee | Topic for Discussion | Matters Raised by the Committee | How the Department addressed the matters raised |
|---|---|---|---|---|
| 18 April 2023 | Portfolio Committee | Learner Dropouts in the System (Statistics, Trends, Tracking and Tracing); BELA Bill: proposal for improved public hearings; DBE Budget: Committee Report; with Minister | Data on the number and details of learners who attended TVET colleges was raised.<br><br>UNESCO data not updated. | DBE needed to work with the DHET to deal with the gap between DBE and TVET colleges.<br><br>Data presented by UNESCO; the DBE would approach UNESCO to update its data |
| 02 May 2023 | Portfolio Committee | KZN PED: Implementation of Committee oversight visit recommendations and National School Nutrition Programme (Challenges and Mitigations) | The Committee expressed their disappointment and utter dissatisfaction with the way in which the Department had failed to ensure the proper rollout of the National School Nutrition Programme (NSNP), which had resulted in children going hungry in KwaZulu-Natal. | The Department undertook to investigate the matter and report back to the Committee. The Office of the Premier was also involved in carrying out its own investigation into this tender. |
| 16 May 2023 | Portfolio Committee | National School Nutrition Programme and Learner Transport Policy: DBE briefing; AGSA Assessment of DBE APP | AGSA's briefing on DBE 2023/24 APP<br><br>Purpose of the proactive reviews of the Annual Performance Plans of departments was to understand the preparation and revision processes of the updated five-year plans and final draft (APPs), to assess the completeness of relevant indicators relating to the core functions prioritised for the scoped-in subject matter, to determine whether the prior year's material misstatements were considered in the new draft plan, and to assess the measurability, relevance, and quality of the indicators and targets planned.<br><br>DBE briefing on NSNP<br><br>The Committee was concerned about what happened in KwaZulu-Natal (KZN) and raised questions about the right model to be used for the NSNP in the provinces<br><br>Provision of Learner Transport Members wanted to know who the DBE felt should be in charge of handling scholar transport between itself and the Department of Transport. | The DBE had incorporated the recommendations they had raised on the SMART principles.<br><br>The Department currently does not have a tracking system for the delivery of food in schools because, in most instances, the buying and delivery of food are run by the schools, wherein the principals of the schools decide where to buy the food, which makes it even more difficult to monitor the quality of the food they buy.<br><br>The function is currently being managed by the provincial Departments of Transport and Education as assigned by the Premier and Provincial Executive Council. |
| 23 May 2023 | Portfolio Committee | PIRLS and Reading Literacy | The Committee asked the Department why the study had been conducted during the height of the COVID-19 pandemic, when there had been a lot of disruption<br><br>And what the Department's strategy was to improve the reading literacy of learners in South Africa following the PIRLS results. | The Department assured the Committee that they were in the process of finalising a strategy aimed at improving the reading literacy of its learners, which they would be happy to share with the Committee once it was completed. They also reiterated that South Africa's participation in the PIRLS had been for benchmarking, not competing. |
| 30 May 2023 | Portfolio Committee | School Infrastructure (ASIDI + SAFE + Backlogs); BELA Bill: Provincial Public Hearings Report | Members highlighted that the ASIDI infrastructure delivery was hampered by the challenges of ineffective local contractors in the provinces | DBE said the lessons learned had highlighted the importance of weekly meetings with operational teams and the executive management, the implementing agents, and weekly progress reports to the Minister and Deputy Minister. |

| Date | Committee | Topic for Discussion | Matters Raised by the Committee | How the Department addressed the matters raised |
|---|---|---|---|---|
| 31 May 2023 | Portfolio Committee | Social Cohesion Programmes: DBE briefing | Members were concerned by the lack of infrastructure to carry out the social cohesion programmes | The department highlighted that multi-purpose facilities have been built to ensure that all children, especially those in quintile one to three schools – who are the group most affected by the lack of infrastructure – have access to the extracurricular and mural activities |
| 06 June 2023 | Portfolio Committee | Comprehensive Progress Report on ECD Function Shift | The Committee recommended that concerted registration advocacy for the ECD providers in the database must be implemented. | |
| 07 June 2023 | Portfolio Committee | BELA Bill: Provincial Public hearings reports - Limpopo, North West and Free State | No Issues | |
| 13 June 2023 | Portfolio Committee | BELA Bill: Provincial Public Hearings Report – Mpumalanga | No Issues | |
| 20 June 2023 | Portfolio Committee | BELA Bill: Public Hearings Reports: Gauteng and KwaZulu-Natal | No Issues | |
| 27 June 2023 | Portfolio Committee | BELA Bill: Provincial Public Hearings Report – Western Cape | No Issues | |
| 01 August 2023 | Portfolio Committee | BELA Bill: Northern and Eastern Cape Public Hearings Reports | No Issues | |
| 08 August 2023 | Portfolio Committee | BELA Bill: National Public Hearings Report | No Issues | |
| 15 August 2023 | Portfolio Committee | BELA Bill: national hearings report; financial implications; deliberations | No Issues | |
| 16 August 2023 | Portfolio Committee | BELA Bill: deliberations | No Issues | |
| 17 August 2023 | Portfolio Committee | BELA Bill: deliberations; motion of desirability | No Issues | |
| 29 August 2023 | Portfolio Committee | Basic Education Laws Amendment Bill: legal opinion | No Issues | |
| 05 September 2023 | Portfolio Committee | Inclusive Education: DBE briefing | Members were of the view that the Committee should do more unannounced visits. | The Department informed Members that it would be conducting an audit of the 442 special needs schools to get a full sense of what is happening on the ground. |
| 12 September 2023 | Portfolio Committee | BELA Bill national report on submissions and proposed amendments | Public Hearings | |
| 19 September 2023 | Portfolio Committee | 2023 Examinations-Readiness: DBE and Umalusi briefing | The Committee wanted to know exactly how the learners were being supported for the upcoming examinations, including the provision of assistive educational devices, such as Braille | The DBE confirmed that they had hard line measures in place for the teachers and invigilators to ensure that they preserved the integrity of the examination process |
| 26 September 2023 | Portfolio Committee | Basic Education Laws Amendment Bill: | Public Hearings | |

| Date | Committee | Topic for Discussion | Matters Raised by the Committee | How the Department addressed the matters raised |
|---|---|---|---|---|
| 17 October 2023 | Portfolio Committee | ASIDI and Conditional Grants; Education Audit Outcomes: FFC and AGSA inputs | Members noted that the minimum norms and standards targets for infrastructure projects had not been achieved.<br><br>There was particular concern regarding the deadlock over the construction of libraries, laboratories, computer centres and sports facilities. The FFC was asked if any mechanism was in place to better finance these projects. Members were not satisfied with the lack of consequence management in the DBE, especially involving implementing agents where there was noncompliance with supply chain management legislation. Members wanted to know if the FFC had done any research on the DBE's ambitions to pursue online blended learning. What were the FFC's recommendations to improve the collection of crude Department revenue? The AGSA was questioned on the Department's failure to pay service providers within 30 days in 30% of cases. Members wanted to know what was being done to institute consequence management for irregular expenditure. | Prof Van der Nest responded on the issue of fruitless and wasteful expenditure, and said the members looked at the findings of every case and monitored the recovery of funds. Unfortunately, in the cases of the implementing agents, the legal processes took quite some time. They had had a meeting recently where they went through every case to see where they were in terms of the recovery of funds and consequence management.<br><br>They received quarterly reports from ASIDI regarding the duplication of allocations. The cases that were not investigated by the end of the financial year have since been investigated.<br><br>Implementing consequence management took so long because there was often a lot of back and forth with implementing agents. In some cases, the labour processes took too long. They took particularly long when state attorneys were involved.<br><br>Mitigating irregular expenditure was part of the action plans submitted to the audit members and was monitored every quarter. It was also monitored when they received reports from internal audit. Internal audit did not have the capacity to audit everything in the Department, and therefore relied on risk-based auditing. There were also follow-up reports on their progression.<br><br>Regarding crude Department revenue, this was linked to processing reports from ASIDI and the DDG, which took a very long time. |
| 18 October 2023 | Portfolio Committee | DBE, Umalusi and SACE 2022/23 Annual Reports | Committee Members raised issues ranging from irregular expenditure to challenges with the information and Communication Technology (ICT) system. Questions covered topics such as consequence management, investigations into special rewards for educators, prompt invoice payment, and ongoing curriculum remodelling. While the Department received praise for its performance improvements, concerns were also raised about financial management issues and potential non-compliance with relevant legislation. Members sought details about the accessibility of ICT services in schools and advancements in early childhood development, and emphasised the urgent need to enhance literacy, numeracy, coding and robotics, particularly in rural areas, as a top priority. | Mr Mathanzima Mweli, Director-General (DG), DBE, began his presentation by providing a four-year comparison of the Department's performance, focusing on the years since 2019/20. The highest performance was recorded in 2019/20 at 86%, with the most recent year, 2022/23, surpassing that by reaching 90%. He noted that the Department had faced a slight dip in performance in the years between, but the recent achievement of 90% was a significant milestone.<br><br>He also emphasised the Department's consistent unqualified audit opinions over the last three years, after moving from qualified opinions in previous years.<br><br>The presentation was divided into three main parts. Part A provided an overview of the Department's performance and the context in which it operates, Part B focused on performance indicators, and Part C covered the financial aspects.<br><br>The Director-General acknowledged that the Department's performance on infrastructure had improved significantly over the years. Infrastructure was a major challenge, but it was no longer the primary concern. He highlighted that the Department had achieved 90% or more on most performance indicators, with only a small margin remaining for improvement.<br><br>However, he expressed dissatisfaction with the Department's audit performance, noting that some own goals had been scored in terms of not applying formulas correctly, and the use of funds returned by North West, amounting to R65 million. They were working on addressing material irregularities (MIs) and were committed to achieving a clean audit report. |

| Date | Committee | Topic for Discussion | Matters Raised by the Committee | How the Department addressed the matters raised |
|---|---|---|---|---|
| 24 October 2023 | Portfolio Committee | DBE 2023/24 Q1 Performance | The Committee enquired about the low placement of Funza Lushaka bursary recipients in three provinces, training of teachers and principals in project management, what skills did the Presidential Youth Employment Initiative impart, why South Africa participated in PIRLS and what was the outcome | Mr Mweli replied that the learners are being prepared for PIRLS and TIMSS. When the field results were released in May 2023, one of the experts said that we need to look at whether PIRLS is appropriate for South African children. South Africa is testing learners in more than one language and the expert asked if this benefits South African learners. The DBE has presented its improvement plan to the Committee to show that its focus is on African languages. Dr Mbude and Mthembu will elaborate on this topic. TIMSS results will be coming out soon and DBE is quite optimistic they would be able to improve. The GCE pilot should benefit all learners especially those in previously disadvantaged communities. For input on the ECD model we used the Civil Society Forum representing over 200 organisations in the districts and provinces. Non-government organisations communicated the new delivery model and solicited inputs from stakeholders. On the National Development Plan (NDP) targets, we have found that the targets are quite stretched. Prof Mary Metcalfe of the National Planning Commission has been meeting with DBE. We have been working to ensure that everyone is directed to improve in line with the NDP targets. We know that our teachers are benefitting from the international training programmes like United Nations International Scientific and Culture Organisation (UNESCO) and African Union. Some of our teachers are nominated to participate in some of these activities internationally. On the low placement levels of Funza Lushaka bursary recipients in Free State, Eastern Cape, and Mpumalanga, it is due to budget constraints as the budgets of those provinces are quite stretched. This makes it difficult to place all available teachers as the budget only allows a certain number. Mr Mweli said that DBE can forward the documents on the expenditure of conditional grants as well as expenditure on infrastructure maintenance. |
| 31 October 2023 | Portfolio Committee | National School Nutrition Programme Update | Members stressed the importance of transparency, safety, and ensuring school meals were nutritious.<br><br>The meeting highlighted the need to improve the NSNP and ensure that learners had safe and healthy meals. | Feeding had resumed in KZN and E/C provinces, and in terms of provincial performance for the second quarter, the EC had successfully introduced the breakfast programme for primary schools, with 75% of them reporting successful feeding during official visits. The breakfast programme was also extended to secondary schools. The province had ensured that meals met minimum feeding requirements and had phased in chicken livers as a protein alternative.<br><br>In KZN, the programme had been successfully restored, and the province had transitioned to small and medium enterprises (SMEs), stabilising the programme. The programme adhered to NSNP requirements, payments to SMEs and volunteer food handlers were timely, and the breakfast programme was implemented across all districts. |
| 07 November 2023 | Portfolio Committee | Nguvu Collective Petition to Eradicate Pit Latrines | No Issues | |
| 14 November 2023 | Portfolio Committee | CGE Report on Learner Pregnancy-Policy Interplay | Members raised critical questions and concerns, delving into legal compliance, policy implementation timelines, and the societal influences contributing to the persistent issue of teenage pregnancies. Discussions touched on the impact of media on children's behaviour, the varied implementation of policies across the provinces, and the challenges faced by pregnant learners who stayed in school. | The Department responded by stressing that teenage pregnancy was a societal issue requiring collaboration beyond the education sector. The Deputy Minister highlighted the Department's commitment to addressing the challenges collaboratively with other government departments, including health, social development, and justice. The Department clarified its stance on policies, the role of social workers, and efforts to prevent dropouts due to pregnancy. |

| Date | Committee | Topic for Discussion | Matters Raised by the Committee | How the Department addressed the matters raised |
|---|---|---|---|---|
| 06 February 2024 | Portfolio Committee | 2023 NSC Examination: DBE and Umalusi briefing | Members asked if quality was being sacrificed to achieve quantity outcomes; what the reason was for more than 400 000 learners dropping out of the school system between Grades 10 and 12; whether the criteria for achieving a bachelor pass were adequate; what could be done to encourage more learners to study Mathematics and science subjects; how the Department was going to prevent group copying in future; and what steps were being taken to deal with under-performing teachers | The Minister reported that the Northern Cape, about which the Chairperson had expressed concern, was above 70%, which the DBE considered a healthy development. The difference between the Western Cape, the Free State and North West provinces demonstrated no significant difference, because they were separated by very small margins. This was a very encouraging trend as it showed that the system was stabilising across the board. The improvements reflected the DBE's interventions in areas which were underperforming. The Minister commented that the presentation highlighted one of the worrying factors which correctly bothered South Africans. These were throughput rates of the number of students who enter Grade 1, compared to those reaching Grade 12. The DBE was aware of the difficulties, as evidenced by a dip after Grade 3, a dip after Grade 6, a deeper dip after Grade 9, and those other identified factors resulting in higher dropout rates. Fortunately, in some instances, students went to technical and vocational education and training (TVET) colleges. The Department had committed itself to a tracer/tracking method which helped to compare data. It would help to determine that in Grade 9, 20 000 students had left, and the DBE could trace them scientifically with identity documents (IDs) to confirm that they were at the different TVET colleges. This was another weakness that had been uncovered within the system. |
| 20 February 2024 | Portfolio Committee | Petition to Eradicate Pit Latrines | No Issues | |
| 27 February 2024 | Portfolio Committee | Implications and Impact of 2024 SONA; Updated Status Report on ECD Migration | Members questioned the quality of reporting, failure of government's policy to screen and identify children with special education needs.<br><br>Members were concerned about the inadequate coverage of ECD subsidies, disparity in investment between ECD and higher grades and learner-to-teacher ratio. Members raised issues that arose from their study tour to Finland to study the country's approach to ECD policies. Further concerns were raised about the timeframe for addressing significant ECD challenges, including infrastructure, such as pit latrines. | On the 2024 SONA analysis, the Department informed the Committee of the strategic priorities of the sector and progress made in meeting SONA announcements. The Department touched on discussing the African Union's Year of Education for 2024, outlining its vision and targeted outcomes, as well as key concerns such as out-of-school rates, learning poverty and teacher shortages across the continent. The presentation also covered progress in the Basic Education Sector over the last five years, including improvements in access, redress, equity, quality, efficiency and inclusivity. |
| 05 March 2024 | Portfolio Committee | SAHRC School Uniforms Report | Members raised various concerns and suggestions, including affordability, cultural sensitivity, and parental involvement in decision-making. | The Minister stressed the importance of dialogue and mutual understanding in addressing the complex issues raised by the Commission. |
| 12 March 2024 | Portfolio Committee | Basic Education Legacy Report; Committee Study Tour Report to Finland | No Issues | |

# 8. SCOPA RESOLUTIONS

**Table 46: SCOPA resolutions**

| Resolution No. | Subject | Details | Response by the department | Resolved (Yes/No) |
|---|---|---|---|---|
| - | Unauthorised expenditure hearing: | Department of Basic Education incurred unauthorised expenditure of R6.4 million in 2014/15 for its National Teacher Awards. | DBE noted that the objectives in hosting the NTA were met; value for money was realised; jobs (albeit part-time) were created; the overall budget vote was not exceeded ; only a fraction of the permissible virement of 8% was utilised; and the NTA event happened too late in the financial year for an adequate virement to be made. | Yes |

# 9. PRIOR MODIFICATIONS TO AUDIT REPORTS

**Table 47: 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 |
|---|---|---|
| Programmes 2, 3 and 4 – Unqualified | 2022/23 | 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, every line function manager as delegated are responsible for implementing and monitoring controls in their areas of responsibility.

# 11. INTERNAL AUDIT AND AUDIT COMMITTEES

Internal Audit 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 improvement of internal controls for the high-risk areas in performance information and financial management in the department.

Fifteen (15) audits were conducted and completed relating to Reviewed Annual Report, Annual Financial Statements, Supply Chain Management – Stock Ordering and Inventory Management follow up audit, Contractors Payment, and Project management with projects site visits for ASIDI two (2) Implementing Agents, and follow up audits on previous findings were conducted, Reviewed the quarterly Performance Information, DoRA audit review on Early Childhood Development (ECD) National School Nutrition Programme (NSNP) and LSPID conditional grant and site visits, Follow up on AGSA previous findings on management report for 2022/23, National Teachers Awards adjudication process and follow up on previous findings, Q3 Interim Financial Statement audit, Human Resource – Leave Management and IT Governance and Network Security. Nine (9) Consulting reviews on tender closing process, BEC and BAC and Technical Committees.

**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 serve as an independent governance structure whose function is to provide an oversight role on 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 of five (5) external members listed hereunder and should meet four (4) times per annum as per its approved terms of reference. During the year under review nine (9) meetings were held.

The table below discloses relevant information on the audit committee members for the period 1 April 2023 – 31 March 2024:

The table below discloses relevant information on the audit committee members:

**Table 48: 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<br>B Com (Hons)<br>M Com<br>D Tech | Chairperson (External) | N/A | Re appointed 1 December 2023 | N/A | 9 |
| Mr S Simelane | B Com<br>B Com (Hons)<br>Masters in Business Administration | External Member | N/A | Re appointed 1 December 2023 | N/A | 7 |
| Ms S Makhathini | .B.Com<br>B.Com (Hons)<br>Chartered Accountant (SA) | External Member | N/A | Re appointed 1 December 2023 | N/A | 7 |
| Mr AN Mhlongo | B.Com<br>B. Com (Hons)<br>Chartered Accountant (SA),<br>ATC, ACMA, CGMA | External Member | N/A | Re appointed 1 March 2023 | N/A | 7 |
| Mr LM Mangquku | B.Com<br>B.Com (Hons)<br>Chartered Accountant (SA)<br>Advance Company Law<br>Masters in Business Leadership | External Member | N/A | Re appointed 1 March 2023 | N/A | 9 |

# 12. AUDIT COMMITTEE REPORT

We are pleased to present our report for the financial year ended 31 March 2024.

**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 terms of reference 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 in place 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 and noted the efforts to improve the system of internal control over projects and project management. Consequence management status reports were presented by management and a special audit committee meeting was held with management on progress relating to consequence management. The Audit Committee will continue to monitor the effective implementation of consequence management in cases of non-compliance. There was an improvement on the monitoring of performance information by internal audit quarterly and annual report reviews in the year under review. The Department will be monitored to improved controls to prevent further irregular expenditure and fruitless and wasteful expenditure. The strategy to ensure strengthened measures and capacity on financial statement preparation is monitored continuously for improvement.

The following internal audit work was completed during the year under review:

- Assurance and Consulting reviews were conducted and completed by Internal Audit on, reviewed Annual Report, Annual Financial Statements, Supply Chain Management – Stock Ordering and Inventory Management follow up, Contractors Payment, and Project management with projects site visits for ASIDI two (2) Implementing Agents, and follow up audits on previous findings were conducted, Reviewed the quarterly Performance Information, DoRA audit review on Early Childhood Development (ECD) National School Nutrition Programme (NSNP) and LSPID conditional grant and site visits, Follow up on AGSA previous findings on management report for 2022/23, National Teachers Awards adjudication process and follow up on previous findings, Q3 Interim Financial Statement audit, Human Resource – Leave Management and IT Governance and Network Security. Nine (9) Consulting reviews on tender closing process, BEC and BAC and Technical Committees.

The following were areas of concern:

During the year under review areas of concern were to improve ASIDI project management, and the prevention of non-compliance of irregular and fruitless and wasteful expenditure on project management of infrastructure. The review on Conditional Grants and site visits were covered.

**In-Year Management and Monthly/Quarterly Report**

The department has monthly and quarterly reporting systems to the National Treasury as is required by the Public Finance Management Act (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 is maturing as a result of engagements with management during the year under review and risk registers were reviewed, emerging risks identified, and managed, updated action plans reports were monitored. There was an improvement in monitoring of risk and identification of emerging new risk 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 Auditor-General South Africa and the Accounting Officer;
Reviewed the Auditor-General South Africa'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.

The department maintained an unqualified audit opinion for the year under review.

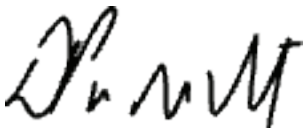
**Auditor-General's Report**

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 prevention of noncompliance for irregular expenditure and fruitless and wasteful expenditure.

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.



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**Prof DP van der Nest**

**Chairperson of the Audit Committee**

**Department of Basic Education**

**31 August 2024**

# 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 49: 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**<br><br>**Yes / No** | **Discussion**<br>**(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 | The preferential procurement policy has been developed and is part of the SCM policy that has been approved by the Accounting Officer |
| 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 information contained in this part of the annual report has been prescribed by the Minister for the Public Service and Administration for all departments in the public service.

# 2. OVERVIEW OF HUMAN RESOURCES

**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 2024: Towards the Realisation of Schooling 2030.*
c. Addressing the issue of gender equity in the Department.
d. 4 scarce and critical skills and addressing competency skills gaps.
e. Ensuring continued implementation of the reviewed PMDS policy.
f. Providing a comprehensive Employee Assistance Programme (EAP)

The Department continuously prioritise the filling of vacant posts. The following key Senior Management posts were filled during the period under review:

- Chief Director: Office of the Director-General;
- Chief Director: Education Human Resources Development; (contract appointment);
- Director: Continuing Professional Teacher Development;
- Director: Initial Teacher Education;
- Director: Reading; (contract appointment); and
- Director: Sport and Enrichment in Education (contract appointment).

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

Gender equity at Senior Management level is an ongoing priority. The DBE managed to increase the ratio female SMS members to 45.1% from 37.8% in the previous year. Male SMS Members are at 54.9%.

At Middle Management (MMS) level, the DBE has a ratio of 54.5% female to 45.5% male MMS Members. The overall ratio within the Department totals 61.6% female to 38.4% male staff. In this regard, the Department has exceeded the 50:50 ratios. Equity statistics are reported 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 remains a challenge since 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, 262 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 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 encouraged to observe health and safety measures. Conducive environment is created for women, persons 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:

- 108 counselling sessions;
- 20 officials referred for psychological services;
- rehabilitation session;
- 4 officials diagnosed with stage 1 cancer of the uterus were offered counselling and support;
- 10 sick officials were allocated more accommodating jobs.

**Key policy developments and legislative changes:** HR Policies are reviewed on a triannual basis and consulted with organised labour, prior to approval by Accounting Officer, where after awareness sessions are conducted throughout the Department.

# 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 50: Personnel expenditure by programme for the period 1 April 2023 and 31 March 2024**

| 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: Administration | 547 769 | 212 899 | 318 005 | 205 | 318 | 669 |
| Programme 2: Curriculum Policy, Support and Monitoring | 3 338 695 | 99 979 | 144 398 | 59 091 | 112 | 893 |
| Programme 3: Teachers, Education Human Resources and Institutional Development | 9 589 393 | 52 213 | 107 657 | 806 | 93 | 561 |
| Programme 4: Planning, Information and Assessment | 14 873 620 | 137 454 | 123 873 | 27 706 | 175 | 785 |
| Programme 5: Educational Enrichment Services | 1 478 784 | 75 646 | 56 703 | 6 744 | 68 | 1 112 |
| Total | **29 828 261** | **578 191** | **750 636** | **94 552** | **766** | **755** |

**Table 51: Personnel costs by salary band for the period 1 April 2023 and 31 March 2024**

| 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)** | | | | |
| **Skilled (level 3-5)** | 35 013 | 6.05 | 140 | 250 |
| **Highly skilled production (levels 6-8)** | 113 487 | 19.63 | 228 | 498 |
| **Highly skilled supervision (levels 9-12)** | 304 382 | 52.64 | 317 | 960 |
| **Senior and Top management (levels 13-16)** | 125 309 | 21.67 | 81 | 1 547 |
| **Total** | **578 191** | **100.00** | **766** | **3255** |

**Table 52: Salaries, Overtime, Homeowners Allowance and Medical Aid by programme for the period 1 April 2023 and 31 March 2024**

| Programme | Salaries | | Overtime | | Homeowners 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: Administration | 181 733 | 178 573 | 10 010 | 5.51 | 4 280 | 2.36 | 8 274 | 4.55 |
| Programme 2: Curriculum Policy, Support and Monitoring | 109 010 | 87 260 | 609 | 0.56 | 757 | 0.69 | 2 073 | 1.90 |
| Programme 3: Teachers, Education Human Resources and Institutional Development | 69 669 | 66 287 | 24 | 0.03 | 811 | 1.16 | 1 619 | 2.32 |
| Programme 4: Planning, Information and Assessment | 126 101 | 115 519 | 3 643 | 2.89 | 1 815 | 1.44 | 3 502 | 2.78 |
| Programme 5: Educational Enrichment Services | 91 678 | 45 849 | 260 | 0.28 | 631 | 0.69 | 1 386 | 1.51 |
| **Total** | **578 191** | **493 488** | **14 546** | **2.52** | **8 294** | **1.43** | **16 854** | **2.91** |

**Table 53: Salaries, Overtime, Homeowners Allowance and Medical Aid by salary band for the period 1 April 2023 and 31 March 2024**

| Salary band | Salaries | | Overtime | | Homeowners 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 3-5) | 34 090 | 97.36 | 4 733 | 13.52 | 1 213 | 3.46 | 1 948 | 5.56 |
| Highly skilled production (levels 6-8) | 91 002 | 80.19 | 6 158 | 5.43 | 4 663 | 4.11 | 7 871 | 6.94 |
| Highly skilled supervision (levels 9-12 | 256 115 | 84.14 | 3 655 | 1.20 | 1 958 | 0.64 | 6 114 | 2.01 |
| Senior management (level 13-16) | 112 282 | 89.60 | 0 | 0.00 | 460 | 0.37 | 921 | 0.73 |
| **Total** | **493 489** | **85.35** | **14 546** | **2.52** | **8 294** | **1.43** | **16 854** | **2.91** |

## 3.2. 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
- 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 54: Employment and vacancies by programme as on 31 March 2024**

| Programme | Number of posts on approved establishment | Number of posts filled | Vacancy Rate | Number of employees additional to the establishment |
|---|---|---|---|---|
| Programme 1: Administration | 335 | 318 | 10.42 | 20 |
| Programme 2: Curriculum Policy, Support and Monitoring | 121 | 112 | 7.44 | 26 |
| Programme 3: Teachers, Education Human Resources and Institutional Development | 127 | 93 | 26.77 | 7 |
| Programme 4: Planning, Information and Assessment | 202 | 175 | 13.37 | 17 |
| Programme 5: Educational Enrichment Services | 77 | 68 | 11.69 | 6 |
| **Total** | **862** | **766** | **13.15** | **76** |

**Table 55: Employment and vacancies by salary band as on 31 March 2024**

| 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) | 37 | 37 | 0.00 | 37 |
| Skilled (3-5) | 104 | 103 | 0.96 | 15 |
| Highly skilled production (6-8) | 261 | 228 | 12.64 | 3 |
| Highly skilled supervision (9-12) | 381 | 317 | 16.80 | 20 |
| Senior management (13-16) | 99 | 81 | 18.18 | 1 |
| **Total** | **882** | **766** | **13.15** | **76** |

**Table 56: Employment and vacancies by critical occupations as on 31 March 2024**

| Critical occupation | Number of posts on approved establishment | Number of posts filled | Vacancy Rate | Number of employees additional to the establishment |
|---|---|---|---|---|
| DCES | 29 | 21 | 27.59 | 0 |
| CES | 66 | 59 | 10.61 | 0 |
| **Total** | **95** | **80** | **15.79** | **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.

## 3.3. 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 57: SMS post information as on 31 March 2024**

| 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 |
|---|---|---|---|---|---|
| Director-General/ Head of Department | 1 | 1 | 100.00 | 0 | 0.00 |
| Salary Level 16 | 0 | 1 | 0.00 | 0 | 0.00 |
| Salary Level 15 | 9 | 7 | 77.78 | 2 | 22.22 |
| Salary Level 14 | 25 | 19 | 76.00 | 6 | 24.00 |
| Salary Level 13 | 63 | 53 | 84.13 | 10 | 15.87 |
| **Total** | **98** | **81** | **82.65** | **17** | **17.35** |

**Table 58: SMS post information as on 30 September 2023**

| 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 |
|---|---|---|---|---|---|
| Director-General/ Head of Department | 1 | 1 | 100.00 | 0 | 0.00 |
| Salary Level 16 | 0 | 1 | 0.00 | 0 | 0.00 |
| Salary Level 15 | 9 | 7 | 77.78 | 2 | 22.22 |
| Salary Level 14 | 25 | 21 | 84.00 | 4 | 16.00 |
| Salary Level 13 | 63 | 52 | 82.54 | 11 | 17.46 |
| **Total** | **98** | **82** | **83.67** | **17** | **17.35** |

**Table 59: Advertising and filling of SMS posts for the period 1 April 2023 and 31 March 2024**

| 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 14 | 1 | 0 | 1 |
| Salary Level 13 | 3 | 0 | 1 |
| **Total** | **4** | **0** | **2** |

**Table 60: 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 2023 and 31 March 2024**

| Reasons for vacancies not advertised within six months |
| --- |
| In adherence to National Treasury (Cost Containment Measures), the Departments declared a temporarily moratorium on filling of vacant posts. |

| Reasons for vacancies not filled within twelve months |
| --- |
| In adherence to National Treasury (Cost Containment Measures), the Departments declared a temporarily moratorium on filling of vacant 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 61: Disciplinary steps taken for not complying with the prescribed timeframes for filling SMS posts within 12 months for the period 1 April 2023 and 31 March 2024**

| Reasons for vacancies not advertised within six months |
| --- |
| In adherence to National Treasury (Cost Containment Measures), the Departments declared a temporarily moratorium on filling of vacant posts. |

| Reasons for vacancies not filled within six months |
| --- |
| In adherence to National Treasury (Cost Containment Measures), the Departments declared a temporarily moratorium on filling of vacant posts. |

**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.

## 3.4. 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.

## 3.5. 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 62: Annual turnover rates by salary band for the period 1 April 2023 and 31 March 2024**

| Salary band | Number of employees at beginning of period-1 April 2023 | Appointments and transfers into the department | Terminations and transfers out of the department | Turnover rate |
|---|---|---|---|---|
| Lower skilled ( Levels 1-2) | 0 | 37 | 0 | 0.00 |
| Skilled (Levels3-5) | 102 | 5 | 4 | 3.92 |
| Highly skilled production (Levels 6-8) | 233 | 4 | 9 | 3.86 |
| Highly skilled supervision (Levels 9-12) | 314 | 19 | 16 | 5.10 |
| Senior Management Service Bands A | 55 | 1 | 3 | 5.45 |
| Senior Management Service Bands B | 22 | 0 | 3 | 13.64 |
| Senior Management Service Bands C | 5 | 2 | 0 | 0.00 |
| Senior Management Service Bands D | 2 | 0 | 0 | 0.00 |
| **Total** | **733** | **68** | **35** | **4.77** |

**Table 63: Annual turnover rates by critical occupation for the period 1 April 2023 and 31 March 2024**

| Critical occupation | Number of employees at beginning of period-April 2023 | Appointments and transfers into the department | Terminations and transfers out of the department | Turnover rate |
|---|---|---|---|---|
| DCES | 20 | 1 | 0 | 0.00 |
| CES | 56 | 9 | 6 | 10.71 |
| **TOTAL** | **76** | **10** | **6** | **7.89** |

**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 64: Reasons why staff left the department for the period 1 April 2023 and 31 March 2024**

| Termination Type | Number | % of Total Resignations |
|---|---|---|
| Death | 1 | 2.86 |
| Resignation | 10 | 28.57 |
| Expiry of contract | 5 | 14.29 |
| Retirement | 17 | 48.57 |
| Transfer to other Public Service Departments | 2 | 5.71 |
| **Total** | **35** | **100.00** |
| Total number of employees who left as a % of total employment | | 4.81 |

**Table 65: Promotions by critical occupation for the period 1 April 2023 and 31 March 2024**

| Occupation | Employees 1 April 2023 | 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 |
|---|---|---|---|---|---|
| DCES | 20 | 0 | 0 | 0 | 0% |
| CES | 56 | 0 | 0 | 0 | 0% |
| **TOTAL** | **76** | **0** | **0** | **0** | **0%** |

**Table 66: Promotions by salary band for the period 1 April 2023 and 31 March 2024**

| Salary Band | Employees 1 April 2023 | 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 |
|---|---|---|---|---|---|
| Skilled (Levels3-5) | 102 | 0 | 0% | 76 | 74.5 |
| Highly skilled production (Levels 6-8) | 233 | 6 | 2.6% | 177 | 76 |
| Highly skilled supervision (Levels 9-12) | 314 | 3 | 1.0% | 215 | 68.5 |
| Senior Management (Level 13-16) | 99 | 2 | 2.0% | 52 | 52.5 |
| **Total** | **748** | **11** | **1.5%** | **520** | **69.5** |

## 3.6. Employment Equity

**Table 67: Total number of employees (including employees with disabilities) in each of the following occupational categories as on 31 March 2024**

| Occupational category | Male | | | | Female | | | | Total |
|---|---|---|---|---|---|---|---|---|---|
| | African | Coloured | Indian | White | African | Coloured | Indian | White | |
| Legislators, senior officials and managers | 27 | 5 | 3 | 1 | 37 | 2 | 1 | 5 | 81 |
| Professionals | 138 | 13 | 6 | 9 | 112 | 10 | 11 | 18 | 317 |
| Technicians and associate professionals | 161 | 1 | | 1 | 48 | 4 | 3 | 10 | 228 |
| Clerks | 54 | | | 1 | 48 | | | | 103 |
| Elementary occupations | 26 | | | | 11 | | | | 37 |
| **Total** | **406** | **19** | **9** | **12** | **256** | **16** | **15** | **33** | **766** |
| Employees with disabilities | 3 | | | 1 | 2 | | | 2 | 8 |

**Table 68: Total number of employees (including employees with disabilities) in each of the following occupational bands as on 31 March 2024**

| Occupational band | Male | | | | Female | | | | Total |
|---|---|---|---|---|---|---|---|---|---|
| | African | Coloured | Indian | White | African | Coloured | Indian | White | |
| Top Management | 5 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 9 |
| Senior Management | 32 | 4 | 2 | 1 | 26 | 1 | 1 | 5 | 72 |
| Professionally qualified and experienced specialists and mid-management | 112 | 13 | 6 | 9 | 138 | 10 | 11 | 18 | 317 |
| Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents | 48 | 1 | 0 | 1 | 161 | 4 | 3 | 10 | 228 |
| Semi-skilled and discretionary decision making | 48 | 0 | 0 | 1 | 54 | 0 | 0 | 0 | 103 |
| Unskilled and defined decision making | 11 | 0 | 0 | | 26 | 0 | 0 | 0 | 37 |
| **Total** | **256** | **19** | **9** | **12** | **406** | **16** | **15** | **33** | **766** |

**Table 69: Recruitment for the period 1 April 2023 to 31 March 2024**

| Occupational band | Male | | | | Female | | | | Total |
|---|---|---|---|---|---|---|---|---|---|
| | African | Coloured | Indian | White | African | Coloured | Indian | White | |
| Senior Management | 3 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 4 |
| Professionally qualified and experienced specialists and mid-management | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 4 |
| Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents | 3 | 0 | 0 | 0 | 6 | 1 | 1 | 0 | 11 |
| Semi-skilled and discretionary decision making | 2 | 0 | 0 | 0 | 5 | 1 | 0 | 0 | 8 |
| Unskilled and defined decision making | 1 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 3 |
| **Total** | **9** | **0** | **0** | **0** | **18** | **2** | **1** | **0** | **30** |
| Employees with disabilities | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |

**Table 70: Promotions for the period 1 April 2023 to 31 March 2024**

| Occupational band | Male | | | | Female | | | | Total |
|---|---|---|---|---|---|---|---|---|---|
| | African | Coloured | Indian | White | African | Coloured | Indian | White | |
| Senior Management | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 3 |
| Semi-skilled and discretionary decision making | 2 | 0 | 0 | 0 | 3 | 1 | 0 | 0 | 6 |
| **Total** | **5** | **0** | **0** | **0** | **4** | **2** | **0** | **0** | **11** |

**Table 71: Terminations for the period 1 April 2023 to 31 March 2024**

| Occupational band | Male | | | | Female | | | | Total |
|---|---|---|---|---|---|---|---|---|---|
| | African | Coloured | Indian | White | African | Coloured | Indian | White | |
| Senior Management | 2 | 1 | 0 | 0 | 2 | 1 | 0 | 0 | 6 |
| Professionally qualified and experienced specialists and mid-management | 4 | 0 | 0 | 2 | 6 | 1 | 0 | 3 | 16 |
| Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents | 4 | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 9 |
| Semi-skilled and discretionary decision making | 2 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 4 |
| **Total** | **12** | **1** | | **2** | **14** | **2** | **1** | **3** | **35** |

**Table 72: Skills development for the period 1 April 2023 to 31 March 2024**

| Occupational category | Male | | | | Female | | | | Total |
|---|---|---|---|---|---|---|---|---|---|
| | African | Coloured | Indian | White | African | Coloured | Indian | White | |
| Legislators, senior officials and managers | 7 | 1 | 0 | 1 | 9 | 0 | 1 | 0 | 19 |
| Professionals | 34 | 6 | 3 | 7 | 52 | 2 | 2 | 1 | 107 |
| Technicians and associate professionals | 15 | 0 | 0 | 1 | 2 | 0 | 0 | 1 | 18 |
| Clerks | 14 | 0 | 0 | 0 | 55 | 1 | 0 | 0 | 70 |
| Service and sales workers | 3 | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 8 |
| Elementary occupations | 83 | 0 | 0 | 0 | 41 | 0 | 0 | 0 | 124 |
| **Total** | **156** | **7** | **3** | **9** | **164** | **3** | **3** | **2** | **346** |

## 3.7. 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 73: Signing of Performance Agreements by SMS members as on 31 May 2023**

| 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% |
| Salary Level 16 | 1 | 1 | 1 | 100% |
| Salary Level 15 | 7 | 7 | 7 | 100% |
| Salary Level 14 | 19 | 19 | 19 | 100% |
| Salary Level 13 | 53 | 53 | 53 | 100% |
| **Total** | **81** | **81** | **81** | **100%** |

## 3.8. Foreign Workers

The tables below summarise the employment of foreign nationals in the department in terms of salary band and major occupation.

**Table 74: Foreign workers by salary band for the period 1 April 2023 and 31 March 2024**

| Salary band | 01 April 2023 | | 31 March 2024 | | Change | |
|---|---|---|---|---|---|---|
| | Number | % of total | Number | % of total | Number | % Change |
| Contract (level 9-12) | 7 | 100% | 16 | 100% | 9 | 129% |
| **Total** | **7** | **100%** | **16** | **100%** | **9** | **129%** |

## 3.9. 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 75: Sick leave for the period 1 January 2023 to 31 December 2024**

| 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) | 797.00 | 60.10 | 124.00 | 19.50 | 6.00 | 707.00 |
| Highly skilled production (levels 6-8) | 1 965.00 | 69.80 | 225.00 | 35.40 | 9.00 | 3 154.00 |
| Highly skilled supervision (levels 9 -12) | 1 877.00 | 72.20 | 636.00 | 100.00 | 8.00 | 12 034.00 |
| Top and Senior management (levels 13-16) | 305.00 | 82.60 | 48.00 | 7.50 | 6.00 | 1 480.00 |
| **Total** | **4 944.00** | **72.20** | **1033** | **100.00** | **8.00** | **17375.00** |

**Table 76: Disability leave (temporary and permanent) for the period 1 January 2023 to 31 December 2024**

| 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) |
|---|---|---|---|---|---|---|
| Skilled (Levels 3-5) | 54.00 | 100.00 | 3.00 | 14.30 | 54.00 | 100.00 |
| Highly skilled production (Levels 6-8) | 242.00 | 100.00 | 11.00 | 52.40 | 242.00 | 100.00 |
| Highly skilled supervision (Levels 9-12) | 418.00 | 100.00 | 5.00 | 23.80 | 418.00 | 100.00 |
| Senior management (Levels 13-16) | 54.00 | 100.00 | 2.00 | 9.50 | 54.00 | 100.00 |
| **Total** | **768.00** | **100.00** | **21.00** | **100.00** | **768.00** | **100.00** |

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 77: Annual Leave for the period 1 January 2023 to 31 December 2024**

| Salary band | Total days taken | Number of Employees using annual leave | Average per employee |
|---|---|---|---|
| Skilled Levels 3-5) | 2 929 | 16 | 187 |
| Highly skilled production (Levels 6-8) | 6 050 | 24 | 249 |
| Highly skilled supervision(Levels 9-12) | 7 154 | 21 | 338 |
| Senior management (Levels 13-16) | 1 803 | 20 | 88 |
| **Total** | **17 936** | **21** | **862** |

**Table 78: Capped leave for the period 1 January 2023 to 31 December 2024**

| 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 2024 |
|---|---|---|---|---|
| Highly skilled production (Levels 6-8) | 8 | 8 | 31 | 1 |
| Highly skilled supervision(Levels 9-12) | 4 | 4 | 46 | 1 |
| Senior management (Levels 13-16) | 1 | 1 | 58 | 1 |
| **Total** | **13** | **4** | **45** | **3** |

## 3.10. HIV/AIDS and Health Promotion Programmes

**Table 79: Steps taken to reduce the risk of occupational exposure**

| Units/categories of employees identified to be at high risk of contracting HIV and related diseases (if any) | Key steps taken to reduce the risk |
|---|---|
| N/A | Organising Employee Health and Wellness campaigns to encourage officials to participate in all forms of tests including volunteering to be tested for HIV virus. |

**Table 80: Details of Health Promotion and HIV/AIDS Programmes (tick the applicable boxes and provide the required information)**

| 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 | | Director: HRD and Social Responsibility.<br>Ms Neo Thebe |
| 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: HRD and Social Responsibility |
| 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.<br>To support employees infected and affected by HIV and AIDS<br>To support employees, have substance abuse related problems (drugs and alcohol)<br>To assist employees who have incapacity problems due to ill health or poor performance<br>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. | no | | |
| 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<br>Health and Productivity Management Policy<br>HIV and AIDS, STI and TB Management Policy<br>SHERQ management Policy<br>Leave Policy<br>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<br>HIV and AIDS Workplace Programme<br>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.<br>Through information sharing, pre and post-test counselling, Voluntary Counselling and testing Campaigns |
| 8. Has the department developed measures/indicators to monitor and evaluate the impact of its health promotion programme? If so, list these measures/indicators. | yes | | On-site Doctor<br>Employee Health and Wellness Campaigns.<br>Statistics of employees who attended Voluntary counselling and testing Campaign<br>Number of people who attended Health Screening<br>Number of people who attended support groups<br>Number of people who attended Post Test Counselling sessions,<br>Information session and Distribution of pamphlets on HIV and Aids |

## 3.11. Labour Relations

**Table 81: Misconduct and disciplinary hearings finalised for the period 1 April 2023 and 31 March 2024**

| Outcomes of disciplinary hearings | Number | % of total |
|---|---|---|
| Final written warning | 1 | 100% |
| Total | **1** | **100%** |

**Notes**

- If there were no agreements, keep the heading and replace the table with the following:

| Total number of Disciplinary hearings finalised | 1 |
|---|---|

**Table 82: Types of misconduct addressed at disciplinary hearings for the period 1 April 2023 and 31 March 2024**

| Type of misconduct | Number | % of total |
|---|---|---|
| Non-compliance with SCM processes | 2 | 66.66% |
| Absenteeism | 1 | 33.33% |
| Total | 3 | 100% |

**Table 83: Grievances logged for the period 1 April 2023 and 31 March 2024**

| Grievances | Number | % of Total |
|---|---|---|
| Number of grievances resolved | 5 | 70% |
| Number of grievances not resolved | 2 | 30% |
| Total number of grievances lodged | 7 | 100% |

**Table 84: Disputes logged with Councils for the period 1 April 2023 and 31 March 2024**

| Disputes | Number | % of Total |
|---|---|---|
| Number of disputes upheld | 1 | 100% |
| Total number of disputes lodged | 1 | 100% |

## 3.12. Skills development

This section highlights the efforts of the department with regard to skills development.

**Table 85: Training needs identified for the period 1 April 2023 and 31 March 2024**

| Occupational category | Gender | Number of employees as at 1 April 2023 | 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 | 37 | 0 | Advance Report Writing<br>Executive Development Programme<br>Security Management | | 3 |
| | Male | 46 | 0 | Advance Report Writing<br>Executive Development Programme<br>Security Management | | 3 |
| Professionals | Female | 177 | 0 | Advance Report Writing<br>Advanced Financial Management<br>Basic Counselling<br>Business Intelligence<br>Child Protection Act for Health Professionals<br>Communication skills<br>Creative writing<br>Data Management and Analysis<br>Data Analysis with Python<br>Design and layout of documents.<br>Drafting of contracts<br>Dyslexia, Dyscalculia and Dysgraphia<br>Financial Management for Non- Financial Managers<br>Initiate Disciplinary Hearing<br>Investigation Techniques<br>Knowledge Management<br>Labour relations<br>Mentoring and Coaching<br>Microsoft Excel Advanced<br>Monitoring and Evaluation<br>Office Management<br>Online surveys<br>POPI Act<br>PowerPoint presentations<br>Preside over Disciplinary Hearing<br>Project Management<br>Project Management for built environment.<br>Risk Analysis<br>Robotics and coding<br>Security Management<br>SQL Database Server | | 74 |

| Occupational category | Gender | Number of employees as at 1 April 2023 | Training needs identified at start of the reporting period | | | |
|---|---|---|---|---|---|---|
| | | | Learnerships | Skills Programmes and other short courses | Other forms of training | Total |
| Professionals | Male | 142 | 0 | Advance Report Writing<br>Advanced Financial Management<br>Basic Counselling<br>Business Intelligence<br>Child Protection Act for Health Professionals<br>Communication skills<br>Creative writing<br>Data Management and Analysis<br>Data Analysis with Python<br>Design and layout of documents.<br>Drafting of contracts<br>Dyslexia, Dyscalculia and Dysgraphia<br>Financial Management for Non- Financial Managers<br>Initiate Disciplinary Hearing<br>Investigation Techniques<br>Knowledge Management<br>Labour relations<br>Mentoring and Coaching<br>Microsoft Excel Advanced<br>Monitoring and Evaluation<br>Office Management<br>Online surveys<br>POPI Act<br>PowerPoint presentations<br>Preside over Disciplinary Hearing<br>Project Management<br>Project Management for built environment.<br>Risk Analysis<br>Robotics and coding<br>Security Management<br>SQL Database Server | | 58 |

| Occupational category | Gender | Number of employees as at 1 April 2023 | 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 | 208 | 0 | Creative writing<br>Data Management<br>Design and layout of documents<br>Financial Management for Non- Financial Managers<br>Knowledge Management<br>Mentoring and Coaching<br>Microsoft Excel Advanced<br>Microsoft Office Suite<br>Monitoring and Evaluation<br>POPI Act<br>PowerPoint presentations<br>Project Management<br>Office Management<br>Robotics and coding<br>Initiate Disciplinary Hearing<br>Preside over Disciplinary Hearing | | 38 |
| | Male | 20 | 0 | Creative writing<br>Data Management<br>Design and layout of documents<br>Financial Management for Non- Financial Managers<br>Knowledge Management<br>Mentoring and Coaching<br>Microsoft Excel Advanced<br>Microsoft Office Suite<br>Monitoring and Evaluation<br>POPI Act<br>PowerPoint presentations<br>Project Management<br>Office Management<br>Robotics and coding<br>Initiate Disciplinary Hearing<br>Preside over Disciplinary Hearing | | 33 |
| Clerks | Female | 23 | 0 | Advanced Ms-Excel<br>Financial for non-financial managers<br>Emerging Management Development Programme<br>Office Management<br>Supply Chain Management<br>Advanced Ms-Excel | | 28 |
| | Male | 20 | 0 | Advanced Ms-Excel<br>Financial for non-financial managers<br>Emerging Management Development Programme<br>Office Management<br>Supply Chain Management | | 19 |

| Occupational category | Gender | Number of employees as at 1 April 2023 | Training needs identified at start of the reporting period | | | |
|---|---|---|---|---|---|---|
| | | | Learnerships | Skills Programmes and other short courses | Other forms of training | Total |
| Sub Total | Female | 445 | | | | 143 |
| | Male | 228 | | | | 113 |
| Total | | 673 | | | | 256 |

**Table 86: Training provided for the period 1 April 2023 and 31 March 2024**

| Occupational category | Gender | Number of employees as at 1 April 2023 | Training provided within the reporting period | | | |
|---|---|---|---|---|---|---|
| | | | Learnerships | Skills Programmes and other short courses | Other forms of training | Total |
| Legislators, senior officials and managers | Female | | | Bid Committees -PFMA<br>Compulsory Induction Programme<br>Customised Advanced Ms Excel<br>Executive Development Programme<br>Occupational Health and Safety Act | | 10 |
| | Male | | | Bid Committees -PFMA<br>Customised Advanced Ms Excel<br>Evidence Based Policy<br>Executive Development Programme | | 9 |
| Professionals | Female | | | Avoiding Irregular Unauthorised Fruitless and Wasteful Expenditure<br>Bid Committees -PFMA<br>Compulsory Induction Programme<br>Customised Advanced Ms Excel<br>Ethic in the Public Service<br>Evidence Based Policy<br>Executive Development Programme<br>First Aid<br>Introduction to Leading Change<br>Introduction to Policy Formulation and Implementation<br>Know and Live our Constitution<br>Monitoring and Evaluation<br>Nyukela Public Services SMS pre-entry programme<br>Performing an Effective Quality Assessment<br>POPI ACT<br>Protocol and Etiquette<br>Strategic Planning and Management<br>Writing for Government | | 57 |

| Occupational category | Gender | Number of employees as at 1 April 2023 | Training provided within the reporting period | | | |
|---|---|---|---|---|---|---|
| | | | Learnerships | Skills Programmes and other short courses | Other forms of training | Total |
| | Male | | | Avoiding Irregular Unauthorised Fruitless and Wasteful Expenditure<br>Basic Fire Fighting<br>Bid Committees -PFMA<br>Compulsory Induction Programme<br>Customised Advanced Ms Excel<br>Evidence Based Policy<br>First Aid<br>Introduction To Samtrac Public<br>Legal Liability<br>Monitoring and Evaluation<br>Occupational Health and Safety Act<br>Performing an Effective Quality Assessment<br>POPI ACT<br>Protocol and Etiquette<br>She Rep Training | | 50 |
| Technicians and associate professionals | Female | | | Avoiding Irregular Unauthorised Fruitless and Wasteful Expenditure<br>Compulsory Induction Programme<br>Customised Advanced Ms Excel<br>Managing Performance in the Public Service<br>Monitoring and Evaluation<br>POPI ACT<br>Writing for Government | | 16 |
| | Male | | | Avoiding Irregular Unauthorised Fruitless and Wasteful Expenditure<br>POPI ACT | | 2 |
| Clerks | Female | | | Bid Committees -PFMA<br>Citizen Centred Service Delivery<br>Compulsory Induction Programme<br>Customised Advanced Ms Excel<br>Evidence Based Policy<br>First Aid<br>Legal Liability<br>Monitoring and Evaluation<br>Monitoring And Evaluation<br>Nyukela Public Services SMS pre-entry programme<br>Occupational Health and Safety Act<br>POPI ACT<br>Protocol and Etiquette<br>She Rep Training<br>Writing for Government | | |

| Occupational category | Gender | Number of employees as at 1 April 2023 | Training provided within the reporting period | | | |
|---|---|---|---|---|---|---|
| | | | Learnerships | Skills Programmes and other short courses | Other forms of training | Total |
| | Male | | | Basic Fire Fighting<br>Bid Committees -PFMA<br>Compulsory Induction Programme<br>Customised Advanced Ms Excel<br>Introduction To Samtrac Public<br>Legal Liability<br>Monitoring and Evaluation<br>Occupational Health and Safety Act<br>Protocol and Etiquette<br>Writing for Government | | 14 |
| Service and sales workers | Female | | | Compulsory Induction Programme<br>First Aid<br>She Rep Training | | |
| | Male | | | Basic Fire Fighting<br>Compulsory Induction Programme<br>Legal Liability<br>Occupational Health and Safety Act | | |
| Elementary occupations | Female | | | Bas E-Learning<br>Basic Fire Fighting<br>Bid Committees -PFMA<br>Customised Advanced Ms Excel<br>Ethic in the Public Service<br>First Aid<br>Introduction to Leading Change<br>Policy and Procedure on Incapacity Leave and Ill-Health Retirement (PILIR)<br>POPI ACT<br>Protocol and Etiquette<br>She Rep Training<br>Strategic Planning and Management<br>Writing for Government | | 83 |
| | Male | | | Basic Fire Fighting<br>First Aid<br>POPI ACT<br>Protocol and Etiquette<br>She Rep Training | | 41 |
| Sub Total | Female | | | | | 225 |
| | Male | | | | | 121 |
| **Total** | | | | | | **346** |

## 3.13. Injury on duty

The following tables provide basic information on injury on duty.

**Table 87: Injury on duty for the period 1 April 2023 and 31 March 2024**

| Nature of injury on duty | Number | % of total |
|---|---|---|
| Required basic medical attention only | 1 | 100.00 |
| **Total** | **1** | **100.00** |

# PART E:
# PFMA COMPLIANCE REPORT

# 1. IRREGULAR, FRUITLESS AND WASTEFUL, UNAUTHORISED EXPENDITURE AND MATERIAL LOSSES

## 1.1. Irregular expenditure

### a) Reconciliation of irregular expenditure

| Description | 2023/24 | 2022/23 |
|---|---|---|
| | R'000 | R'000 |
| Opening balance | 7 460 497 | 6 506 092 |
| Add: Irregular expenditure confirmed | 210 725 | 954 943 |
| Less: Irregular expenditure condoned | (1 560 860) | (538) |
| **Closing balance** | **6 110 362** | **7 460 497** |

### Reconciling notes

| Description | 2023/24 | 2022/23 |
|---|---|---|
| | R'000 | R'000 |
| Irregular expenditure that relates to 2022/23 and identified in 2023/24 | 22 371 | |
| Irregular expenditure for the current year | 188 354 | 954 943 |
| **Total** | **210 725** | **954 943** |

### b) Details of current and previous year irregular expenditure condoned

| Description | 2023/24 | 2022/23 |
|---|---|---|
| | R'000 | R'000 |
| Irregular expenditure condoned | 1 560 860 | 538 |
| **Total** | **1 560 860** | **538** |

## 1.2. Fruitless and wasteful expenditure

### a) Reconciliation of fruitless and wasteful expenditure

| Description | 2023/24 | 2022/23 |
|---|---|---|
| | R'000 | R'000 |
| Opening balance | 194 372 | 178 712 |
| Add: Fruitless and wasteful expenditure confirmed | 41 260 | 20 415 |
| Less: Fruitless and wasteful expenditure recoverable | | (4 755) |
| **Closing balance** | **235 632** | **194 372** |

### Reconciling notes

| Description | 2023/24 | 2022/23 |
|---|---|---|
| | R'000 | R'000 |
| Fruitless and wasteful expenditure that relates to 2022/23 and identified in 2023/24 | 32 503 | |
| Fruitless and wasteful expenditure for the current year | 8 757 | 15 660 |
| **Total** | **41 260** | **15 660** |

**Details of current and previous years' fruitless and wasteful expenditures (under assessment, determination, and investigation)**

| Description[1] | 2023/24 | 2022/23 |
|---|---|---|
| | R'000 | R'000 |
| Fruitless and wasteful expenditure under investigation | | 38 023 |
| **Total[2]** | | **38 023** |

## 1.3. Unauthorised expenditure

### a) Reconciliation of unauthorised expenditure

| Description | 2023/24 | 2022/23 |
|---|---|---|
| | R'000 | R'000 |
| Opening balance | 6 488 | 6 488 |
| **Closing balance** | **6 488** | **6 488** |

In 2014/15, Department overspent on Programme 4 due to high expenditure on National Teacher Awards.

# 2. LATE AND/OR NON-PAYMENT OF SUPPLIERS

| Description | Number of invoices | Consolidated Value |
|---|---|---|
| | | R'000 |
| Valid invoices and claims received | 34 661 | 30 101 |
| Invoices and claims paid within 30 days or the agreed period | 34 159 | 30 023 |
| Invoices and claims paid after 30 days or the agreed period | 502 | 79 |

1 Group similar items
2 Total unconfirmed fruitless and wasteful expenditure (assessment), losses (determination), and criminal conduct (investigation)

# 3. SUPPLY CHAIN MANAGEMENT

## 3.1. Procurement by other means

| Project description | Name of supplier | Type of procurement by other means | Contract number | Value of contract R'000 |
|---|---|---|---|---|
| Appointment of Government Printing Works to print, individually label instruments, pack and distribute the Trends in Mathematics and Science Studies (TIMSS) material for grades 5 and 9, | Government Printing Works | Deviation | OR-013923 | 3 000 |
| Procurement of licenses, maintenance and support services from ESRI for a period of 36 months | ESRI | Deviation | None | 2 563 |
| Publication of Gazette | Government Printing Works | Sole Source | OR-013888 | 3 |
| Procurement of Z152 Receipt Books | Government Printing Works | Sole Source | OR-013891 | 8 |
| Publication of Gazette | Government Printing Works | Sole Source | OR-013940 | 5 |
| Training | National School of Government | Sole Source | OR-014027 | 66 |
| Food Finder License for National School Nutrition Analysis | South African Medical Research Council | Sole Source | OR-014025 | 3 |
| Training | Stellenbosch University | Single source | OR-013998 | 5 |
| Publication of Gazette | Government Printing Works | Sole Source | OR-014048 | 6 |
| Training | National School of Government | Sole Source | OR-014107 | 161 |
| Procurement of Z152 Receipt Books | Government Printing Works | Sole Source | OR-014135 | 9 |
| Publication Gazette | Government Printing Works | Sole Source | OR-014169 | 24 |
| Service Printer Repairs | Mustek Limited | Single Source | OR-014170 | 1 |
| Training: Certificate in executive leadership | School of Government | Sole Source | OR-014187 | 442 |
| **Total** | | | | **6 298** |

## 3.2. Contract variations and expansions

| Project description | Name of supplier | Contract modification type (Expansion or Variation) | Contract number | Original contract value | Value of previous contract expansion/s or variation/s (if applicable) | Value of current contract expansion or variation |
|---|---|---|---|---|---|---|
| | | | | R'000 | R'000 | R'000 |
| Travel Management Services to the Department of Basic Education | Atlantis Corporate Travel | Expansion | DBE159 | 4 743 | 0 | 152 |
| To conduct the progress in international Reading Literacy Study (PIRLS). | The Centre for Evaluation and Assessment (CEA) | Expansion | N/A | 46 500 | 0 | 0 |
| Renewal of the existing Managed Unified Email Solution (Mimecast) for the Department of Basic Education for the period ending 31 March 2023 | SMS ICT Choice Pty Ltd | Expansion | RFB2055-2019 | 1 305 | 399 | 36 |
| Appointment of Contractor for Implementation of water, sanitation and fencing project for five (5) schools in the Eastern Cape Province - Cluster 2 | Ruwacon (Pty) Ltd | Expansion | DBE101 | 27 436 | 6 020 | 857 |
| **Total** | | | | **79 984** | **6 418** | **1 045** |

# PART F:
# 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 (DBE) set out on pages 191 to 239, which comprise the appropriation statement, statement of financial position as at 31 March 2024, 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 the DBE as at 31 March 2024, and its financial performance and cash flows for the year then ended in accordance with the Modified Cash Standard (MCS) prescribed by the National Treasury and the requirements of the Public Finance Management Act 1 of 1999 (PFMA) and the Division of Revenue Act 5 of 2023 (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 responsibilities of the auditor-general 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 my opinion.

#### Other matters

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 240 to 254 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's 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.

#### Responsibilities of the auditor-general 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 these 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. This description, which is located at page 189, forms part of our auditor's report.

## Report on the audit of the annual performance report

12. In accordance with the Public Audit Act 25 of 2004 (PAA) and the general notice issued in terms thereof, I must audit and report on the usefulness and reliability of the reported performance against predetermined objectives for the selected programmes presented in the annual performance report. The accounting officer is responsible for the preparation of the annual performance report.

13. I selected the following programmes presented in the annual performance report for the year ended 31 March 2024 for auditing. I selected programmes that measure the department's performance on its primary mandated functions and that are of significant national, community or public interest.

| Programme | Page numbers | Purpose |
|---|---|---|
| Programme 2: Curriculum policy, support and monitoring | 72-77 | Develop curriculum and assessment policies, and monitor and support their implementation |
| Programme 3: Teachers, education human resources and institutional development | 97-99 | Promote quality teaching and institutional performance through the effective supply, development and utilisation of human resources |
| Programme 4: Planning, information and assessment | 114-116 | To promote quality and effective service delivery in the basic education system through planning, implementation and assessment |

14. I evaluated the reported performance information for the selected programmes against the criteria developed from the performance management and reporting framework, as defined in the general notice. When an annual performance report is prepared using these criteria, it provides useful and reliable information and insights to users on the department's planning and delivery on its mandate and objectives.

15. I performed procedures to test whether:
    - the indicators used for planning and reporting on performance can be linked directly to the department's mandate and the achievement of its planned objectives
    - all the indicators relevant for measuring the department's performance against its primary mandated and prioritised functions and planned objectives are included
    - the indicators are well defined to ensure that they are easy to understand and can be applied consistently, as well as verifiable so that I can confirm the methods and processes to be used for measuring achievements
    - the targets can be linked directly to the achievement of the indicators and are specific, time bound and measurable to ensure that it is easy to understand what should be delivered and by when, the required level of performance as well as how performance will be evaluated
    - the indicators and targets reported on in the annual performance report are the same as those committed to in the approved initial or revised planning documents
    - the reported performance information is presented in the annual performance report in the prescribed manner and is comparable and understandable
    - there is adequate supporting evidence for the achievements reported and for the reasons provided for any over- or underachievement of targets.

16. I performed the procedures for the purpose of reporting material findings only; and not to express an assurance opinion or conclusion.

17. The material findings on the reported performance information for the selected programmes are as follows:

### Programme 2: Curriculum policy, support and monitoring

18. The department contributes to improving quality education, training and innovation in terms of the Medium-Term Strategic Framework (MTSF). However, indicators to measure performance on this objective were omitted from the approved planning documents. Consequently, the achievement of this objective was not planned or accounted for as part of the annual performance plan, and it undermines transparency and accountability on the progress towards achievement of the MTSF.

| Indicator | Reasons provided by accounting officer for non-inclusion |
|---|---|
| Revise history curriculum and assessment policy statement for grades 4-9 | The revision of the history curriculum is a protracted consultative process that includes Provincial Education Departments (PEDs), stakeholders, experts, the public, quality councils, namely, Umalusi and SAQA. During the compilation of the 2023-24 APP, the revision process was still under consultation and roadshows were under way. Once the consultations and comments through the government gazette have been satisfied, the draft curriculum will be submitted to Umalusi for appraisal.<br><br>The rest of the history indicators, i.e. the development of exemplar questions and the training of curriculum specialists and examiners, are sequential, and cannot be planned and reported prior the finalisation of the revised history curriculum.<br><br>However, the department is also monitoring these indicators on a quarterly basis and reporting on them to the Department of Planning, Monitoring and Evaluation (DPME) through the MTSF system. |
| Revise history curriculum and assessment policy statement for grades 10-12 | |
| Develop exemplar question papers on the revised history curriculum for grades 10-12 | |
| Conduct master training for history curriculum specialists in each province on the revised history curriculum | |
| Conduct training for history examiners on the revised history curriculum for standardisation of grade 12 examination | |

### Programme 4: Planning, information and assessment

**Number of unemployed youths trained in an accredited course in general maintenance of school buildings**

19. The department contributes to improving quality education, training and innovation in terms of the MTSF. However, an indicator to measure performance on this objective was not included in the approved planning documents. The accounting officer indicated that the target was linked to Presidential Youth Employment Initiative programme that was introduced as part of the Presidential Employment Stimulus (PES) that was launched as part of government's response to the covid-19 pandemic. The funds are disbursed directly from the National Treasury to PEDs as an add-on equitable share. DBE has no control over the funds and cannot determine the targets and priorities of the PEDs. The department, however indicated that it is monitoring these indicators on a quarterly basis and reporting on them to DPME through the MTSF system. Consequently, the achievement of this objective was not planned or accounted for as part of the annual performance plan and it undermines transparency and accountability on the progress towards achievement of the MTSF.

## Other matter

20. I draw attention to the matter below.

### Achievement of planned targets

21. The annual performance report includes information on reported achievements against planned targets and provides explanations for over- or underachievement's and measures taken to improve performance.

22. The tables that follow provide information on the achievement of planned targets and list the key service delivery indicators that were not achieved as reported in the annual performance report. The reasons for any underachievement of targets and measures taken to improve performance are included in the annual performance report on pages 73 to 117.

### Programme 2: Curriculum policy, support and monitoring

*Targets achieved: 94%*
*Budget spent: 99%*

| Key service delivery indicator not achieved | Planned target | Reported achievement |
|---|---|---|
| 2.1.8 Number of districts monitored on implementation of the National Curriculum Statement (NCS) for grade 10-12. | 15 | 14 |
| 2.3.7 Number of public special schools provided with electronic devices as part of the Universal Service Access Obligations | 87 | 18 |

### Programme 3: Teachers, education human resources and institutional development

*Targets achieved: 91%*
*Budget spent: 99%*

| Key service delivery indicator not achieved | Planned target | Reported achievement |
|---|---|---|
| 3.1.3 Number of Funza Lushaka bursaries awarded to students enrolled for Initial Teacher Education per year. | 12 000 | 11 520 |

### Programme 4: Planning, information and assessment

*Targets achieved: 80%*
*Budget spent: 99%*

| Key service delivery indicator not achieved | Planned target | Reported achievement |
|---|---|---|
| 4.1.1 Number of new schools built and completed through ASIDI. | 9 | 1 |
| 4.1.2 Number of schools provided with sanitation facilities. | 350 | 346 |
| 4.3.3 Percentage of district directors that have undergone competency assessment prior to their appointment. | 100% | 60% (3/5) |

### Material misstatements

23. 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; and programme 4: planning, information and assessment. Management did not correct all of the misstatements and I reported material findings in this regard.

## Report on compliance with legislation

24. In accordance with the PAA and the general notice issued in terms thereof, I must audit and report on compliance with applicable legislation relating to financial matters, financial management and other related matters. The accounting officer is responsible for the department's compliance with legislation.

25. I performed procedures to test compliance with selected requirements in key legislation in accordance with the findings engagement methodology of the Auditor-General of South Africa (AGSA). This engagement is not an assurance engagement. Accordingly, I do not express an assurance opinion or conclusion.

26. Through an established AGSA process, I selected requirements in key legislation for compliance testing that are relevant to the financial and performance management of the department, clear to allow consistent measurement and evaluation, while also sufficiently detailed and readily available to report in an understandable manner. The selected legislative requirements are included in the annexure to this auditor's report.

27. The material findings on compliance with the selected legislative requirements, presented per compliance theme, are as follows:

### Procurement and contract management

28. 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 Preferential Procurement Policy Framework Act (PPPFA) and Preferential Procurement Regulation 2017 and/or 2022. Similar non-compliance was also reported in the prior year.

29. Some of the bid documentation/ invitation to tender for procurement of commodities designated for local content and production, did not stipulate the minimum threshold for local production and content, as required by the 2017 Procurement Regulation 8(2). Similar non-compliance was also reported in the prior year.

### Expenditure management

30. Effective and appropriate steps were not taken to prevent irregular expenditure amounting to R188 354 000, as disclosed in note 24 to the annual financial statements, as required by section 38(1)(c)(ii) of the PFMA and treasury regulation 9.1.1. The majority of the irregular expenditure was caused by non-compliance with PPPFA.

31. Effective steps were not taken to prevent fruitless and wasteful expenditure amounting to R8 906 000, as disclosed in note 24 to the annual financial statements, as required by section 38(1)(c)(ii) of the PFMA and treasury regulation 9.1.1. The majority of the fruitless and wasteful expenditure was caused by projects that were cancelled due to duplicate allocation to the implementing agents and/or change of scope.

### Consequence management

32. Disciplinary steps were not taken against the officials who had incurred and permitted irregular expenditure, as required by section 38(1)(h)(iii) of the PFMA.

33. 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.

## Other information in the annual report

34. The accounting officer is responsible for the other information included in the annual report which includes the audit committee's report. The other information referred to 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 on in this auditor's report.

35. My opinion on the financial statements, the report on the audit of the annual performance report and the report on compliance with legislation do not cover the other information included in the annual report and I do not express an audit opinion or any form of assurance conclusion on it.

36. My responsibility is to read this other information and, in doing so, consider whether it 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.

37. 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

38. I considered internal control relevant to my audit of the financial statements, annual performance report and compliance with applicable legislation; however, my objective was not to express any form of assurance on it.

39. The matters reported below are limited to the significant internal control deficiencies that resulted in the basis for the opinion, the material findings on the annual performance report and the material findings on compliance with legislation included in this report.

40. There were significant issues reported regarding performance reporting and adherence to laws and regulations. These findings largely stemmed from insufficient review of performance reports and a lack of effective action plans to address previously identified deficiencies. As a result, similar compliance issues were repeated from the previous year.

41. The department did not have adequate systems in place to monitor the compliance with all applicable legislations, resulting in material non-compliances.

## Material irregularities

42. 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 material irregularities as previously reported in the auditor's report.

## Status of previously reported material irregularities

### Payments not made within 30 days resulting in the withdrawal of the contractor from site and cancellation of the contractual arrangement

43. 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.

44. 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.

45. 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.

46. An investigation into the matter by the department's investigation committee was concluded on 31 March 2022. The investigation concluded that an official had contravened the provisions of treasury regulation 8.2.3 and recommended that consequence management be instituted in line with treasury regulations. The accounting officer commenced with a disciplinary process against the implicated official from 12 August 2022 and finalised the process on 26 July 2023. The financial loss could not be recovered from the responsible official, as the matter had prescribed as per the Prescription Act, according to the legal opinion obtained from the Office of State Attorney.

47. Due to differing views between the department and the supplier, the accounting officer has pursued the matter through the Office of the State Attorney, in order to recover the loss. The matter is currently with the courts. The accounting officer continues to follow up on the status of the case with the Office of the State Attorney.

48. I will follow up on the implementation of the planned actions during my next audit.

### Learner materials distributed to learners who did not qualify to be on the Kha Ri Gude programme

49. Learner materials were distributed to volunteer educators for learners who were not eligible to benefit as such 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.

50. If the losses are not recovered from the volunteer educators, as former officials, it is likely to result in material financial loss for the department.

51. 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.

52. An investigation into the matter by the departmental investigation committee was concluded and 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 programme was closed/discontinued. The matter was subsequently referred to the South African Police Service (SAPS) in the 2017-18 financial year to investigate and recover the remaining financial losses. These loses were investigated, but the case was withdrawn by SAPS in July 2024. The material irregularity has been resolved.

### Interest paid on payments not made within 30 days

53. 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 accelerated schools Infrastructure delivery initiative (Asidi) programme.

54. Interest of R6, 960 million was charged by the professional service provider and paid by the department on 5 June 2019 because of the late payment of the accounts, resulting in a material financial loss of R6, 960 million by the financial year-end. Due to the department not honouring 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 24 to the financial statements.

55. 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.

56. An investigation found the officials responsible for the fruitless and wasteful expenditure guilty and disciplinary steps were taken on 31 May 2023 where officials were charged in accordance with the policies of the department. The internal controls were intensified for the review and approval of all the invoices on time as required by the act. The material irregularity has been resolved.

Auditor-General

Pretoria

31 July 2024

AUDITOR-GENERAL
SOUTH AFRICA

*Auditing to build public confidence*

# Annexure to the auditor's report

The annexure includes the following:

- The auditor-general's responsibility for the audit
- The selected legislative requirements for compliance testing

## Auditor-general's responsibility for the audit

### Professional judgement and professional scepticism

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 programmes and on the department's compliance with selected requirements in key legislation.

### Financial statements

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
- conclude on the appropriateness of the 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 department 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

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.

I also provide the accounting officer with a statement that I have complied with relevant ethical requirements regarding independence and 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.

## Compliance with legislation – selected legislative requirements

The selected legislative requirements are as follows:

| Legislation | Sections or regulations |
|---|---|
| Public Finance Management Act No.1 of 1999 (PFMA) | Section 1; 38(1)(b); 38(1)(c)(i); 38(1)(c)(ii); 38(1)(d); Section 38(1)(h)(iii); 38(1)(j); 39(1)(a); 39(2)(a); Section 40(1)(a); 40(1)(b); 40(1)(c)(i); 43(1); 43(4); Section 44(1); 44(2); 45(b); |
| Treasury Regulations, 2005 | Regulation 4.1.1; 4.1.3; 5.1.1; 5.2.1; 5.2.3(a); Regulation 5.2.3(d); 5.3.1; 6.3.1(a); 6.3.1(b); Regulation 6.3.1(c); 6.3.1(d); 6.4.1(b); 7.2.1 Regulation 8.1.1; 8.2.1; 8.2.2; 8.2.3; 8.4.1; 9.1.1; Regulation 9.1.4; 10.1.1(a); 10.1.2; 11.4.1; 11.4.2; Regulation 11.5.1; 12.5.1; 15.10.1.2(c); 16A3.2; Regulation 16A3.2(a); 16A6.1; 16A6.2(a); Regulation 16A6.2(b); 16A6.3(a); 16A6.3(b); Regulation 16A6.3(c); 16A6.3(e); 16A6.4; 16A6.5; Regulation 16A6.6; 16A7.1; 16A7.3; 16A7.6; Regulation 16A7.7; 16A8.3; 16A8.4; 16A9.1(b)(ii); Regulation 16A9.1(d); 16A9.1(e); 16A9.1(f); 16A9.2; Regulation 16A9.2(a)(ii); 16A9.2(a)(iii); 17.1.1; 18.2 Regulation 19.8.4 |
| Construction Industry Development Board Act 38 of 2000 | Section 18(1) |
| Construction Industry Development Board Regulations, 2004 | Regulation 17; 25(7A) |
| Division of Revenue Act 5 of 2023 | Section 16(1) |
| Second amendment National Treasury Instruction No. 5 of 202/21 | Paragraph 1 |
| Erratum National Treasury Instruction No. 5 of 202/21 | Paragraph 2 |
| National Treasury instruction No 5 of 2020/21 | Paragraph 4.8; 4.9; 5.3 |
| National Treasury Instruction No. 1 of 2021/22 | Paragraph 4.1 |
| National Treasury Instruction No. 4 of 2015/16 | Paragraph 3.4 |
| National Treasury SCM Instruction No. 4A of 2016/17 | Paragraph 6 |
| National Treasury Instruction No 7 of 2017/18 | Paragraph 4.3 |
| PFMA National Treasury SCM Instruction No. 03 of 2021/22 | Paragraph 4.1; 4.2 (b); 4.3; 4.4; 4.4(a); 4.17; 7.2; Paragraph 7.6 |
| National Treasury SCM Instruction No. 11 of 2020/21 | Paragraph 3.4(a); 3.4(b); 3.9 |
| National Treasury SCM Instruction No. 2 of 2021/22 | Paragraph 3.2.1; 3.2.4; 3.2.4(a); 3.3.1 |
| Practice Note 11 of 2008/9 | Paragraph 2.1; 3.1(b) |
| Practice Note 5 of 2009/10 | Paragraph 3.3 |
| Practice Note 7 of 2009/10 | Paragraph 4.1.2 |
| Preferential Procurement Policy Framework Act 5 of 2000 | Section 1; 2.1(a); 2.1(f) |
| Preferential Procurement Regulations, 2022 | Regulation 4.1; 4.2; 4.3; 4.4; 5.1; 5.2; 5.3; 5.4 |
| Preferential Procurement Regulations, 2017 | Regulation 4.1; 4.2; 5.1; 5.3; 5.6; 5.7; 6.1; 6.2; 6.3; Regulation 6.5; 6.6; 6.8; 7.1; 7.2; 7.3; 7.5; 7.6; 7.8; Regulation 8.2; 8.5; 9.1; 10.1; 10.2; 11.1; 11.2; |
| Prevention and Combating of Corrupt Activities Act 12 of 2004 | Section 34(1) |
| State Information Technology Agency Act 88 of 1998 | Section 7(3) |

# 2. ANNUAL FINANCIAL STATEMENTS

**APPROPRIATION PER PROGRAMME**

| | 2023-24 | | | | | | | 2022-23 | |
|---|---|---|---|---|---|---|---|---|---|
| | Approved Budget | Shifting of Funds | Virement | Final Budget | Actual Expenditure | Variance | Expenditure as % of final budget | Final Budget | Actual Expenditure |
| | R'000 | R'000 | R'000 | R'000 | R'000 | R'000 | % | R'000 | R'000 |
| Programme | | | | | | | | | |
| 1.ADMINISTRATION | 590 079 | - | (12 205) | 577 874 | 576 283 | 1 591 | 99.7% | 569 582 | 564 259 |
| 2.CURRICULUM POLICY, SUPPORT AND MONITORING | 3 523 999 | - | (179 534) | 3 344 465 | 3 320 739 | 23 726 | 99.3% | 3 267 520 | 3 172 133 |
| 3.TEACHERS, EDUCATION HUMAN RESOURCES AND INSTITUTIONAL DEVELOPMENT | 1 513 861 | - | (6 771) | 1 507 090 | 1 500 401 | 6 689 | 99.6% | 1 497 761 | 1 496 586 |
| 4.PLANNING, INFORMATION AND ASSESSMENT | 14 830 105 | - | 193 081 | 15 023 186 | 14 990 222 | 32 964 | 99.8% | 15 529 447 | 15 366 653 |
| 5.EDUCATIONAL ENRICHMENT SERVICES | 9 570 551 | - | 5 429 | 9 575 980 | 9 573 598 | 2 382 | 100.0% | 8 828 850 | 8 827 028 |
| TOTAL | 30 028 595 | - | - | 30 028 595 | 29 961 243 | 67 352 | 99.8% | 29 693 160 | 29 426 659 |
| Reconciliation with statement of financial performance | | | | | | | | | |
| ADD: | | | | | | | | | |
| Departmental receipts | | | | 12 001 | | | | 12 055 | |
| Aid assistance | | | | 76 147 | | | | 65 232 | |
| Actual amounts per statement of financial performance (total revenue) | | | | 30 116 743 | | | | 29 770 447 | |
| ADD: Aid assistance | | | | | 48 508 | | | | 28 760 |
| Actual amounts per statement of financial performance (total expenditure) | | | | | 30 009 751 | | | | 29 455 419 |

## APPROPRIATION PER ECONOMIC CLASSIFICATION

| | 2023-24 | | | | | | | 2022-23 | |
|---|---|---|---|---|---|---|---|---|---|
| | Approved Budget | Shifting of Funds | Virement | Final Budget | Actual Expenditure | Variance | Expenditure as % of final budget | Final Budget | Actual expenditure |
| | R'000 | R'000 | R'000 | R'000 | R'000 | R'000 | % | R'000 | R'000 |
| **Economic classification** | | | | | | | | | |
| **Current payments** | **3 220 663** | **(2 955)** | **(203 870)** | **3 013 838** | **2 955 019** | **58 819** | **98.0%** | **2 831 074** | **2 672 620** |
| Compensation of employees | 589 535 | (4 922) | 5 114 | 589 727 | 583 738 | 5 989 | 99.0% | 565 162 | 549 929 |
| Goods and services | 2 594 944 | 1 852 | (207 831) | 2 388 965 | 2 336 010 | 52 955 | 97.8% | 2 226 119 | 2 082 918 |
| Interest and rent on land | 36 184 | 115 | (1 153) | 35 146 | 35 271 | (125) | 100.4% | 39 793 | 39 773 |
| **Transfers and subsidies** | **25 267 746** | **1 649** | **-** | **25 269 395** | **25 268 994** | **401** | **100.0%** | **24 796 691** | **24 796 579** |
| Provinces and municipalities | 23 598 456 | - | - | 23 598 456 | 23 598 456 | - | 100.0% | 23 124 443 | 23 124 443 |
| Departmental agencies and accounts | 179 018 | - | - | 179 018 | 179 018 | - | 100.0% | 178 031 | 178 031 |
| Foreign governments and international organisations | 22 956 | 13 | - | 22 969 | 22 893 | 76 | 99.7% | 18 066 | 18 065 |
| Non-profit institutions | 130 656 | - | - | 130 656 | 130 656 | - | 100.0% | 144 078 | 144 078 |
| Households | 1 336 660 | 1 636 | - | 1 338 296 | 1 337 971 | 325 | 100.0% | 1 332 073 | 1 331 962 |
| **Payments for capital assets** | **1 539 922** | **633** | **203 870** | **1 744 425** | **1 736 287** | **8 138** | **99.5%** | **2 065 003** | **1 957 082** |
| Buildings and other fixed structures | 1 532 217 | (1 485) | 203 870 | 1 734 602 | 1 726 991 | 7 611 | 99.6% | 2 051 476 | 1 944 606 |
| Machinery and equipment | 7 307 | 2 516 | - | 9 823 | 9 296 | 527 | 94.6% | 11 723 | 10 672 |
| Software and other intangible assets | 398 | (398) | - | - | - | - | - | 1 804 | 1 804 |
| **Payments for financial assets** | **264** | **673** | **-** | **937** | **943** | **(6)** | **100.6%** | **392** | **378** |
| **Total** | **30 028 595** | **-** | **-** | **30 028 595** | **29 961 243** | **67 352** | **99.8%** | **29 693 160** | **29 426 659** |

## PROGRAMME 1: ADMINISTRATION

| | 2023-24 | | | | | | | 2022-23 | |
|---|---|---|---|---|---|---|---|---|---|
| | Approved Budget | Shifting of Funds | Virement | Final Budget | Actual Expenditure | Variance | Expenditure as % of final Budget | Final Budget | Actual expenditure |
| | R'000 | R'000 | R'000 | R'000 | R'000 | R'000 | % | R'000 | R'000 |
| **Sub programme** | | | | | | | | | |
| 1. MINISTRY | 40 763 | 4 537 | 7 936 | 53 236 | 53 197 | 39 | 99.9% | 47 729 | 47 599 |
| 2. DEPARTMENT MANAGEMENT | 105 105 | 4 834 | 2 329 | 112 268 | 111 355 | 913 | 99.2% | 108 167 | 104 630 |
| 3. CORPORATE SERVICES | 103 833 | (1 835) | (22 077) | 79 921 | 80 462 | (541) | 100.7% | 81 496 | 80 384 |
| 4. OFFICE OF THE CHIEF FINANCIAL OFFICER | 94 522 | (4 282) | 1 906 | 92 146 | 91 739 | 407 | 99.6% | 89 518 | 89 210 |
| 5. INTERNAL AUDIT | 12 832 | (1 968) | - | 10 864 | 10 116 | 748 | 93.1% | 8 674 | 8 461 |
| 6. OFFICE ACCOMODATION | 233 024 | (1 286) | (2 299) | 229 439 | 229 414 | 25 | 100.0% | 233 998 | 233 975 |
| **Total for sub programmes** | **590 079** | **-** | **(12 205)** | **577 874** | **576 283** | **1 591** | **99.7%** | **569 582** | **564 259** |
| **Economic classification** | | | | | | | | | |
| **Current payments** | **569 812** | **(636)** | **(12 205)** | **556 971** | **554 575** | **2 396** | **99.6%** | **548 027** | **542 742** |
| Compensation of employees | 209 246 | (1 385) | 13 131 | 220 992 | 219 670 | 1 322 | 99.4% | 213 039 | 212 891 |
| Goods and services | 324 382 | 749 | (24 183) | 300 948 | 299 863 | 1 085 | 99.6% | 295 235 | 290 118 |
| Interest and rent on land | 36 184 | - | (1 153) | 35 031 | 35 042 | (11) | 100.0% | 39 753 | 39 733 |
| **Transfers and subsidies** | **1 403** | **335** | **-** | **1 738** | **1 668** | **70** | **96.0%** | **910** | **863** |
| Departmental agencies and accounts | 474 | - | - | 474 | 474 | - | 100.0% | 472 | 472 |
| Households | 929 | 335 | - | 1 264 | 1 194 | 70 | 94.5% | 438 | 391 |
| **Payments for capital assets** | **18 756** | **-** | **-** | **18 756** | **19 640** | **(884)** | **104.7%** | **20 630** | **20 639** |
| Buildings and other fixed structures | 15 380 | (1 300) | - | 14 080 | 14 034 | 46 | 99.7% | 13 804 | 13 804 |
| Machinery and equipment | 2 978 | 1 698 | - | 4 676 | 5 606 | (930) | 119.9% | 6 069 | 6 078 |
| Intangible assets | 398 | (398) | - | - | - | - | - | 757 | 757 |
| **Payments for financial assets** | **108** | **301** | **-** | **409** | **400** | **9** | **97.8%** | **15** | **15** |
| **Total** | **590 079** | **-** | **(12 205)** | **577 874** | **576 283** | **1 591** | **99.7%** | **569 582** | **564 259** |

## PROGRAMME 2:CURRICULUM POLICY, SUPPORT AND MONITORING

| | 2023-24 | | | | | | | 2022-23 | |
|---|---|---|---|---|---|---|---|---|---|
| | Approved Budget | Shifting of Funds | Virement | Final Budget | Actual Expenditure | Variance | Expenditure as % of final budget | Final Budget | 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 | 4 002 | (203) | - | 3 799 | 3 783 | 16 | 99.6% | 1 848 | 1 743 |
| 2. CURRICULUM IMPLEMENTATION AND MONITORING | 1 774 497 | 203 | (177 694) | 1 597 006 | 1 597 596 | (590) | 100.0% | 1 575 513 | 1 593 736 |
| 3. CURRICULUM AND QUALITY ENHANCEMENT PROGRAMMES | 1 745 500 | - | (1 840) | 1 743 660 | 1 719 360 | 24 300 | 98.6% | 1 690 159 | 1 576 654 |
| **Total for sub programmes** | **3 523 999** | **-** | **(179 534)** | **3 344 465** | **3 320 739** | **23 726** | **99.3%** | **3 267 520** | **3 172 133** |
| **Economic classification** | | | | | | | | | |
| **Current payments** | **1 689 140** | **(1 098)** | **(179 534)** | **1 508 508** | **1 485 801** | **22 707** | **98.5%** | **1 387 459** | **1 292 390** |
| Compensation of employees | 90 827 | (1 646) | 10 546 | 99 727 | 98 872 | 855 | 99.1% | 100 559 | 85 565 |
| Goods and services | 1 598 313 | 548 | (190 080) | 1 408 781 | 1 386 929 | 21 852 | 98.4% | 1 286 900 | 1 206 825 |
| **Transfers and subsidies** | **1 833 334** | **695** | **-** | **1 834 029** | **1 833 775** | **254** | **100.0%** | **1 878 326** | **1 878 323** |
| Provinces and municipalities | 1 828 133 | - | - | 1 828 133 | 1 828 133 | - | 100.0% | 1 872 996 | 1 872 996 |
| Foreign governments and international organisations | 205 | - | - | 205 | 191 | 14 | 93.2% | 173 | 173 |
| Non-profit institutions | 4 055 | - | - | 4 055 | 4 055 | - | 100.0% | 4 039 | 4 039 |
| Households | 941 | 695 | - | 1 636 | 1 396 | 240 | 85.3% | 1 118 | 1 115 |
| **Payments for capital assets** | **1 522** | **300** | **-** | **1 822** | **1 046** | **776** | **57.4%** | **1 638** | **1 314** |
| Machinery and equipment | 1 522 | 300 | - | 1 822 | 1 046 | 776 | 57.4% | 1 235 | 911 |
| Software and other intangible assets | - | - | - | - | - | - | - | 403 | 403 |
| **Payments for financial assets** | **3** | **103** | **-** | **106** | **117** | **(11)** | **110.4%** | **97** | **106** |
| **Total** | **3 523 999** | **-** | **(179 534)** | **3 344 465** | **3 320 739** | **23 726** | **99.3%** | **3 267 520** | **3 172 133** |

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

| | 2023-24 | | | | | | | 2022-23 | |
|---|---|---|---|---|---|---|---|---|---|
| | Approved Budget | Shifting of Funds | Virement | Final Budget | Actual Expenditure | Variance | Expenditure as % of final budget | Final Budget | 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 | 3 614 | 26 | (1 646) | 1 994 | 1 910 | 84 | 95.8% | 1 462 | 1 437 |
| 2.EDUCATION RESOURCES HUMAN MANAGEMENT | 73 800 | (2 242) | (2 653) | 68 905 | 68 308 | 597 | 99.1% | 68 970 | 68 438 |
| 3.EDUCATION HUMAN RESOURCES DEVELOPMENT | 1 416 910 | 1 715 | (2 472) | 1 416 153 | 1 415 398 | 755 | 99.9% | 1 409 541 | 1 409 132 |
| 4.CURRICULUM AND PROFESSIONAL DEVELOPMENT UNIT | 19 537 | 501 | - | 20 038 | 14 785 | 5 253 | 73.8% | 17 788 | 17 579 |
| **Total for sub programmes** | **1 513 861** | **-** | **(6 771)** | **1 507 090** | **1 500 401** | **6 689** | **99.6%** | **1 497 761** | **1 496 586** |
| **Economic classification** | | | | | | | | | |
| **Current payments** | **144 239** | **1 565** | **(6 771)** | **139 033** | **132 399** | **6 634** | **95.2%** | **135 733** | **135 323** |
| Compensation of employees | 78 045 | 226 | (1 550) | 76 721 | 75 529 | 1 192 | 98.4% | 76 007 | 75 773 |
| Goods and services | 66 194 | 1 339 | (5 221) | 62 312 | 56 870 | 5 442 | 91.3% | 59 726 | 59 550 |
| **Transfers and subsidies** | **1 368 919** | **(1 665)** | **-** | **1 367 254** | **1 367 250** | **4** | **100.0%** | **1 360 302** | **1 360 299** |
| Departmental agencies and accounts | 15 599 | - | - | 15 599 | 15 599 | - | 100.0% | 15 528 | 15 528 |
| Foreign governments and international organisations | 18 920 | (1 987) | - | 16 933 | 16 929 | 4 | 100.0% | 15 057 | 15 056 |
| Households | 1 334 400 | 322 | - | 1 334 722 | 1 334 722 | - | 100.0% | 1 329 717 | 1 329 715 |
| **Payments for capital assets** | **683** | **8** | **-** | **691** | **641** | **50** | **92.8%** | **1 551** | **812** |
| Machinery and equipment | 683 | 8 | - | 691 | 641 | 50 | 92.8% | 1 551 | 812 |
| **Payments for financial assets** | **20** | **92** | **-** | **112** | **111** | **1** | **99.1%** | **175** | **152** |
| **Total** | **1 513 861** | **-** | **(6 771)** | **1 507 090** | **1 500 401** | **6 689** | **99.6%** | **1 497 761** | **1 496 586** |

## PROGRAMME 4:PLANNING, INFORMATION AND ASSESSMENT

| | 2023-24 | | | | | | | 2022-23 | |
|---|---|---|---|---|---|---|---|---|---|
| | Approved Budget | Shifting of Funds | Virement | Final Budget | Actual Expenditure | Variance | Expenditure as % of final budget | Final Budget | 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 | 4 340 | (789) | (1 600) | 1 951 | 1 669 | 282 | 85.5% | 3 361 | 3 197 |
| 2. FINANCIAL PLANNING: INFORMATION AND MANAGEMENT SYSTEMS | 47 953 | 1 932 | 3 944 | 53 829 | 48 808 | 5 021 | 90.7% | 41 119 | 40 196 |
| 3. SCHOOL INFRASCTRUCTURE | 14 187 081 | (9) | 210 341 | 14 397 413 | 14 342 878 | 54 535 | 99.6% | 14 918 241 | 14 737 741 |
| 4. NATIONAL ASSESSMENT AND PUBLIC EXAMINATIONS | 410 104 | (1 808) | (17 914) | 390 382 | 421 345 | (30 963) | 107.9% | 377 169 | 396 867 |
| 5. NATIONAL EDUCATION EVALUATION AND DEVELOPMENT UNIT | 20 323 | 14 | (1 600) | 18 737 | 18 083 | 654 | 96.5% | 19 592 | 19 517 |
| 6. PLANNING AND OVERSIGHT UNIT | 160 304 | 660 | (90) | 160 874 | 157 439 | 3 435 | 97.9% | 169 965 | 169 135 |
| **Total for sub programmes** | **14 830 105** | **-** | **193 081** | **15 023 186** | **14 990 222** | **32 964** | **99.8%** | **15 529 447** | **15 366 653** |
| **Economic classification** | | | | | | | | | |
| **Current payments** | **740 522** | **(2 764)** | **(10 789)** | **726 969** | **702 067** | **24 902** | **96.6%** | **682 412** | **626 485** |
| Compensation of employees | 159 311 | (1 239) | (18 091) | 139 981 | 137 453 | 2 528 | 98.2% | 124 819 | 125 063 |
| Goods and services | 581 211 | (1 640) | 7 302 | 586 873 | 564 385 | 22 488 | 96.2% | 557 553 | 501 382 |
| Interest and rent on land | - | 115 | - | 115 | 229 | (114) | 199.1% | 40 | 40 |
| **Transfers and subsidies** | **12 571 139** | **2 270** | **-** | **12 573 409** | **12 573 351** | **58** | **100.0%** | **12 806 375** | **12 806 375** |
| Provinces and municipalities | 12 277 518 | - | - | 12 277 518 | 12 277 518 | - | 100.0% | 12 500 851 | 12 500 851 |
| Departmental agencies and accounts | 162 945 | - | - | 162 945 | 162 945 | - | 100.0% | 162 031 | 162 031 |
| Foreign governments and international organisations | 3 831 | 2 000 | - | 5 831 | 5 773 | 58 | 99.0% | 2 836 | 2 836 |
| Non-profit institutions | 126 515 | - | - | 126 515 | 126 515 | - | 100.0% | 139 957 | 139 957 |
| Households | 330 | 270 | - | 600 | 600 | - | 100.0% | 700 | 700 |
| **Payments for capital assets** | **1 518 311** | **325** | **203 870** | **1 722 506** | **1 714 504** | **8 002** | **99.5%** | **2 040 571** | **1 933 704** |
| Buildings and other fixed structures | 1 516 837 | (185) | 203 870 | 1 720 522 | 1 712 957 | 7 565 | 99.6% | 2 037 672 | 1 930 802 |
| Machinery and equipment | 1 474 | 510 | - | 1 984 | 1 547 | 437 | 78.0% | 2 255 | 2 258 |
| Software and other intangible assets | - | - | - | - | - | - | - | 644 | 644 |
| **Payments for financial assets** | **133** | **169** | **-** | **302** | **300** | **2** | **99.3%** | **89** | **89** |
| **Total** | **14 830 105** | **-** | **193 081** | **15 023 186** | **14 990 222** | **32 964** | **99.8%** | **15 529 447** | **15 366 653** |

## PROGRAMME 5: EDUCATIONAL ENRICHMENT SERVICES

| | 2023-24 | | | | | | | 2022-23 | |
|---|---|---|---|---|---|---|---|---|---|
| | Approved Budget | Shifting of Funds | Virement | Final Budget | Actual Expenditure | Variance | Expenditure as % of final budget | Final Budget | Actual expenditure |
| | R'000 | R'000 | R'000 | R'000 | R'000 | R'000 | % | R'000 | R'000 |
| **Sub programme** | | | | | | | | | |
| 1. PROGRAMME MANAGEMENT: EDUCATIONAL ENRICHMENT SERVICES | 3 729 | 404 | - | 4 133 | 4 083 | 50 | 98.8% | 4 491 | 4 468 |
| 2. PARTNERSHIPS IN EDUCATION | 39 895 | (710) | 5 429 | 44 614 | 43 082 | 1 532 | 96.6% | 39 128 | 37 963 |
| 3. CARE AND SUPPORT IN SCHOOLS | 9 526 927 | 306 | - | 9 527 233 | 9 526 433 | 800 | 100.0% | 8 785 231 | 8 784 597 |
| **Total for sub programmes** | **9 570 551** | **-** | **5 429** | **9 575 980** | **9 573 598** | **2 382** | **100.0%** | **8 828 850** | **8 827 028** |
| **Economic classification** | | | | | | | | | |
| **Current payments** | **76 950** | **(22)** | **5 429** | **82 357** | **80 177** | **2 180** | **97.4%** | **77 443** | **75 680** |
| Compensation of employees | 52 106 | (878) | 1 078 | 52 306 | 52 214 | 92 | 99.8% | 50 738 | 50 637 |
| Goods and services | 24 844 | 856 | 4 351 | 30 051 | 27 963 | 2 088 | 93.1% | 26 705 | 25 043 |
| **Transfers and subsidies** | **9 492 951** | **14** | **-** | **9 492 965** | **9 492 950** | **15** | **100.0%** | **8 750 778** | **8 750 719** |
| Provinces and municipalities | 9 492 805 | - | - | 9 492 805 | 9 492 805 | - | 100.0% | 8 750 596 | 8 750 596 |
| Non-profit institutions | 86 | - | - | 86 | 86 | - | 100.0% | 82 | 82 |
| Households | 60 | 14 | - | 74 | 59 | 15 | 79.7% | 100 | 41 |
| **Payments for capital assets** | **650** | **-** | **-** | **650** | **456** | **194** | **70.2%** | **613** | **613** |
| Machinery and equipment | 650 | - | - | 650 | 456 | 194 | 70.2% | 613 | 613 |
| **Payments for financial assets** | **-** | **8** | **-** | **8** | **15** | **(7)** | **187.5%** | **16** | **16** |
| **Total** | **9 570 551** | **-** | **5 429** | **9 575 980** | **9 573 598** | **2 382** | **100.0%** | **8 828 850** | **8 827 028** |

## 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, and Annexure 1A-H of the Annual Financial Statements.

## 2. Detail of specifically and exclusively appropriated amounts voted (after Virement)

Detail of these transactions can be viewed in the 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

| Programme | Final Budget | Actual Expenditure | Variance | Variance as a % of Final Budget |
|---|---|---|---|---|
| | R'000 | R'000 | R'000 | % |
| 1.ADMINISTRATION | 577 874 | 576 283 | 1 591 | 0% |
| 2.CURRICULUM POLICY, SUPPORT AND MONITORING | 3 344 465 | 3 320 739 | 23 726 | 1% |
| 3.TEACHERS, EDUCATION HUMAN RESOURCES AND INSTITUTIONAL DEVELOPMENT | 1 507 090 | 1 500 401 | 6 689 | 0% |
| 4.PLANNING, INFORMATION AND ASSESSMENT | 15 023 186 | 14 990 222 | 32 964 | 0% |
| 5.EDUCATIONAL ENRICHMENT SERVICES | 9 575 980 | 9 573 598 | 2 382 | 0% |
| **Total** | **300 28 595** | **29 961 243** | **67 352** | **1%** |

**CURRICULUM POLICY, SUPPORT AND MONITORING:**
No material variance.

### 4.2 Per economic classification

| Economic classification | Final Budget | Actual Expenditure | Variance | Variance as a % of Final Budget |
|---|---|---|---|---|
| | R'000 | R'000 | R'000 | % |
| **Current payments** | | | | |
| Compensation of employees | 589 727 | 583 738 | 5 989 | 1% |
| Goods and services | 2 388 965 | 2 336 010 | 52 955 | 2% |
| Interest and rent on land | 10 364 | 9 053 | 1 311 | 13% |
| **Transfers and subsidies** | | | | |
| Provinces and municipalities | 23 598 456 | 23 598 456 | - | 0% |
| Departmental agencies and accounts | 179 018 | 179 018 | - | 0% |
| Foreign governments and international organisations | 22 969 | 22 893 | 76 | 0% |
| Non-profit institutions | 130 656 | 130 656 | - | 0% |
| Households | 1 338 296 | 1 337 971 | 325 | 0% |
| **Payments for capital assets** | | | | |
| Buildings and other fixed structures | 1 734 602 | 1 726 991 | 7 611 | 0% |
| Machinery and equipment | 9 823 | 9 296 | 527 | 5% |
| **Payments for financial assets** | 937 | 943 | (6) | (1)% |
| **Total** | **30 003 813** | **29 935 025** | **68 788** | |

### 4.3 Per conditional grant

| Conditional grant | Final Budget | Actual Expenditure | Variance | Variance as a percentage of Final Budget |
|---|---|---|---|---|
| | R'000 | R'000 | R'000 | % |
| MATHS, SCIENCE AND TECHNOLOGY | 383 275 | 383 275 | - | 0% |
| EDUCATION INFRASTRUCTURE GRANT | 12 277 518 | 12 277 518 | - | 0% |
| HIV AND AIDS (LIFE SKILLS EDUCATION) GRANT | 213 863 | 213 863 | - | 0% |
| NATIONAL SCHOOL NUTRITION PROGRAMME GRANT | 9 278 942 | 9 278 942 | - | 0% |
| LEARNERS WITH PROFOUND INTELLECTUAL DISABILITIES | 260 424 | 260 424 | - | 0% |
| EARLY CHILD DEVELOPMENT GRANT | 1 184 434 | 1 184 434 | - | 0% |
| **Total** | **23 598 456** | **23 598 456** | **-** | |

## STATEMENT OF FINANCIAL PERFORMANCE

for the year ended 31 March 2024

| | Note | 2023-2024 R'000 | 2022-23 R'000 |
|---|---|---|---|
| **REVENUE** | | | |
| Annual appropriation | 1 | 30 028 595 | 29 693 160 |
| Departmental revenue | 2 | 12 001 | 12 055 |
| Aid assistance | | 76 147 | 65 232 |
| **TOTAL REVENUE** | | **30 116 743** | **29 770 447** |
| **EXPENDITURE** | | | |
| **Current expenditure** | | **3 003 476** | **2 701 308** |
| Compensation of employees | 4 | 583 738 | 549 929 |
| Goods and services | 5 | 2 336 010 | 2 082 918 |
| Interest and rent on land | 6 | 35 271 | 39 773 |
| Aid assistance | 3 | 48 457 | 28 688 |
| **Transfers and subsidies** | | **25 268 994** | **24 796 651** |
| Transfers and subsidies | 8 | 25 268 994 | 24 796 579 |
| Aid assistance | 3 | - | 72 |
| **Expenditure for capital assets** | | **1 736 338** | **1 957 082** |
| Tangible assets | 9 | 1 736 338 | 1 955 278 |
| Intangible assets | 9 | - | 1 804 |
| **Payments for financial assets** | 7 | 943 | 378 |
| **TOTAL EXPENDITURE** | | **30 009 751** | **29 455 419** |
| **SURPLUS/(DEFICIT) FOR THE YEAR** | | **106 992** | **315 028** |
| **Reconciliation of Net Surplus/(Deficit) for the year** | | | |
| Voted funds | | 67 352 | 266 501 |
| Annual appropriation | | 67 352 | 266 501 |
| Departmental revenue and NRF receipts | 14 | 12 001 | 12 055 |
| Aid assistance | 3 | 27 639 | 36 472 |
| **SURPLUS/(DEFICIT) FOR THE YEAR** | | **106 992** | **315 028** |

## STATEMENT OF FINANCIAL POSITION

for the year ended 31 March 2024

| | Note | 2023-24 R'000 | 2022-23 R'000 |
|---|---|---|---|
| **ASSETS** | | | |
| **Current assets** | | **155 695** | **184 440** |
| Cash and cash equivalents | *10* | 56 468 | 1 095 |
| Prepayments and advances | *11* | 21 127 | 96 533 |
| Receivables | *12* | 22 562 | 31 897 |
| Aid assistance receivable | *3* | 55 538 | 54 915 |
| **TOTAL ASSETS** | | **155 695** | **184 440** |
| **LIABILITIES** | | | |
| **Current liabilities** | | **155 612** | **184 383** |
| Voted funds to be surrendered to the Revenue Fund | *13* | 67 352 | 42 680 |
| Departmental revenue and NRF Receipts to be surrendered to the Revenue Fund | *14* | 1 428 | 4 638 |
| Payables | *15* | 58 570 | 100 049 |
| Aid assistance repayable | *3* | 28 262 | 37 016 |
| **TOTAL LIABILITIES** | | **155 612** | **184 383** |
| **NET ASSETS** | | **83** | **57** |

| | Note | 2023-24 R'000 | 2022-23 R'000 |
|---|---|---|---|
| **Represented by:** | | | |
| Recoverable revenue | | 83 | 57 |
| **TOTAL** | | **83** | **57** |

## STATEMENT OF CHANGE IN NET ASSETS

for the year ended 31 March 2024

| | Note | 2023-24 R'000 | 2022-23 R'000 |
|---|---|---|---|
| **Recoverable revenue** | | | |
| Opening balance | | 57 | 20 |
| Transfers | | 26 | 37 |
| Irrecoverable amount written off | *7.1* | (72) | - |
| Debts Recovered | | (108) | |
| Debts raised | | 206 | 37 |
| Closing balance | | 83 | 57 |
| **TOTAL** | | **83** | **57** |

## CASH FLOW STATEMENT

for the year ended 31 March 2024

| | Note | 2023-24 R'000 | 2022-23 R'000 |
|---|---|---|---|
| **CASH FLOWS FROM OPERATING ACTIVITIES** | | | |
| Receipts | | **30 116 730** | **29 541 867** |
| Annual appropriation funds received | *1.1* | 30 028 595 | 29 464 584 |
| Departmental revenue received | *2* | 9 817 | 4 291 |
| Interest received | *2.2* | 2 171 | 7 760 |
| Aid assistance received | *3* | 76 147 | 65 232 |
| Net (increase)/decrease in net working capital | | 43 262 | (51 900) |
| Surrendered to Revenue Fund | | (57 891) | (76 198) |
| Surrendered to RDP Fund/Donor | | (37 016) | (16 937) |
| Current payments | | (2 968 205) | (2 661 535) |
| Interest paid | *6* | (35 271) | (39 773) |
| Payments for financial assets | | (943) | (378) |
| Transfers and subsidies paid | | (25 268 994) | (24 796 651) |
| **Net cash flow available from operating activities** | *16* | **1 791 672** | **1 898 495** |
| **CASH FLOWS FROM INVESTING ACTIVITIES** | | | |
| Payments for capital assets | *9* | (1 736 338) | (1 957 082) |
| Proceeds from sale of capital assets | *2.3* | 13 | 4 |
| **Net cash flow available from investing activities** | | **(1 736 325)** | **(1 957 078)** |
| **CASH FLOWS FROM FINANCING ACTIVITIES** | | | |
| Increase/(decrease) in net assets | | 26 | 37 |
| **Net cash flows from financing activities** | | 26 | 37 |
| Net increase/(decrease) in cash and cash equivalents | | 55 373 | (58 546) |
| Cash and cash equivalents at beginning of period | | 1 095 | 54 886 |
| Unrealised gains and losses within cash and cash equivalents | | - | 4 755 |
| **Cash and cash equivalents at end of period** | *17* | **56 468** | **1 095** |

# PART A: ACCOUNTING POLICIES

**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** | **Basis of preparation**<br><br>The financial statements have been prepared in accordance with the Modified Cash Standard.<br><br>Under this basis, the effect of transactions and other events are recognised in the financial records when the resulting cash is received or paid. |
| **2** | **Going concern**<br><br>The financial statements have been prepared on a going concern basis. |
| **3** | **Presentation currency**<br><br>Amounts have been presented in the currency of the South African Rand (R) which is also the functional currency of the department. |
| **4** | **Rounding**<br><br>Unless otherwise stated financial figures have been rounded to the nearest one thousand Rand (R'000). |
| **5** | **Foreign currency translation**<br><br>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. |
| **6** | **Comparative information** |
| **6.1** | **Prior period comparative information**<br><br>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. |
| **6.2** | **Current year comparison with budget**<br><br>A comparison between the approved, final budget and actual amounts for each programme and economic classification is included in the appropriation statement. |
| **7** | **Revenue** |
| **7.1** | **Appropriated funds**<br><br>Appropriated funds comprise of departmental allocations as well as direct charges against the revenue fund (i.e., statutory appropriation).<br><br>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.<br><br>Appropriated funds are measured at the amounts receivable.<br><br>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. |

| | |
|---|---|
| **7.2** | **Departmental revenue**<br><br>Departmental revenue is recognised in the statement of financial performance when received and is subsequently paid into the relevant revenue fund, unless stated otherwise.<br><br>Departmental revenue is measured at the cash amount received.<br><br>In-kind donations received are recorded in the notes to the financial statements on the date of receipt and are measured at fair value.<br><br>Any amount owing to the relevant revenue fund at the reporting date is recognised as a payable in the statement of financial position. |
| **7.3** | **Accrued departmental revenue**<br><br>Accruals in respect of departmental revenue (excluding tax revenue) are recorded in the notes to the financial statements when:<br><br>• it is probable that the economic benefits or service potential associated with the transaction will flow to the department; and<br><br>• the amount of revenue can be measured reliably.<br><br>The accrued revenue is measured at the fair value of the consideration receivable.<br><br>Accrued tax revenue (and related interest and / penalties) is measured at amounts receivable from collecting agents.<br><br>Write-offs are made according to the department's debt write-off policy. |
| **8** | **Expenditure** |
| **8.1** | **Compensation of employees** |
| **8.1.1** | **Salaries and wages**<br><br>Salaries and wages are recognised in the statement of financial performance on the date of payment. |
| **8.1.2** | **Social contributions**<br><br>Social contributions made by the department in respect of current employees are recognised in the statement of financial performance on the date of payment.<br><br>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. |
| **8.2** | **Other expenditure**<br><br>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.<br><br>Donations made in kind are recorded in the notes to the financial statements on the date of transfer and are measured at cost or fair value. |
| **8.3** | **Accruals and payables not recognised**<br><br>Accruals and payables not recognised are recorded in the notes to the financial statements at cost or fair value at the reporting date. |
| **8.4** | **Leases** |
| **8.4.1** | **Operating leases**<br><br>Operating lease payments made during the reporting period are recognised as current expenditure in the statement of financial performance on the date of payment.Operating lease payments received are recognised as departmental revenue.<br><br>The operating lease commitments are recorded in the notes to the financial statements. |

| | |
|---|---|
| **8.4.2** | **Finance leases**<br><br>Finance lease payments made during the reporting period are recognised as capital expenditure in the statement of financial performance on the date of payment.Finance lease payments received are recognised as departmental revenue.<br><br>The finance lease commitments are recorded in the notes to the financial statements and are not apportioned between the capital and interest portions.<br><br>Finance lease assets acquired at the end of the lease term are recorded and measured at the lower of:<br><br>• cost, being the fair value of the asset; or<br><br>• the sum of the minimum lease payments made, including any payments made to acquire ownership at the end of the lease term, excluding interest. |
| **9** | **Aid assistance** |
| **9.1** | **Aid assistance received**<br><br>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.<br><br>CARA Funds are recognised when receivable and measured at the amounts receivable.<br><br>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. |
| **9.2** | **Aid assistance paid**<br><br>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. |
| **10** | **Cash and cash equivalents**<br><br>Cash and cash equivalents are stated at cost in the statement of financial position.<br><br>Bank overdrafts are shown separately on the face of the statement of financial position as a current liability.<br><br>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. |
| **11** | **Prepayments and advances**<br><br>Prepayments and advances are recognised in the statement of financial position when the department receives or disburses the cash.<br><br>Prepayments and advances are initially and subsequently measured at cost. |
| **12** | **Loans and receivables**<br><br>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. |
| **13** | **Investments**<br><br>Investments are recognised in the statement of financial position at cost. |
| **14** | **Financial assets** |
| **14.1** | **Financial assets (not covered elsewhere)**<br><br>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.<br><br>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. |
| **14.2** | **Impairment of financial assets**<br><br>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. |

| | |
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| **15** | **Payables**<br><br>Payables recognised in the statement of financial position are recognised at cost. |
| **16** | **Capital assets** |
| **16.1** | **Immovable capital assets**<br><br>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.<br><br>Subsequent expenditure of a capital nature forms part of the cost of the existing asset when ready for use.<br><br>Additional information on immovable assets not reflected in the assets register is provided in the notes to financial statements. |
| **16.2** | **Movable capital assets**<br><br>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.<br><br>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.<br><br>All assets acquired prior to 1 April 2002 (or a later date as approved by the OAG) may be recorded at R1.<br><br>Movable capital assets are subsequently carried at cost and are not subject to depreciation or impairment.<br><br>Biological assets are subsequently carried at fair value.<br><br>Subsequent expenditure that is of a capital nature forms part of the cost of the existing asset when ready for use. |
| **16.3** | **Intangible capital assets**<br><br>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.<br><br>Internally generated intangible assets are recorded in the notes to the financial statements when the department commences the development phase of the project.<br><br>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.<br><br>All assets acquired prior to 1 April 2002 (or a later date as approved by the OAG) may be recorded at R1.<br><br>Intangible assets are subsequently carried at cost and are not subject to depreciation or impairment.<br><br>Subsequent expenditure of a capital nature forms part of the cost of the existing asset when ready for use. |
| **16.4** | **Project costs: Work-in-progress**<br><br>Expenditure of a capital nature is initially recognised in the statement of financial performance at cost when paid.<br><br>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.<br><br>Where the department is not the custodian of the completed project asset, the asset is transferred to the custodian subsequent to completion. |
| **17** | **Provisions and contingents** |
| **17.1** | **Provisions**<br><br>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. |

| | |
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| **17.2** | **Contingent liabilities**<br><br>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. |
| **17.3** | **Contingent assets**<br><br>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. |
| **17.4** | **Capital commitments**<br><br>Capital commitments are recorded at cost in the notes to the financial statements. |
| **18** | **Unauthorised expenditure**<br><br>Unauthorised expenditure is measured at the amount of the confirmed unauthorised expenditure.<br><br>Unauthorised expenditure is recognised in the statement of changes in net assets until such time as the expenditure is either:<br>• approved by Parliament or the Provincial Legislature with funding and the related funds are received; or<br>• approved by Parliament or the Provincial Legislature without funding and is written off against the appropriation in the statement of financial performance; or<br>• transferred to receivables for recovery.<br><br>Unauthorised expenditure recorded in the notes to the financial statements comprise of<br>• unauthorised expenditure that was under assessment in the previous financial year.<br>• unauthorised expenditure relating to previous financial year and identified in the current year; and<br>• Unauthorised incurred in the current year. |
| **19** | **Fruitless and wasteful expenditure**<br><br>Fruitless and wasteful expenditure receivables are recognised in the statement of financial position when recoverable.The receivable is measured at the amount that is expected to be recovered and is de-recognised when settled or subsequently written-off as irrecoverable.<br><br>Fruitless and wasteful expenditure is recorded in the notes to the financial statements when and at amounts confirmed and comprises of .<br>• fruitless and wasteful expenditure that was under assessment in the previous financial year.<br>• fruitless and wasteful expenditure relating to previous financial year and identified in the current year; and<br>• fruitless and wasteful expenditure incurred in the current year. |
| **20** | **Irregular expenditure**<br><br>Losses emanating from irregular expenditure are recognised as a receivable in the statement of financial position when recoverable.The receivable is measured at the amount that is expected to be recovered and is de-recognised when settled or subsequently written-off as irrecoverable.<br><br>Irregular expenditure is recorded in the notes to the financial statements when and at amounts confirmed and comprises of:<br>• irregular expenditure that was under assessment in the previous financial year.<br>• irregular expenditure relating to previous financial year and identified in the current year; and<br>• irregular expenditure incurred in the current year. |
| **21** | **Changes in accounting estimates and errors**<br><br>Changes in accounting estimates are applied prospectively in accordance with MCS requirements.<br><br>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. |

| | |
|---|---|
| **22** | **Events after the reporting date**<br><br>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. |
| **23** | **Principal-Agent arrangements**<br><br>The department is party to a principal-agent arrangement for Accelerated Schools Infrastructure Delivery Initiative (ASIDI) Programme with Implementing Agents.In terms of the arrangement the department is the principal and is responsible for transferring/payment Implementing agents. 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. |
| **24** | **Capitalisation reserve**<br><br>The capitalisation reserve comprises of financial assets and/or liabilities originating in a prior reporting period, but which are recognised in the statement of financial position for the first time in the current reporting period.Amounts are recognised in the capitalisation reserves when identified in the current period and are transferred to the National/Provincial Revenue Fund when the underlying asset is disposed, and the related funds are received. |
| **25** | **Recoverable revenue**<br><br>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. |
| **26** | **Related party transactions**<br><br>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.<br><br>The number of individuals and the full compensation of key management personnel is recorded in the notes to the financial statements. |
| **27** | **Inventories**<br><br>At the date of acquisition, inventories are recognised at cost in the statement of financial performance.<br><br>Where inventories are acquired as part of a non-exchange transaction, the inventories are measured at fair value as at the date of acquisition.<br><br>Inventories are subsequently measured at the lower of cost and net realisable value or were 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.<br><br>The cost of inventories is assigned by using the weighted average cost basis. |
| **28** | **Public-Private Partnerships**<br><br>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.<br><br>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. |
| **29** | **Employee benefits**<br><br>The value of each major class of employee benefit obligation (accruals, payables not recognised and provisions) is recorded in the Employee benefits note.<br><br>Accruals and payables not recognised for employee benefits are measured at cost or fair value at the reporting date.<br><br>The provision for employee benefits is measured as the best estimate of the funds required to settle the present obligation at the reporting date. |

| | |
|---|---|
| **30** | **Transfer of functions**<br><br>Transfer of functions are accounted for by the acquirer by recognising or recording assets acquired and liabilities assumed at their carrying amounts at the date of transfer.<br><br>Transfer of functions are accounted for by the transferor by derecognising or removing assets and liabilities at their carrying amounts at the date of transfer. |
| **31** | **Mergers**<br><br>Mergers are accounted for by the combined department by recognising or recording assets acquired and liabilities assumed at their carrying amounts at the date of the merger.<br><br>Mergers are accounted for by the combining departments by derecognising or removing assets and liabilities at their carrying amounts at the date of the merger. |

# PART B: EXPLANATORY NOTES

## 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:

| | 2023-24 | | | 2022-23 | | |
|---|---|---|---|---|---|---|
| | Final Budget | Actual Funds Received | Funds not requested / not received | Final Budget | Appropriation Received | Funds not requested / not received |
| **Programmes** | R'000 | R'000 | R'000 | R'000 | R'000 | R'000 |
| ADMINISTRATION | 590 079 | 590 079 | - | 563 112 | 555 792 | 7 320 |
| CURRICULUM POLICY, SUPPORT AND MONITORING | 3 523 999 | 3 523 999 | - | 3 271 006 | 3 242 355 | 28 651 |
| TEACHERS, EDUCATION HUMAN RESOURCES AND INSTITUTIONAL DEVELOPMENT | 1 513 861 | 1 513 861 | - | 1 501 349 | 1 494 630 | 6 719 |
| PLANNING, INFORMATION AND ASSESSMENT | 14 830 105 | 14 830 105 | - | 15 537 306 | 15 357 666 | 179 640 |
| EDUCATIONAL ENRICHMENT SERVICES | 9 570 551 | 9 570 551 | - | 8 820 387 | 8 814 141 | 6 246 |
| **Total** | **30 028 595** | **30 028 595** | **-** | **29 693 160** | **29 464 584** | **228 576** |

## 2. Departmental revenue

| | | 2023-24 | 2022-23 |
|---|---|---|---|
| | Note | R'000 | R'000 |
| Sales of goods and services other than capital assets | 2.1 | 3 552 | 3 607 |
| Interest, dividends and rent on land | 2.2 | 2 171 | 7 760 |
| Sales of capital assets | 2.3 | 13 | 4 |
| Transactions in financial assets and liabilities | 2.4 | 6 265 | 684 |
| **Total** | | **12 001** | **12 055** |

## 2.1. Sales of goods and services other than capital assets

| | | 2023-24 | 2022-23 |
|---|---|---|---|
| | Note | R'000 | R'000 |
| Sales of goods and services produced by the department | | 3 552 | 3 607 |
| Sales by market establishment | | 89 | 92 |
| Other sales | | 3 463 | 3 515 |
| **Total** | 2 | **3 552** | **3 607** |

## 2.2. Interest, dividends and rent on land

| | | 2023-24 | 2022-23 |
|---|---|---|---|
| | Note | R'000 | R'000 |
| Interest | | 2 171 | 7 760 |
| **Total** | 2 | **2 171** | **7 760** |

## 2.3. Sales of capital assets

| | Note | 2023-24 R'000 | 2022-23 R'000 |
|---|---|---|---|
| **Tangible capital assets** | | 13 | 4 |
| Machinery and equipment | | 13 | 4 |
| **Total** | 2 | **13** | **4** |

## 2.4. Transactions in financial assets and liabilities

| | Note | 2023-24 R'000 | 2022-23 R'000 |
|---|---|---|---|
| Receivables | | 6 265 | 684 |
| **Total** | 2 | **6 265** | **684** |

## 2.4.1. Gifts, donations and sponsorships received in-kind (*not included in the main note or sub note)*

| | Note | 2023-24 R'000 | 2022-23 R'000 |
|---|---|---|---|
| | *Annex 1E* | | |
| Donations | | 17 098 | 2 153 |
| **Total gifts, donations and sponsorships received in kind** | | **17 098** | **2 153** |

## 3. Aid assistance

| | Note | 2023-24 R'000 | 2022-23 R'000 |
|---|---|---|---|
| Opening balance | | (17 899) | (37 434) |
| As restated | | (17 899) | (37 434) |
| Transferred from statement of financial performance | | 27 639 | 36 472 |
| Paid during the year | | (37 016) | (16 937) |
| **Closing balance** | | **(27 276)** | **(17 899)** |

## 3.1. Analysis of balance by source

| | Note | 2023-24 R'000 | 2022-23 R'000 |
|---|---|---|---|
| Aid assistance from RDP | | (27 276) | (17 899) |
| **Closing balance** | 3 | **(27 276)** | **(17 899)** |

## 3.2. Analysis of balance

| | Note | 2023-24 R'000 | 2022-23 R'000 |
|---|---|---|---|
| Aid assistance receivable | | (55 538) | (54 915) |
| Aid assistance repayable | | 28 262 | 37 016 |
| **Closing balance** | 3 | **(27 276)** | **(17 899)** |
| | | | |
| Aid assistance not requested/not received | | 308 150 | 206 902 |

### 3.3. Aid assistance expenditure per economic classification

| | Note | 2023-24 R'000 | 2022-23 R'000 |
|---|---|---|---|
| Current | | 48 457 | 28 688 |
| Capital | 9.1 | 51 | - |
| Transfers and subsidies | | - | 72 |
| **Total aid assistance expenditure** | | **48 508** | **28 760** |

## 4. Compensation of employees

### 4.1. Analysis of balance

| | Note | 2023-24 R'000 | 2022-23 R'000 |
|---|---|---|---|
| Basic salary | | 390 789 | 360 838 |
| Performance award | | 238 | 217 |
| Service based | | 1 031 | 600 |
| Compensative/circumstantial | | 25 415 | 20 446 |
| Periodic payments | | 7 811 | 6 167 |
| Other non-pensionable allowances | | 98 471 | 104 620 |
| **Total** | | **523 755** | **492 888** |

### 4.2. Social contributions

| **Employer contributions** | Note | 2023-24 R'000 | 2022-23 R'000 |
|---|---|---|---|
| Pension | | 43 050 | 40 813 |
| Medical | | 16 838 | 16 131 |
| Bargaining council | | 85 | 80 |
| Official unions and associations | | 10 | 10 |
| Insurance | | - | 7 |
| **Total** | | **59 983** | **57 041** |
| **Total compensation of employees** | | **583 738** | **549 929** |
| Average number of employees | | **779** | **741** |

## 5. Goods and services

| | Note | 2023-24 R'000 | 2022-23 R'000 |
|---|---|---|---|
| Administrative fees | | 10 439 | 11 688 |
| Advertising | | 6 299 | 9 773 |
| Minor assets | 5.1 | 878 | 1 007 |
| Bursaries (employees) | | 634 | 410 |
| Catering | | 24 402 | 19 630 |
| Communication | | 6 373 | 5 893 |
| Computer services | 5.2 | 111 151 | 89 978 |
| Consultants: Business and advisory services | 5.9 | 334 685 | 300 248 |
| Legal services | | 3 717 | 3 916 |
| Contractors | | 1 216 | 1 785 |
| Agency and support / outsourced services | | 88 267 | 82 678 |
| Entertainment | | 66 | 74 |
| Audit cost - external | 5.3 | 17 328 | 17 623 |
| Fleet services | | 1 264 | 2 355 |
| Inventories | 5.4 | 1 271 108 | 1 090 473 |
| Consumables | 5.5 | 8 433 | 5 627 |
| Operating leases | | 2 987 | 3 608 |
| Property payments | 5.6 | 178 620 | 178 176 |
| Rental and hiring | | 9 053 | 7 294 |
| Travel and subsistence | 5.7 | 206 214 | 188 610 |
| Venues and facilities | | 11 135 | 12 803 |
| Training and development | | 30 527 | 31 719 |
| Other operating expenditure | 5.8 | 11 214 | 17 550 |
| **Total** | | **2 336 010** | **2 082 918** |

### 5.1. Minor assets

| | Note | 2023-24 R'000 | 2022-23 R'000 |
|---|---|---|---|
| **Tangible capital assets** | | 878 | 1 007 |
| Machinery and equipment | | 878 | 1 007 |
| **Total** | 5 | **878** | **1 007** |

### 5.2. Computer services

| | Note | 2023-24 R'000 | 2022-23 R'000 |
|---|---|---|---|
| SITA computer services | | 99 639 | 82 346 |
| External computer service providers | | 11 512 | 7 632 |
| **Total** | 5 | **111 151** | **89 978** |

## 5.3. Audit cost - external

| | Note | 2023-24 R'000 | 2022-23 R'000 |
|---|---|---|---|
| Regularity audits | | 16 296 | 15 528 |
| Computer audits | | 1 032 | 2 095 |
| **Total** | *5* | **17 328** | **17 623** |

## 5.4. Inventories

| | Note | 2023-24 R'000 | 2022-23 R'000 |
|---|---|---|---|
| Learning and teaching support material | | 1 261 926 | 1 086 708 |
| Other supplies | *5.4.1* | 9 182 | 3 765 |
| **Total** | *5* | **1 271 108** | **1 090 473** |

## 5.4.1. Other supplies

| | Note | 2023-24 R'000 | 2022-23 R'000 |
|---|---|---|---|
| Assets for distribution | | 9 182 | 3 765 |
| Machinery and equipment | | 2 560 | 206 |
| School furniture | | 6 622 | 3 559 |
| **Total** | *5.4* | **9 182** | **3 765** |

## 5.5. Consumables

| | Note | 2023-24 R'000 | 2022-23 R'000 |
|---|---|---|---|
| Consumable supplies | | 2 243 | 881 |
| Uniform and clothing | | - | 32 |
| Household supplies | | 11 | 135 |
| Communication accessories | | 18 | 40 |
| IT consumables | | 333 | 141 |
| Other consumables | | 1 881 | 533 |
| Stationery, printing and office supplies | | 6 190 | 4 746 |
| **Total** | *5* | **8 433** | **5 627** |

## 5.6. Property payments

| | Note | 2023-24 R'000 | 2022-23 R'000 |
|---|---|---|---|
| Municipal services | | 6 497 | 6 040 |
| Property management fees | | 170 971 | 170 673 |
| Property maintenance and repairs | | 4 | 376 |
| Other | | 1 148 | 1 087 |
| **Total** | *5* | **178 620** | **178 176** |

## 5.7. Travel and subsistence

| | Note | 2023-24 R'000 | 2022-23 R'000 |
|---|---|---|---|
| Local | | 187 516 | 176 014 |
| Foreign | | 18 698 | 12 596 |
| **Total** | *5* | **206 214** | **188 610** |

## 5.8. Other operating expenditure

| | Note | 2023-24 R'000 | 2022-23 R'000 |
|---|---|---|---|
| Professional bodies, membership and subscription fees | | - | 16 |
| Resettlement costs | | 312 | 854 |
| Other | | 10 902 | 16 680 |
| **Total** | *5* | **11 214** | **17 550** |

## 5.9. Remuneration of members of a commission or committee of inquiry (*Included in Consultants: Business and advisory services)*

| | Note | 2023-24 | 2022-23 |
|---|---|---|---|
| **Name of Commission / Committee of Inquiry** | *5* | R'000 | R'000 |
| Audit Committee | | 545 | 546 |
| Ministerial Task Team | | 534 | 663 |
| **Total** | | **1 079** | **1 209** |

## 6. Interest and rent on land

| | Note | 2023-24 R'000 | 2022-23 R'000 |
|---|---|---|---|
| Interest paid | | 35 271 | 39 773 |
| **Total** | | **35 271** | **39 773** |

## 7. Payments for financial assets

| | Note | 2023-24 R'000 | 2022-23 R'000 |
|---|---|---|---|
| Debts written off | *7.1* | 943 | 378 |
| **Total** | | **943** | **378** |

## 7.1. Debts written off

| | Note | 2023-24 R'000 | 2022-23 R'000 |
|---|---|---|---|
| **Nature of debts written off** | | | |
| **Other debt written off** | | | |
| Employee (Car damages and Accommodation no-shows) | | 871 | 378 |
| Bad debt Written off | | 72 | - |
| **Total** | | 943 | 378 |
| **Total debt written off** | *7* | **943** | **378** |

## 8. Transfers and subsidies

| | | 2023-24 | 2022-23 |
|---|---|---|---|
| | Note | R'000 | R'000 |
| Provinces and municipalities | 35 | 23 598 456 | 23 124 443 |
| Departmental agencies and accounts | Annex 1A | 179 018 | 178 031 |
| Foreign governments and international organisations | Annex 1B | 22 893 | 18 065 |
| Non-profit institutions | Annex 1C | 130 656 | 144 078 |
| Households | Annex 1D | 1 337 971 | 1 331 962 |
| **Total** | | **25 268 994** | **24 796 579** |

## 9. Expenditure for capital assets

| | | 2023-24 | 2022-23 |
|---|---|---|---|
| | Note | R'000 | R'000 |
| **Tangible capital assets** | | 1 736 338 | 1 955 278 |
| Buildings and other fixed structures | 31 | 1 726 991 | 1 944 606 |
| Machinery and equipment | 29 | 9 347 | 10 672 |
| **Intangible capital assets** | | **-** | **1 804** |
| Software | 30 | - | 1 804 |
| **Total** | | **1 736 338** | **1 957 082** |

### Analysis of funds utilised to acquire capital assets – Current year

| | 2023-24 | | |
|---|---|---|---|
| | Voted funds | Aid assistance | Total |
| **Name of entity** | R'000 | R'000 | R'000 |
| **Tangible capital assets** | **1 736 287** | **51** | **1 736 338** |
| Buildings and other fixed structures | 1 726 991 | - | 1 726 991 |
| Machinery and equipment | 9 296 | 51 | 9 347 |
| **Total** | **1 736 287** | **51** | **1 736 338** |

### 9.1. Analysis of funds utilised to acquire capital assets – Prior year

| | 2022-23 | | |
|---|---|---|---|
| | Voted funds | Aid assistance | Total |
| **Name of entity** | R'000 | R'000 | R'000 |
| **Tangible capital assets** | **1 955 278** | **-** | **1 955 278** |
| Buildings and other fixed structures | 1 944 606 | - | 1 944 606 |
| Machinery and equipment | 10 672 | - | 10 672 |
| **Intangible capital assets** | **1 804** | - | 1 804 |
| Software | 1 804 | - | 1 804 |
| **Total** | **1 957 082** | **-** | **1 957 082** |

### 9.2. Finance lease expenditure included in Expenditure for capital assets

| | | 2023-24 | 2022-23 |
|---|---|---|---|
| | Note | R'000 | R'000 |
| **Tangible capital assets** | | | |
| Buildings and other fixed structures | | 14 034 | 13 804 |
| **Total** | | **14 034** | **13 804** |

## 10. Cash and cash equivalents

| | | 2023-24 | 2022-23 |
|---|---|---|---|
| | Note | R'000 | R'000 |
| Consolidated Paymaster General Account | | 56 438 | 1 077 |
| Cash on hand | | 30 | 18 |
| **Total** | | **56 468** | **1 095** |

## 11. Prepayments and advances

| | | 2023-24 | 2022-23 |
|---|---|---|---|
| | Note | R'000 | R'000 |
| Travel and subsistence | | 35 | 38 |
| Prepayments (Not expensed) | *11.2* | 12 846 | 30 348 |
| Advances paid (Not expensed) | *11.1* | 8 246 | 66 147 |
| **Total** | | **21 127** | **96 533** |
| | | | |
| **Analysis of Total Prepayments and advances** | | | |
| Current Prepayments and advances | | 21 127 | 96 533 |
| **Total** | | **21 127** | **96 533** |

### 11.1. Advances paid (Not expensed)

| | | 2023-24 | | | | |
|---|---|---|---|---|---|---|
| | | Amount as at 1 April 2023 | Less: Amounts expensed in current year | Add / Less: Other | Add Current year advances | Amount as at 31 March 2024 |
| | Note | R'000 | R'000 | R'000 | R'000 | R'000 |
| National departments | | - | (3 632) | (368) | 4 000 | - |
| Provincial departments | | 2 328 | - | - | - | 2 328 |
| Other entities | | 63 819 | (803 387) | (108 856) | 854 342 | 5 918 |
| **Total** | *11* | **66 147** | **(807 019)** | **(109 224)** | **858 342** | **8 246** |

| | | 2022-23 | | | | |
|---|---|---|---|---|---|---|
| | | Amount as at 1 April 2022 | Less: Amounts expensed in current year | Add / Less: Other | Add Current year advances | Amount as at 31 March 2023 |
| | Note | R'000 | R'000 | R'000 | R'000 | R'000 |
| National departments | | - | (6 000) | - | 6 000 | - |
| Provincial departments | | 2 328 | - | - | - | 2 328 |
| Other institutions | | 279 291 | (1 657 862) | (79 640) | 1 522 030 | 63 819 |
| **Total** | *11* | **281 619** | **(1 663 862)** | **(79 640)** | **1 528 030** | **66 147** |

### 11.2. Prepayments (Not expensed)

| | | 2023-24 | | | | |
|---|---|---|---|---|---|---|
| | | Amount as at 1 April 2023 | Less: Amounts expensed in current year | Add / Less: Other | Add Current year pre-payments | Amount as at 31 March 2024 |
| | Note | R'000 | R'000 | R'000 | R'000 | R'000 |
| Goods and Services | | - | (29 345) | - | 29 345 | - |
| Capital assets | | 30 348 | (126 388) | 3 313 | 105 573 | 12 846 |
| Total | 11 | 30 348 | (155 733) | 3 313 | 134 918 | 12 846 |

| | | 2022-23 | | | | |
|---|---|---|---|---|---|---|
| | | Amount as at 1 April 2023 | Less: Amounts expensed in current year | Add / Less: Other | Add Current year pre-payments | Amount as at 31 March 2024 |
| | Note | R'000 | R'000 | R'000 | R'000 | R'000 |
| Capital assets | | 41 262 | (245 107) | (9 000) | (243 193) | 30 348 |
| **Total** | 11 | 41 262 | (245 107) | (9 000) | (243 193) | 30 348 |

## 12. Receivables

| | | 2023-24 | | | 2022-23 | | |
|---|---|---|---|---|---|---|---|
| | | Current | Non-current | Total | Current | Non-current | Total |
| | Note | R'000 | R'000 | R'000 | R'000 | R'000 | R'000 |
| Claims recoverable | 12.1 | 8 937 | - | 8 937 | 13 491 | - | 13 491 |
| Recoverable expenditure | 12.2 | 2 845 | - | 2 845 | 2 853 | - | 2 853 |
| Staff debt | 12.3 | 83 | - | 83 | 100 | - | 100 |
| Other receivables | 12.4 | 10 697 | - | 10 697 | 15 453 | - | 15 453 |
| **Total** | | **22 562** | **-** | **22 562** | **31 897** | **-** | **31 897** |

### 12.1. Claims recoverable

| | | 2023-24 | 2022-23 |
|---|---|---|---|
| | Note | R'000 | R'000 |
| National departments | | 1 585 | 8 317 |
| Provincial departments | | 5 816 | 4 151 |
| Public entities | | 1 527 | 957 |
| Private enterprises | | 9 | 66 |
| **Total** | 12 | **8 937** | **13 491** |

### 12.2. Recoverable expenditure

| | | 2023-24 | 2022-23 |
|---|---|---|---|
| | Note | R'000 | R'000 |
| DoJ Victim Overpayment | | 44 | 44 |
| Salary Disallowance | | 351 | 391 |
| Car Damages and No-show | | 2 439 | 2 443 |
| Salary ACB Recall | | - | (25) |
| Salary Tax Debt | | 11 | - |
| **Total** | 12 | **2 845** | **2 853** |

## 12.3. Staff debt

| | Note | 2023/24 R'000 | 2023/24 R'000 |
|---|---|---|---|
| Bursaries | | 83 | 5 |
| Employee | | - | 70 |
| Ex-employee | | - | 25 |
| **Total** | *12* | **83** | **100** |

## 12.4. Other receivables

| | Note | 2023/24 R'000 | 2022/23 R'000 |
|---|---|---|---|
| Unauthorised expenditure | | 6 488 | 6 488 |
| Fruitless and wasteful expenditure | | 4 209 | 8 965 |
| **Total** | *12* | **10 697** | **15 453** |

## 13. Voted funds to be surrendered to the Revenue Fund

| | Note | 2023/24 R'000 | 2022/23 R'000 |
|---|---|---|---|
| Opening balance | | 42 680 | 68 019 |
| Prior period error | *13.1* | - | 4 755 |
| **As restated** | | **42 680** | **72 774** |
| Transferred from statement of financial performance (as restated) | | 67 352 | 266 501 |
| Voted funds not requested/not received | *1.1* | - | (228 576) |
| Paid during the year | | (42 680) | (68 019) |
| **Closing balance** | | **67 352** | **42 680** |

## 13.1 Prior period error

| Nature of prior period error | Note | 2022/23 R'000 |
|---|---|---|
| Relating to 2022/23 | | 4 755 |
| Fruitless and wasteful expenditure amount was due to non-delivery of goods by The Mvula Trust. | | 4 755 |
| **Total prior period errors** | | **4 755** |

## 14. Departmental revenue and NRF Receipts to be surrendered to the Revenue Fund

| | Note | 2023/24 R'000 | 2022/23 R'000 |
|---|---|---|---|
| Opening balance | | 4 638 | 762 |
| Transferred from statement of financial performance (as restated) | | 12 001 | 12 055 |
| Paid during the year | | (15 211) | (8 179) |
| **Closing balance** | | **1 428** | **4 638** |

## 15. Payables - current

| | Note | 2023/24 R'000 | 2022/23 R'000 |
|---|---|---|---|
| Advances received | *15.1* | 58 166 | 17 380 |
| Clearing accounts | *15.2* | 404 | 802 |
| Other payables | *15.3* | - | 81 867 |
| **Total** | | **58 570** | **100 049** |

## 15.1. Advances received

| | | 2023/24 | 2022/23 |
|---|---|---|---|
| | Note | R'000 | R'000 |
| National departments | Annex 7B | 31 406 | 8 939 |
| Other institutions | Annex 7B | 26 760 | 8 441 |
| **Total** | 15 | **58 166** | **17 380** |

## 15.2. Clearing accounts

| | | 2023/22 | 2022/23 |
|---|---|---|---|
| **Description** | Note | R'000 | R'000 |
| South African Revenue Services | | - | 800 |
| Government Pension Funds | | - | 1 |
| GEHS Refund | | - | 1 |
| Salary Income Tax | | 404 | - |
| **Total** | 15 | **404** | **802** |

## 15.3. Other payables

| | | 2023/24 | 2020/21 |
|---|---|---|---|
| **Description** | Note | R'000 | R'000 |
| Unknown Receipts | | - | 14 162 |
| PERSAL EBT Control Account | | - | 1 778 |
| Surrendered Conditional Grants | | - | 65 683 |
| Recovered overpayment on behalf of DoE EC | | - | 240 |
| Overpayment by Nexus Travel | | - | 4 |
| **Total** | 15 | **-** | **81 867** |

## 16. Net cash flow available from operating activities

| | | 2023/24 | 2022/23 |
|---|---|---|---|
| | Note | R'000 | R'000 |
| Net surplus/(deficit) as per Statement of Financial Performance | | **106 992** | **315 028** |
| Add back non-cash/cash movements not deemed operating activities | | **1 684 680** | **1 583 467** |
| (Increase)/decrease in receivables | | 9 335 | (12 772) |
| (Increase)/decrease in prepayments and advances | | 75 406 | 226 362 |
| Increase/(decrease) in payables - current | | (41 479) | (265 490) |
| Proceeds from sale of capital assets | | (13) | (4) |
| Expenditure on capital assets | | 1 736 338 | 1 957 082 |
| Surrenders to Revenue Fund | | (57 891) | (76 198) |
| Surrenders to RDP Fund/Donors | | (37 016) | (16 937) |
| Voted funds not requested/not received | | - | (228 576) |
| **Net cash flow generating** | | **1 791 672** | **1 898 495** |

## 17. Reconciliation of cash and cash equivalents for cash flow purposes

| | | 2023/24 | 2022/23 |
|---|---|---|---|
| | Note | R'000 | R'000 |
| Consolidated Paymaster General account | | 56 438 | 1 077 |
| Cash on hand | | 30 | 18 |
| **Total** | | **56 468** | **1 095** |

## 18. Contingent liabilities and contingent assets

### 18.1. Contingent liabilities

| Liable to | Nature | Note | 2023/24 R'000 | 2022/23 R'000 |
|---|---|---|---|---|
| Claims against the department | | Annex 2B | 172 207 | 322 478 |
| Other | | Annex 2B | 28 134 | 52 122 |
| **Total** | | | **200 341** | **374 600** |

**ACTIVE CASES ARE AS FOLLOWS:**

**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.

**Tywaku v 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.

**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.

**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.

**Toto Nzamo and Others v Minister of Basic Education**

Claim for payment of outstanding stipends. Department is defending the claim

**Sakhile Peter vs Minister of Basic Education**

Claim for wrongful arrest and defamation. Gauteng Education Department (GED) also cited .Claim likely to be paid by GED.

**Kgotle Mapula vs Minister of Basic Education**

The claim is for allegations that learners performed circumcision on the plaintiff's son.

**Lindiwe Dlamini v Minister of Basic Education**

The plaintiff is suing for damages resulted from being stabbed by another learner.

**Swanepoel Drikus v Minister of Basic Education**

The claim is for injuries sustained from physical attacked by a fellow pupil to the plaintiffs.

**Kwikspace v Minister of Basic Education**

The claim for non-payment of invoices due to disagreement between the plaintiff and defendant

**Tsoku Malefu Portia v 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 v Minister of Basic Education**

claim for damages-as result of alleged for defamation.

**Conny Seboane v Minister of Basic Education**.

The claim is as a result of an incident that occurred at the school where a leaner fell from the stage while rehearsing for a school beauty contest.

**Mabika Sthembiso vs Minister of Basic Education** The claim emanated from an assault by an educator to a leaner.

**Roelof De Jager vs Minister of Basic Education:**

The claim is as result of breach of employment contract.

**Yves Kadilo and two others v Parktown Boys High School and six others:**

The claim emanated from the death of a learner due to drowning during the school trip.

**Chante Peterson v Clarissa Venter and 3 Others**

The claim is as a result of verbal abuse by an educator to the leaners.

**Nonkululeko Smith v Minister of Basic Education and Others**

The claim is as a result of theft and exploitation of intellectual property.

**Semakaleng Innocent Moloi vs Minister of Basic**

The claim as result of wrongful and unlawful arrest.

**Phoka Investment vs Minister of Basic Education**.

The claim is as result of breach of employment contract.

**Sinokhule Construction vs COEGA (DBE)**

The contractor's claim for work done is disputed by the Implementing Agents.

**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.

**44 cases were removed from the contingent register based on the "exclusion of misjoinder claim" clause 4.5 of Policy on management of state litigation contingent liability.**

### 18.2. Contingent assets

| | | 2023/24 | 2022/23 |
|---|---|---|---|
| **Nature of contingent asset** | *Note* | **R'000** | **R'000** |
| Shota Engineering (Dispute on guarantees payments) | | 5 120 | 5 120 |
| Phumiredi (Dispute on guarantees payments) | | 3 371 | 3 371 |
| Bahlaping Keep Africa (Dispute on guarantees payments) | | 5 319 | 5 319 |
| Baiteredi Keep Africa (Dispute on guarantees payments | | 4 276 | 4 276 |
| BR Thima/Tarman JV (Dispute on guarantees payments | | 15 748 | 15 748 |
| Khuthala consulting (Pty) Ltd (Dispute on guarantees payments) | | 4 188 | 4 188 |
| Luengo Enterprises (Pty) Ltd (Dispute on guarantees payments) | | 15 669 | 15 669 |
| Mebalabala Holdings (Pty) Ltd (Dispute on guarantees payments) | | 4 742 | 4 742 |
| Makhathini Projects (Counter claim) | | - | 15 899 |
| Magna FS (Counter claim) | | 59 698 | 59 698 |
| Denrob Business Enterprise (Dispute on guarantees payments) | | 1 090 | 1 090 |
| RICTS (Counter Claim) | | 6 668 | 6 668 |
| Kwik Space (Counter Claim) | | 3 603 | 3 603 |
| **Total** | | **129 492** | **145 391** |

**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.

**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.

**RICTS:**

The claim for non-payment of invoices due to disagreement between the plaintiff and defendant.

**Kwik Space**

The claim for non-payment of invoices due to disagreement between the plaintiff and defendant

## 19. Capital commitments

| | Note | 2023/24 R'000 | 2022/23 R'000 |
|---|---|---|---|
| Buildings and other fixed structures | | 1 734 107 | 1 537 516 |
| Machinery and equipment | | 2 806 | 18 700 |
| **Total** | | **1 736 913** | **1 556 216** |

**Buildings and other fixed structures:**

This relates to ASIDI and SAFE projects contractual obligations for Construction and Professional Service.

## 20. Accruals and payables not recognised

### 20.1. Accruals

| | | 2023/24 | | | 2022/23 |
|---|---|---|---|---|---|
| | | 30 Days | 30+ Days | Total | Total |
| **Listed by economic classification** | *Note* | R'000 | R'000 | R'000 | R'000 |
| Goods and services | | 102 882 | 3 826 | 106 708 | 82 342 |
| Interest and rent on land | | 3 103 | - | 3 103 | 3 243 |
| Capital assets | | 2 867 | 767 | 3 634 | 8 933 |
| Other | | - | - | - | 166 |
| **Total** | | **108 852** | **4 593** | **113 445** | **94 684** |

| | | 2023/24 | 2022/23 |
|---|---|---|---|
| **Listed by programme level** | *Note* | R'000 | R'000 |
| Programme 1:Administration | | 40 169 | 30 475 |
| Programme 2:Curriculum Policy, Support and Monitoring | | 30 371 | 9 712 |
| Programme 3:Teachers, Education Human Resources and Institutional Development | | 2 826 | 1 397 |
| Programme 4:Planning, Information and Assessment | | 36 551 | 50 124 |
| Programme 5:Educational Enrichment Services | | 3 528 | 2 976 |
| **Total** | | **113 445** | **94 684** |

### 20.2. Payables not recognised

| | | 2023/24 | | | 2022/23 |
|---|---|---|---|---|---|
| | | 30 Days | 30+ Days | Total | Total |
| **Listed by economic classification** | *Note* | R'000 | R'000 | R'000 | R'000 |
| Goods and services | | 158 592 | 103 681 | 262 273 | 173 117 |
| Interest and rent on land | | 3 115 | - | 3 115 | 70 |
| Capital assets | | 76 211 | 216 868 | 293 079 | 140 200 |
| Other | | - | - | - | 284 |
| **Total** | | **237 918** | **320 549** | **558 467** | **313 671** |

| | | 2023/24 | 2022/23 |
|---|---|---|---|
| **Listed by programme level** | *Note* | R'000 | R'000 |
| Programme 1:Aministration | | 30 384 | 1 948 |
| Programme 2:Curriculum Policy, Support and Monitoring | | 183 282 | 102 115 |
| Programme 3:Teachers, Education Human Resources and Institutional Development | | 4 000 | 441 |
| Programme 4:Planning, Information and Assessment | | 339 835 | 207 720 |
| Programme 5:Educational Enrichment Services | | 966 | 1 447 |
| **Total** | | **558 467** | **313 671** |

## 21. Employee benefits

| | Note | 2023/24 R'000 | 2022/23 R'000 |
|---|---|---|---|
| Leave entitlement | | 30 467 | 29 862 |
| Service bonus | | 13 204 | 12 698 |
| Capped leave | | 16 166 | 17 487 |
| Other | | 618 | 421 |
| **Total** | | **60 455** | **60 468** |

***2023/24:***

***Other:***

*This relates to amount due to officials in relation to long service benefits.*

## 22. Lease commitments

### 22.1. Operating leases

| | Machinery and equipment R'000 | Total R'000 |
|---|---|---|
| Not later than 1 year | 3 786 | 3 786 |
| Later than 1 year and not later than 5 years | 1 769 | 1 769 |
| **Total lease commitments** | **5 555** | **5 555** |

| | Machinery and equipment R'000 | Total R'000 |
|---|---|---|
| Not later than 1 year | 3 366 | 3 366 |
| Later than 1 year and not later than 5 years | 4 000 | 4 000 |
| **Total lease commitments** | **7 366** | **7 366** |

## 23. Accrued departmental revenue

| | Note | 2023/24 R'000 | 2022/23 R'000 |
|---|---|---|---|
| Sales of goods and services other than capital assets | | 501 | 501 |
| Interest, dividends and rent on land | | 36 671 | 21 936 |
| Transactions in financial assets and liabilities | | 44 920 | 32 434 |
| **Total** | | **82 092** | **54 871** |

### 23.1. Analysis of accrued departmental revenue

| | Note | 2023/24 R'000 | 2022/23 R'000 |
|---|---|---|---|
| Opening balance | | 54 871 | 54 202 |
| Less: amounts received | | (3 978) | (27 134) |
| Add: amounts recorded | | 31 199 | 27 803 |
| **Closing balance** | | **82 092** | **54 871** |

## 24. Unauthorised, Irregular and Fruitless and wasteful expenditure

| | Note | 2023/24 R'000 | 2022/23 R'000 |
|---|---|---|---|
| Irregular expenditure - current year | | 188 354 | 977 314 |
| Fruitless and wasteful expenditure - current year | | 8 757 | 20 942 |
| **Total** | | **197 111** | **998 256** |

## 25. Related party transactions

***List related party relationships and the nature thereof***

(i) **UMALUSI:** It is a quality council that assures education standards in the General and Further Education and Training Qualifications Sub-framework.

(ii) ***SACE:*** *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*

## 26. Key management personnel

| | 2023/24 R'000 | 2022/23 R'000 |
|---|---|---|
| Political office bearers | 4 781 | 4 588 |
| Officials: | | |
| Level 15-16 | 18 066 | 14 086 |
| Level 14 | 35 161 | 35 527 |
| Family members of key management personnel | 1 560 | 1 483 |
| **Total** | **59 568** | **55 684** |

## 27. Public private partnership

| | Note | 2023/24 R'000 | 2022/23 R'000 |
|---|---|---|---|
| **Unitary fee paid** | | **220 047** | **224 210** |
| Fixed component | | 49 076 | 53 537 |
| Indexed component | | 170 971 | 170 673 |
| **Analysis of indexed component** | | **170 971** | **170 673** |
| Goods and services (excluding lease payments) | | 170 971 | 170 673 |
| **Other** | | **9 376** | **9 488** |
| Other obligations | | 9 376 | 9 488 |

## 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, design, construction, operation and maintenance of office accommodation.

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

The agreement outlines the financing, design, construction, and maintenance of the building for a 25-year service period. Sethekgo Pty Ltd, the Private Party, is responsible for the design, construction, maintenance, and servicing of the new building. In return, the Department will pay Sethekgo a monthly fee from the day they occupy the building until the contract's end.

The monthly fee covers both the capital cost of the building, including furniture, and the operational cost for maintaining the building. It is determined based on a baseline amount, which is adjusted annually using the previous year's December Consumer Price Index (CPI) rate. For the calculation of the 2023/24 unitary fee, the December 2021 CPI rate was utilised.

During the 2023/24 financial year, a penalty amounting to R 19,399 (excluding VAT) was imposed.

According to the agreement, the Private Party assumes the risk of a utility tariff increase up to a maximum of 0.8% above the CPI. Any increase exceeding this threshold is considered a pass-through cost, which the Department will bear. The recent surge in utility pricing has led to a significant rise 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 Directorate: Security and Asset Management is tasked with managing the Public-Private Partnership (PPP). They have the responsibility of overseeing the PPP's operations.

Regular meetings are held to address both contractual and operational matters. In the weekly operational meetings, the focus is on discussing issues related to the output specifications and how they are being implemented by the various service providers responsible for the restaurant, landscaping, security, and cleaning.

The monthly Steering Committee meeting primarily deals with financial issues such as the payment of the unitary fee and penalties. Additionally, the committee reviews the monthly report. Any operational issues that were not resolved during the weekly meeting with Tirasano are also addressed.

### Usage

The DBE head office building not only serves as the headquarters for the Department of Basic Education but also accommodates the examinations unit of the Department of Higher Education and Training. Following the split of the Department of Education, it became apparent that the existing building was insufficient to house both the DBE and the Department of Higher Education and Training. Consequently, a decision was made to assign the PPP contract and occupancy of the building exclusively to the DBE.

Given that a portion of the building was specifically designed to cater to the examination section of the Department of Education, provisions were made to accommodate the examination sections of both departments within the same 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.

## 28. Provisions

| | Note | 2023/24 R'000 | 2022/23 R'000 |
|---|---|---|---|
| *ASIDI Retentions* | | 175 136 | 166 630 |
| **Total** | | **175 136** | **166 630** |

### 28.1. Reconciliation of movement in provisions - Current year

| | ASIDI Retentions R'000 | Total provisions R'000 |
|---|---|---|
| Opening balance | 166 630 | 166 630 |
| Increase in provision | 78 265 | 78 265 |
| Settlement of provision | (69 760) | (69 760) |
| **Closing balance** | **175 136** | **175 136** |

### Reconciliation of movement in provisions - Prior year

| | ASIDI Retentions R'000 | Total provisions R'000 |
|---|---|---|
| Opening balance | 204 672 | 204 672 |
| Increase in provision | 66 568 | 66 568 |
| Settlement of provision | (104 610) | (104 610) |
| **Closing balance** | **166 630** | **166 630** |

**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.

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

## 29. Movable Tangible Capital Assets

### MOVEMENT IN MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2024

| | Opening balance R'000 | Additions R'000 | Disposals R'000 | Closing balance R'000 |
|---|---|---|---|---|
| **MACHINERY AND EQUIPMENT** | **101 980** | **9 366** | **14 019** | **97 327** |
| Transport assets | 6 612 | - | 160 | 6 452 |
| Computer equipment | 68 632 | 8 498 | 12 661 | 64 469 |
| Furniture and office equipment | 6 784 | 21 | 199 | 6 606 |
| Other machinery and equipment | 19 952 | 847 | 999 | 19 800 |
| **TOTAL MOVABLE TANGIBLE CAPITAL ASSETS** | **101 980** | **9 366** | **14 019** | **97 327** |

Included in the closing balance, there are 75 departmental assets to the value of R1,4 million which were reported as stolen from officials.

These assets are still subjected to the Loss and Disposal Committee process and final approval by the Director-General to be removed on the asset register.

## 29.1. MOVEMENT IN MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2023

| | Opening balance | Additions | Disposals | Closing balance |
|---|---|---|---|---|
| | R'000 | R'000 | R'000 | R'000 |
| **MACHINERY AND EQUIPMENT** | **91 401** | **10 611** | **32** | **101 980** |
| Transport assets | 6 612 | - | - | 6 612 |
| Computer equipment | 59 561 | 9 071 | - | 68 632 |
| Furniture and office equipment | 6 684 | 120 | 20 | 6 784 |
| Other machinery and equipment | 18 544 | 1 420 | 12 | 19 952 |
| **TOTAL MOVABLE TANGIBLE CAPITAL ASSETS** | **91 401** | **10 611** | **32** | **101 980** |

## 29.2. Minor assets

### MOVEMENT IN MINOR CAPITAL ASSETS PER THE ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2024

| | Intangible assets | Machinery and equipment | Total |
|---|---|---|---|
| | R'000 | R'000 | R'000 |
| Opening balance | 218 | 8 903 | **9 121** |
| Additions | - | 884 | **884** |
| Disposals | (57) | (658) | **(715)** |
| **Total Minor assets** | **161** | **9 129** | **9 290** |

| | Intangible assets | Machinery and equipment | Total |
|---|---|---|---|
| Number of R1 minor assets | 37 | 3 760 | 3 797 |
| Number of minor assets at cost | 31 | 6 329 | 6 360 |
| **Total number of minor assets** | **68** | **10 089** | **10 157** |

### MOVEMENT IN MINOR ASSETS PER THE ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2023

| | Intangible assets | Machinery and equipment | Total |
|---|---|---|---|
| | R'000 | R'000 | R'000 |
| Opening balance | 218 | 7 894 | **8 112** |
| Additions | - | 1 019 | **1 019** |
| Disposals | - | (10) | **(10)** |
| **Total Minor assets** | **218** | **8 903** | **9 121** |

| | Intangible assets | Machinery and equipment | Total |
|---|---|---|---|
| Number of R1 minor assets | 37 | 3 838 | 3 875 |
| Number of minor assets at cost | 45 | 6 110 | 6 155 |
| **Total number of minor assets** | **82** | **9 948** | **10 030** |

### 29.3. Movable tangible capital assets written off

**MOVABLE CAPITAL ASSETS WRITTEN OFF FOR THE YEAR ENDED 31 MARCH 2024**

| | Intangible Assets | Machinery and equipment | Total |
|---|---|---|---|
| | R'000 | R'000 | R'000 |
| Assets written off | 57 | 13 361 | 13 418 |
| **Total movable assets written off** | **57** | **13 361** | **13 418** |

**MOVABLE CAPITAL ASSETS WRITTEN OFF FOR THE YEAR ENDED 31 MARCH 2023**

| | Intangible Assets | Machinery and equipment | Total |
|---|---|---|---|
| | R'000 | R'000 | R'000 |
| Assets written off | - | 10 | 10 |
| **Total movable assets written off** | **-** | **10** | **10** |

### 30. Intangible Capital Assets

**MOVEMENT IN INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2024**

| | 2023/24 | | | |
|---|---|---|---|---|
| | Opening balance | Additions | Disposals | Closing balance |
| | R'000 | R'000 | R'000 | R'000 |
| SOFTWARE | 77 819 | - | (2 873) | **74 946** |
| PATENTS, LICENCES, COPYRIGHT, BRAND NAMES, TRADEMARKS | 60 | - | - | **60** |
| **TOTAL INTANGIBLE CAPITAL ASSETS** | **77 879** | **-** | **(2 873)** | **75 006** |

### 30.1. MOVEMENT IN INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2023

| | 2022/23 | | | | |
|---|---|---|---|---|---|
| | Opening balance | Prior period error | Additions | Disposals | Closing balance |
| | R'000 | R'000 | R'000 | R'000 | R'000 |
| SOFTWARE | 76 015 | 1 804 | - | - | **77 819** |
| PATENTS, LICENCES, COPYRIGHT, BRAND NAMES, TRADEMARKS | 60 | - | - | - | **60** |
| **TOTAL INTANGIBLE CAPITAL ASSETS** | **76 075** | **1 804** | **-** | **-** | **77 879** |

### 31. Immovable Tangible Capital Assets

**MOVEMENT IN IMMOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2024**

| | 2023/24 | | | |
|---|---|---|---|---|
| | Opening balance | Additions | Disposals | Closing balance |
| | R'000 | R'000 | R'000 | R'000 |
| **BUILDINGS AND OTHER FIXED STRUCTURES** | 14 861 734 | 1 754 065 | (1 300 822) | **15 314 977** |
| Non-residential buildings | 10 094 584 | 280 500 | (1 073 110) | **9 301 973** |
| Other fixed structures | 4 767 150 | 1 473 565 | (227 712) | **6 013 003** |
| **HERITAGE ASSETS** | **3 600** | **-** | **-** | **3 600** |
| Heritage assets | 3 600 | - | - | **3 600** |
| **TOTAL IMMOVABLE TANGIBLE CAPITAL ASSETS** | **14 865 334** | **1 754 065** | **(1 300 822)** | **15 318 577** |

### Immovable Tangible Capital Assets under investigation

| | Note | Number | Value R'000 |
|---|---|---|---|
| **Included in the above total of the immovable tangible capital assets per the asset register that are under investigation:** | | | |
| Buildings and other fixed structures | | 194 | 1 703 128 |
| **Total** | | **194** | **1 703 128** |

## 31.1. MOVEMENT IN IMMOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2023

| | 2022/23 | | | | |
|---|---|---|---|---|---|
| | Opening balance | Prior period error | Additions | Disposals | Closing balance |
| | R'000 | R'000 | R'000 | R'000 | R'000 |
| **BUILDINGS AND OTHER FIXED STRUCTURES** | 12 840 884 | (48 485) | 2 248 762 | (179 427) | **14 861 734** |
| Non-residential buildings | 9 138 866 | (50 301) | 1 032 576 | (26 557) | 10 094 584 |
| Other fixed structures | 3 702 018 | 1 816 | 1 216 186 | (152 870) | 4 767 150 |
| **HERITAGE ASSETS** | **3 600** | - | - | - | **3 600** |
| Heritage assets | 3 600 | - | - | - | **3 600** |
| **TOTAL IMMOVABLE TANGIBLE CAPITAL ASSETS** | **12 844 484** | **(48 485)** | **2 248 762** | **(179 427)** | **14 865 334** |

### 31.1.1. Prior period error

| Nature of prior period error | Note | 2022/23 R'000 |
|---|---|---|
| Relating to 2023/24 *[affecting the opening balance]* | | (48 485) |
| Adjustments of misallocations between Capex, WIP and prior year PC recognised in the current financial period | | (48 485) |
| Relating to 2022/23 | | 62 207 |
| Adjustments of misallocations between Capex, WIP and prior year PC recognised in the current financial period | | 62 207 |
| **Total prior period errors** | | **13 722** |

## 31.2. Immovable tangible capital assets: Capital Work-in-progress

### CAPITAL WORK-IN-PROGRESS FOR THE YEAR ENDED 31 MARCH 2024

| | | 2023/24 | | | |
|---|---|---|---|---|---|
| | Note Annex 6 | Opening balance 1 April 2023 | Current Year WIP | Ready for use (Assets to the AR) / Contracts terminated | Closing balance 31 March 2024 |
| | | R'000 | R'000 | R'000 | R'000 |
| Buildings and other fixed structures | | 601 523 | 1 340 405 | (1 307 635) | 634 293 |
| **Total** | | **601 523** | **1 340 405** | **(1 307 635)** | **634 293** |

| Payables not recognised relating to Capital WIP | Note | 2023/24 R'000 | 2022/23 R'000 |
|---|---|---|---|
| *Amounts relating to progress certificates received but not paid at year end and therefore not included in capital work-in-progress* | | 104 082 | 56 013 |
| **Total** | | **104 082** | **56 013** |

## CAPITAL WORK-IN-PROGRESS FOR THE YEAR ENDED 31 MARCH 2023

| | 2022/23 | | | | |
|---|---|---|---|---|---|
| | Opening balance 1 April 2022 | Prior period error | Current Year WIP | Ready for use (Assets to the AR) / Contracts terminated | Closing balance 31 MARCH 2023 |
| *Note* | R'000 | R'000 | R'000 | R'000 | R'000 |
| Buildings and other fixed structures | 1 015 411 | (3 677) | 1 490 257 | (1 900 468) | 601 523 |
| **Total** | **1 015 411** | **(3 677)** | **1 490 257** | **(1 900 468)** | **601 523** |

## 32. Principal-agent arrangements

### 32.1. Department acting as the principal

| | | 2023/24 | 2022/23 |
|---|---|---|---|
| | *Note* | R'000 | R'000 |
| Coega Development Corporation | | 10 729 | 37 295 |
| Development Bank of Southern Africa | | 51 067 | 72 167 |
| The Independent Development | | 4 791 | 6 212 |
| The Mvula Trust | | 94 271 | 62 052 |
| NECT | | 18 405 | 33 961 |
| Department of Education Free State | | - | 393 |
| Mhlathuze Water | | 217 | - |
| **Total** | | **179 480** | **212 080** |

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.

## 33. Prior period errors

### 33.1. Correction of prior period errors

| | | 2023/24 | | |
|---|---|---|---|---|
| | | Amount before error correction | Prior period error | Restated |
| | *Note* | R'000 | R'000 | R'000 |
| ***Assets:*** | | | | |
| Movable Tangible Capital Assets (Minor Assets) | 29.2 | 8 945 | (37) | 8 908 |
| Immovable Tangible Capital Assets (AR) | 31 | 14 910 219 | (48 485) | 14 861 734 |
| Immovable Tangible Capital Assets (WIP) | 31.2 | 605 200 | (3 677) | 601 523 |
| Inventories | 34 | 49 032 | (950) | 48 082 |
| Accrued Departmental Revenue (Interest) | 23 | 54 913 | (42) | 54 871 |
| **Net effect** | | **15 628 309** | **(53 191)** | **15 575 118** |

| | | 2022/23 | | |
|---|---|---|---|---|
| | | Amount before error correction | Prior period error | Restated |
| | Note | R'000 | R'000 | R'000 |
| ***Liabilities:*** | | | | |
| Capital Commitment | 19 | 1 507 317 | 30 199 | 1 537 516 |
| Payables not yet recognised | 20.2 | 328 777 | (15 106) | 313 671 |
| **Net effect** | | **1 836 094** | **15 093** | **1 851 187** |

| | | 2022/23 | | |
|---|---|---|---|---|
| | | Amount before error correction | Prior period error | Restated |
| | Note | R'000 | R'000 | R'000 |
| ***Other:*** | | | | |
| Principal Agent Arrangement | 32 | 213 798 | (1 718) | 212 080 |
| Irregular Expenditure | 24 | 954 943 | 22 371 | 977 314 |
| Fruitless Expenditure | 24 | 15 660 | 32 503 | 48 163 |
| **Net effect** | | **1 184 401** | **53 156** | **1 237 557** |

## 34. Inventories

### 34.1. Inventories For the year ended 31 March 2024

| | Workbooks | School Furniture and Equipment | Kha Ri Gude, ASIDI | Second Chance Matric | Total |
|---|---|---|---|---|---|
| | R'000 | R'000 | R'000 | R'000 | R'000 |
| Opening balance | 32 813 | 8 874 | 135 | 7 210 | 49 032 |
| Add/(Less): Adjustments to prior year balances | - | (950) | - | - | (950) |
| Add: Additions/Purchases - Cash | 993 941 | 12 188 | 149 | 1 862 | 1 008 140 |
| (Less): Issues | (1 022 571) | (14 794) | (284) | - | (1 037 649) |
| Add/(Less): Received current, not paid (Paid current year, received prior year) | - | (3 023) | - | - | (3 023) |
| **Closing balance** | **4 183** | **2 295** | **-** | **9 072** | **15 550** |

### Inventories for the year ended 31 MARCH 2023

| | Workbooks | School Furniture and Equipment | Kha Ri Gude, ASIDI | Second Chance Matric | Total |
|---|---|---|---|---|---|
| | R'000 | R'000 | R'000 | R'000 | R'000 |
| Opening balance | 44 840 | 4 489 | 4 367 | 6 300 | 59 996 |
| Add/(Less): Adjustments to prior year balances | - | (153) | - | - | (153) |
| Add: Additions/Purchases - Cash | 858 902 | 4 251 | - | 910 | 864 063 |
| (Less): Disposals | - | - | (4 232) | - | (4 232) |
| (Less): Issues | (870 929) | (3 073) | - | - | (874 002) |
| Add/(Less): Received current, not paid (Paid current year, received prior year) | - | 3 360 | - | - | 3 360 |
| **Closing balance** | **32 813** | **8 874** | **135** | **7 210** | **49 032** |

## 35. Statement of conditional grants paid to the provinces

| | 2023/24 | | | | | | | | | | | 2022/23 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | GRANT ALLOCATION | | | | TRANSFER | | | SPENT | | | | | |
| Name of Province / Grant | Division of Revenue Act | Roll overs | Adjustments | Total Available | Actual transfer | Funds withheld | Reallocations 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 / Provincial grants | Actual transfers |
| | 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 | 3 815 223 | - | (242 417) | 3 572 806 | 3 572 806 | - | - | 3 572 806 | 3 657 736 | 16 536 | 102.4% | 3 484 289 | 3 484 289 |
| Free State | 1 685 068 | - | (128 072) | 1 556 996 | 1 556 996 | - | - | 1 556 996 | 1 748 981 | 5 556 | 112.3% | 1 589 719 | 1 589 719 |
| Gauteng | 3 730 970 | - | (238 835) | 3 492 135 | 3 492 135 | - | - | 3 492 135 | 3 491 790 | 345 | 100.0% | 3 342 776 | 3 342 776 |
| Kwazulu-Natal | 5 388 021 | - | (315 878) | 5 072 143 | 5 072 143 | - | - | 5 072 143 | 5 213 338 | - | 102.8% | 4 788 845 | 4 788 845 |
| Limpopo | 3 334 782 | - | (202 768) | 3 132 014 | 3 132 014 | - | - | 3 132 014 | 3 097 538 | 35 891 | 98.9% | 3 141 620 | 3 141 620 |
| Mpumalanga | 2 265 174 | - | (165 681) | 2 099 493 | 2 099 493 | - | - | 2 099 493 | 2 088 342 | 17 085 | 99.5% | 1 823 211 | 1 823 211 |
| Northern Cape | 1 037 699 | - | (89 758) | 947 941 | 947 941 | - | - | 947 941 | 948 541 | - | 100.1% | 984 875 | 984 875 |
| Northwest | 2 095 851 | - | (168 876) | 1 926 975 | 1 926 975 | - | - | 1 926 975 | 1 970 872 | 8 322 | 102.3% | 1 981 957 | 1 981 957 |
| Western Cape | 1 976 226 | - | (178 273) | 1 797 953 | 1 797 953 | - | - | 1 797 953 | 1 801 986 | - | 100.2% | 1 987 151 | 1 987 151 |
| **TOTAL** | **25 329 014** | **-** | **(1 730 558)** | **23 598 456** | **23 598 456** | **-** | **-** | **23 598 456** | **24 019 124** | **83 735** | | 23 124 443 | 23 124 443 |
| **Summary by grant** | | | | | | | | | | | | | |
| Maths, Science and Technology | 433 079 | - | (49 804) | 383 275 | 383 275 | - | - | 383 275 | 399 495 | 4 693 | 104.2% | 424 793 | 424 793 |
| Education Infrastructure Grant | 13 872 429 | - | (1 594 911) | 12 277 518 | 12 277 518 | - | - | 12 277 518 | 12 581 842 | 18 526 | 102.5% | 12 500 851 | 12 500 851 |
| HIV and Aids (Life Skills Education) Grant | 241 653 | - | (27 790) | 213 863 | 213 863 | - | - | 213 863 | 217 667 | 722 | 101.8% | 242 275 | 242 275 |
| National School Nutrition Programme Grant | 9 278 942 | - | - | 9 278 942 | 9 278 942 | - | - | 9 278 942 | 9 373 687 | 47 115 | 101.0% | 8 508 321 | 8 508 321 |
| Learners with Profound Intellectual Disabilities | 260 424 | - | - | 260 424 | 260 424 | - | - | 260 424 | 261 541 | 7 622 | 100.4% | 255 521 | 255 521 |
| Early Childhood Development | 1 242 487 | - | (58 053) | 1 184 434 | 1 184 434 | - | - | 1 184 434 | 1 184 892 | 5 057 | 100.0% | 1 192 682 | 1 192 682 |
| **TOTAL** | **25 329 014** | **-** | **(1 730 558)** | **23 598 456** | **23 598 456** | **-** | **-** | **23 598 456** | **24 019 124** | **83 735** | | **23 124 443** | **23 124 443** |

| | 2023/24 | | | | | | | | | | | 2022/23 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | GRANT ALLOCATION | | | | TRANSFER | | | SPENT | | | | | |
| Name of Province / Grant | Division of Revenue Act | Roll overs | Adjustments | Total Available | Actual transfer | Funds withheld | Reallocations 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 / Provincial grants | Actual transfers |
| | R'000 | R'000 | R'000 | R'000 | R'000 | R'000 | % | R'000 | R'000 | R'000 | % | R'000 | R'000 |
| 1. *Maths, Science and Technology* | | | | | | | | | | | | | |
| Eastern Cape | 53 793 | - | (6 186) | 47 607 | 47 607 | - | - | 47 607 | 48 565 | - | 102.0% | 53 950 | 53 950 |
| Free State | 48 285 | - | (5 553) | 42 732 | 42 732 | - | - | 42 732 | 60 667 | - | 142.0% | 39 334 | 39 334 |
| Gauteng | 60 778 | - | (6 988) | 53 790 | 53 790 | - | - | 53 790 | 53 679 | 111 | 99.8% | 60 901 | 60 901 |
| Kwazulu-Natal | 70 193 | - | (8 070) | 62 123 | 62 123 | - | - | 62 123 | 62 123 | - | 100.0% | 70 244 | 70 244 |
| Limpopo | 49 592 | - | (5 703) | 43 889 | 43 889 | - | - | 43 889 | 41 303 | 2 586 | 94.1% | 49 721 | 49 721 |
| Mpumalanga | 43 784 | - | (5 036) | 38 748 | 38 748 | - | - | 38 748 | 36 752 | 1 996 | 94.8% | 43 833 | 43 833 |
| Northern Cape | 27 902 | - | (4 786) | 23 116 | 23 116 | - | - | 23 116 | 23 116 | - | 100.0% | 27 951 | 27 951 |
| Northwest | 41 617 | - | (3 210) | 38 407 | 38 407 | - | - | 38 407 | 40 427 | - | 105.3% | 41 675 | 41 675 |
| Western Cape | 37 135 | - | (4 272) | 32 863 | 32 863 | - | - | 32 863 | 32 863 | - | 100.0% | 37 184 | 37 184 |
| **TOTAL** | **433 079** | **-** | **(49 804)** | **383 275** | **383 275** | **-** | **-** | **383 275** | **399 495** | **4 693** | | **424 793** | **424 793** |

| | 2023/24 | | | | | | | | | | | 2022/23 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | GRANT ALLOCATION | | | | TRANSFER | | | SPENT | | | | | |
| Name of Province / Grant | Division of Revenue Act | Roll overs | Adjustments | Total Available | Actual transfer | Funds withheld | Reallocations 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 / Provincial grants | Actual transfers |
| | R'000 | R'000 | R'000 | R'000 | R'000 | R'000 | % | R'000 | R'000 | R'000 | % | R'000 | R'000 |
| 2. *Education Infrastructure Grant* | | | | | | | | | | | | | |
| Eastern Cape | 1 829 305 | - | (226 692) | 1 602 613 | 1 602 613 | - | - | 1 602 613 | 1 697 071 | - | 105.9% | 1 663 162 | 1 663 162 |
| Free State | 999 268 | - | (118 228) | 881 040 | 881 040 | - | - | 881 040 | 1 059 912 | - | 120.3% | 958 021 | 958 021 |
| Gauteng | 2 256 620 | - | (219 546) | 2 037 074 | 2 037 074 | - | - | 2 037 074 | 2 036 965 | 109 | 100.0% | 1 983 332 | 1 983 332 |
| Kwazulu-Natal | 2 934 750 | - | (296 371) | 2 638 379 | 2 638 379 | - | - | 2 638 379 | 2 638 379 | - | 100.0% | 2 483 015 | 2 483 015 |
| Limpopo | 1 371 984 | - | (182 338) | 1 189 646 | 1 189 646 | - | - | 1 189 646 | 1 171 469 | 18 177 | 98.5% | 1 315 811 | 1 315 811 |
| Mpumalanga | 1 184 469 | - | (157 417) | 1 027 052 | 1 027 052 | - | - | 1 027 052 | 1 026 812 | 240 | 100.0% | 822 411 | 822 411 |
| Northern Cape | 717 249 | - | (80 747) | 636 502 | 636 502 | - | - | 636 502 | 636 502 | - | 100.0% | 686 935 | 686 935 |
| Northwest | 1 288 722 | - | (156 697) | 1 132 025 | 1 132 025 | - | - | 1 132 025 | 1 181 545 | - | 104.4% | 1 236 625 | 1 236 625 |
| Western Cape | 1 290 062 | - | (156 875) | 1 133 187 | 1 133 187 | - | - | 1 133 187 | 1 133 187 | - | 100.0% | 1 351 539 | 1 351 539 |
| **TOTAL** | **13 872 429** | | **(1 594 911)** | **12 277 518** | **12 277 518** | **-** | **-** | **12 277 518** | **12 581 842** | **18 526** | | **12 500 851** | **12 500 851** |

| | 2023/24 | | | | | | | | | | | 2022/23 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | GRANT ALLOCATION | | | | TRANSFER | | | SPENT | | | | | |
| Name of Province / Grant | Division of Revenue Act | Roll overs | Adjustments | Total Available | Actual transfer | Funds withheld | Reallocations 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 / Provincial grants | Actual transfers |
| | R'000 | R'000 | R'000 | R'000 | R'000 | R'000 | % | R'000 | R'000 | R'000 | % | R'000 | R'000 |
| 3. *HIV and Aids (Life Skills Education) Grant* | | | | | | | | | | | | | |
| Eastern Cape | 45 077 | - | (3 088) | 41 989 | 41 989 | - | - | 41 989 | 44 685 | - | 106.4% | 44 528 | 44 528 |
| Free State | 10 700 | - | (3 087) | 7 613 | 7 613 | - | - | 7 613 | 8 347 | - | 109.6% | 11 172 | 11 172 |
| Gauteng | 36 385 | - | (3 088) | 33 297 | 33 297 | - | - | 33 297 | 33 296 | 1 | 100.0% | 37 311 | 37 311 |
| Kwazulu-Natal | 62 910 | - | (3 088) | 59 822 | 59 822 | - | - | 59 822 | 59 822 | - | 100.0% | 61 183 | 61 183 |
| Limpopo | 27 036 | - | (3 088) | 23 948 | 23 948 | - | - | 23 948 | 23 227 | 721 | 97.0% | 26 875 | 26 875 |
| Mpumalanga | 18 586 | - | (3 088) | 15 498 | 15 498 | - | - | 15 498 | 16 580 | - | 107.0% | 19 530 | 19 530 |
| Northern Cape | 7 234 | - | (3 088) | 4 146 | 4 146 | - | - | 4 146 | 4 146 | - | 100.0% | 6 901 | 6 901 |
| Northwest | 15 654 | - | (3 087) | 12 567 | 12 567 | - | - | 12 567 | 12 581 | - | 100.1% | 16 953 | 16 953 |
| Western Cape | 18 071 | - | (3 088) | 14 983 | 14 983 | - | - | 14 983 | 14 983 | - | 100.0% | 17 822 | 17 822 |
| **TOTAL** | **241 653** | **-** | **(27 790)** | **213 863** | **213 863** | **-** | - | **213 863** | **217 667** | **722** | | **242 275** | **242 275** |

| | 2023/24 | | | | | | | | | | | 2022/23 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | GRANT ALLOCATION | | | | TRANSFER | | | SPENT | | | | | |
| Name of Province / Grant | Division of Revenue Act | Roll overs | Adjustments | Total Available | Actual transfer | Funds withheld | Reallocations 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 / Provincial grants | Actual transfers |
| | R'000 | R'000 | R'000 | R'000 | R'000 | R'000 | % | R'000 | R'000 | R'000 | % | R'000 | R'000 |
| 4. *National School Nutrition Programme Grant* | | | | | | | | | | | | | |
| Eastern Cape | 1 647 454 | - | - | 1 647 454 | 1 647 454 | - | - | 1 647 454 | 1 630 918 | 16 536 | 99.0% | 1 494 648 | 1 494 648 |
| Free State | 534 906 | - | - | 534 906 | 534 906 | - | - | 534 906 | 533 012 | 1 894 | 99.6% | 488 785 | 488 785 |
| Gauteng | 1 094 224 | - | - | 1 094 224 | 1 094 224 | - | - | 1 094 224 | 1 094 215 | 9 | 100.0% | 993 367 | 993 367 |
| Kwazulu-Natal | 2 088 759 | - | - | 2 088 759 | 2 088 759 | - | - | 2 088 759 | 2 229 954 | - | 106.8% | 1 952 777 | 1 952 777 |
| Limpopo | 1 664 681 | - | - | 1 664 681 | 1 664 681 | - | - | 1 664 681 | 1 650 854 | 13 827 | 99.2% | 1 529 904 | 1 529 904 |
| Mpumalanga | 886 378 | - | - | 886 378 | 886 378 | - | - | 886 378 | 871 529 | 14 849 | 98.3% | 806 054 | 806 054 |
| Northern Cape | 244 451 | - | - | 244 451 | 244 451 | - | - | 244 451 | 244 451 | - | 100.0% | 225 894 | 225 894 |
| Northwest | 621 287 | - | - | 621 287 | 621 287 | - | - | 621 287 | 621 952 | - | 100.1% | 565 603 | 565 603 |
| Western Cape | 496 802 | - | - | 496 802 | 496 802 | - | - | 496 802 | 496 802 | - | 100.0% | 451 289 | 451 289 |
| **TOTAL** | **9 278 942** | **-** | **-** | **9 278 942** | **9 278 942** | **-** | **-** | **9 278 942** | **9 373 687** | **47 115** | | **8 508 321** | **8 508 321** |

| | 2023/24 | | | | | | | | | | | 2022/23 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | GRANT ALLOCATION | | | | TRANSFER | | | SPENT | | | | | |
| Name of Province / Grant | Division of Revenue Act | Roll overs | Adjustments | Total Available | Actual transfer | Funds withheld | Reallocations 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 / Provincial grants | Actual transfers |
| | R'000 | R'000 | R'000 | R'000 | R'000 | R'000 | % | R'000 | R'000 | R'000 | % | R'000 | R'000 |
| 5. *Learners with Profound Intellectual Disabilities Grant* | | | | | | | | | | | | | |
| Eastern Cape | 29 070 | - | - | 29 070 | 29 070 | - | - | 29 070 | 30 640 | - | 105.4% | 28 333 | 28 333 |
| Free State | 28 334 | - | - | 28 334 | 28 334 | - | - | 28 334 | 24 826 | 3 508 | 87.6% | 27 125 | 27 125 |
| Gauteng | 36 000 | - | - | 36 000 | 36 000 | - | - | 36 000 | 35 987 | 13 | 100.0% | 35 150 | 35 150 |
| Kwazulu-Natal | 34 534 | - | - | 34 534 | 34 534 | - | - | 34 534 | 34 534 | - | 100.0% | 34 423 | 34 423 |
| Limpopo | 34 228 | - | - | 34 228 | 34 228 | - | - | 34 228 | 35 643 | - | 104.1% | 34 451 | 34 451 |
| Mpumalanga | 31 650 | - | - | 31 650 | 31 650 | - | - | 31 650 | 33 371 | - | 105.4% | 31 523 | 31 523 |
| Northern Cape | 15 528 | - | - | 15 528 | 15 528 | - | - | 15 528 | 15 528 | - | 100.0% | 14 068 | 14 068 |
| Northwest | 17 000 | - | - | 17 000 | 17 000 | - | - | 17 000 | 12 899 | 4 101 | 75.9% | 16 997 | 16 997 |
| Western Cape | 34 080 | - | - | 34 080 | 34 080 | - | - | 34 080 | 38 113 | - | 111.8% | 33 451 | 33 451 |
| **TOTAL** | **260 424** | **-** | **-** | **260 424** | **260 424** | **-** | **-** | **260 424** | **261 541** | **7 622** | | **255 521** | **255 521** |

| | 2023/24 | | | | | | | | | | | 2022/23 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | GRANT ALLOCATION | | | | TRANSFER | | | SPENT | | | | | |
| Name of Province / Grant | Division of Revenue Act | Roll overs | Adjustments | Total Available | Actual transfer | Funds withheld | Reallocations 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 / Provincial grants | Actual transfers |
| | R'000 | R'000 | R'000 | R'000 | R'000 | R'000 | % | R'000 | R'000 | R'000 | % | R'000 | R'000 |
| 6. *Early Childhood Development* | | | | | | | | | | | | | |
| Eastern Cape | 210 524 | - | (6 451) | 204 073 | 204 073 | - | - | 204 073 | 205 857 | - | 100.9% | 199 668 | 199 668 |
| Free State | 63 575 | - | (1 204) | 62 371 | 62 371 | - | - | 62 371 | 62 217 | 154 | 99.8% | 65 282 | 65 282 |
| Gauteng | 246 963 | - | (9 213) | 237 750 | 237 750 | - | - | 237 750 | 237 648 | 102 | 100.0% | 232 715 | 232 715 |
| Kwazulu-Natal | 196 875 | - | (8 349) | 188 526 | 188 526 | - | - | 188 526 | 188 526 | - | 100.0% | 187 203 | 187 203 |
| Limpopo | 187 261 | - | (11 639) | 175 622 | 175 622 | - | - | 175 622 | 175 042 | 580 | 99.7% | 184 858 | 184 858 |
| Mpumalanga | 100 307 | - | (140) | 100 167 | 100 167 | - | - | 100 167 | 103 298 | - | 103.1% | 99 860 | 99 860 |
| Northern Cape | 25 335 | - | (1 137) | 24 198 | 24 198 | - | - | 24 198 | 24 798 | - | 102.5% | 23 126 | 23 126 |
| Northwest | 111 571 | - | (5 882) | 105 689 | 105 689 | - | - | 105 689 | 101 468 | 4 221 | 96.0% | 104 104 | 104 104 |
| Western Cape | 100 076 | - | (14 038) | 86 038 | 86 038 | - | - | 86 038 | 86 038 | - | 100.0% | 95 866 | 95 866 |
| **TOTAL** | **1 242 487** | **-** | **(58 053)** | **1 184 434** | **1 184 434** | **-** | **-** | **1 184 434** | **1 184 892** | **5 057** | | **1 192 682** | **1 192 682** |

**National Department surrender of unspent conditional grant not approved for rollover**

| Name of Province | Related to conditional grants schedule of 2022/23 | | | |
|---|---|---|---|---|
| | Amount not approved for roll overs | Amount received | Amount surrendered to National Revenue Fund | Amount still due |
| | R'000 | R'000 | R'000 | R'000 |
| Eastern Cape | 31 690 | 31 690 | 31 690 | - |
| Free State | 43 221 | 43 221 | 43 221 | - |
| Gauteng | 26 197 | 26 197 | 26 197 | - |
| KwaZulu-Natal | 38 804 | 38 804 | 38 804 | - |
| Limpopo | 59 744 | 59 744 | 59 744 | - |
| Mpumalanga | 40 865 | 40 865 | 40 865 | - |
| North West | 231 549 | 231 549 | 231 549 | - |
| Northern Cape | 9 456 | 9 456 | 9 456 | - |
| **TOTAL** | **481 526** | **481 526** | **481 526** | **-** |

## 36. Broad Based Black Economic Empowerment performance

Information on compliance with the B-BBEE Act is included in the annual report under the section titled B-BBEE Compliance Performance Information.

## 37. NATIONAL DISASTER OR RELIEF EXPENDITURE

| | Note | 2023/24 | 2022/23 |
|---|---|---|---|
| | | R'000 | R'000 |
| Goods and services | | | 409 |
| **Total** | *Annex 8* | | **409** |

## ANNEXURE 1A

## STATEMENT OF TRANSFERS TO DEPARTMENTAL AGENCIES AND ACCOUNTS

| | 2023/24 | | | | | | 2022/23 | |
|---|---|---|---|---|---|---|---|---|
| | TRANSFER ALLOCATION | | | | TRANSFER | | | |
| Departmental Agency or Account | Adjusted Budget | Roll overs | Adjustments | Total Available | Actual transfer | % of available funds transferred | Final Budget | Actual transfer |
| | R'000 | R'000 | R'000 | R'000 | R'000 | % | R'000 | R'000 |
| EDUC, TRAINING&DEV PRACTICES SETA | 474 | - | - | 474 | 474 | 100% | 472 | 472 |
| UMALUSI | 162 945 | - | - | 162 945 | 162 945 | 100% | 162 031 | 162 031 |
| SA COUNCIL FOR EDUCATORS | 15 599 | - | - | 15 599 | 15 599 | 100% | 15 528 | 15 528 |
| **TOTAL** | **179 018** | **-** | **-** | **179 018** | **179 018** | | **178 031** | **178 031** |

## ANNEXURE 1B

## STATEMENT OF TRANSFERS TO FOREIGN GOVERNMENT AND INTERNATIONAL ORGANISATIONS

| | 2023/24 | | | | | | 2022/23 | |
|---|---|---|---|---|---|---|---|---|
| | TRANSFER ALLOCATION | | | | EXPENDITURE | | | |
| Foreign government / International organisation | Adjusted Budget | Roll overs | Adjustments | Total Available | Actual transfer | % of available funds transferred | Final Budget | Actual transfer |
| | R'000 | R'000 | R'000 | R'000 | R'000 | % | R'000 | R'000 |
| **Transfers** | | | | | | | | |
| Association for the Development of Education in Africa (ADEA) | 939 | - | - | 939 | 938 | 99.9% | 820 | 910 |
| Guidance, Counselling and Youth Development Centre for Africa: Malawi | 205 | - | - | 205 | 191 | 93.2% | 142 | 173 |
| United Nations Educational, Scientific and Cultural Organisations (UNESCO) | 15 916 | - | - | 15 916 | 15 916 | 100.0% | 10 521 | 14 147 |
| African Federation of Teaching Authorities | 78 | - | - | 78 | 75 | 96.2% | - | - |
| South and East African Consortium for monitoring educational quality (SACMEQ) | 5 831 | - | - | 5 831 | 5 773 | 99.0% | 1 856 | 2 835 |
| **TOTAL** | **22 969** | **-** | **-** | **22 969** | **22 893** | | **13 339** | **18 065** |

## ANNEXURE 1C

## STATEMENT OF TRANSFERS TO NON-PROFIT INSTITUTIONS

| | 2023/24 | | | | | | 2022/23 | |
|---|---|---|---|---|---|---|---|---|
| | TRANSFER ALLOCATION | | | | EXPENDITURE | | | |
| Non-profit institutions | Adjusted Budget | Roll overs | Adjustments | Total Available | Actual transfer | % of available funds transferred | Final Budget | Actual transfer |
| | R'000 | R'000 | R'000 | R'000 | R'000 | % | R'000 | R'000 |
| **Transfers** | | | | | | | | |
| Childline South Africa | 86 | - | - | 86 | 86 | 100% | 82 | 82 |
| National Education Collaboration | 126 515 | - | - | 126 515 | 126 515 | 100% | 139 957 | 139 957 |
| Uhambo Foundation ECD | 2 143 | - | - | 2 143 | 2 143 | 100% | 2 130 | 2 130 |
| SA Congress for ECD | 829 | - | - | 829 | 829 | 100% | 826 | 826 |
| Ntataise for ECD | 1 083 | - | - | 1 083 | 1 083 | 100% | 1 083 | 1 083 |
| **TOTAL** | **130 656** | **-** | **-** | **130 656** | **130 656** | | **144 078** | **144 078** |

## ANNEXURE 1D

## STATEMENT OF TRANSFERS TO HOUSEHOLDS

| | 2023/24 | | | | | | 2022/23 | |
|---|---|---|---|---|---|---|---|---|
| | TRANSFER ALLOCATION | | | | EXPENDITURE | | | |
| Household | Adjusted Budget | Roll overs | Adjustments | Total Available | Actual transfer | % of available funds transferred | Final Budget | Actual transfer |
| | R'000 | R'000 | R'000 | R'000 | R'000 | % | R'000 | R'000 |
| **Transfers** | | | | | | | | |
| Employee Social Benefits (Leave Gratuity) | 2 805 | - | - | 2 805 | 3 811 | 135.9% | 5 240 | 3 009 |
| NAT STUDENT FINACIAL AID SCHEME | 1 334 160 | - | - | 1 334 160 | 1 334 160 | 100% | 1 328 953 | 1 328 953 |
| **TOTAL** | **1 336 965** | **-** | **-** | **1 336 965** | **1 337 971** | | **1 334 193** | **1 331 962** |

## ANNEXURE 1E

## STATEMENT OF GIFTS, DONATIONS AND SPONSORSHIPS RECEIVED

| | | 2023/24 | 2022/23 |
|---|---|---|---|
| **Name of organisation** | **Nature of gift, donation or sponsorship** | **R'000** | **R'000** |
| **Received in kind** | | | |
| Via Afrika | National Teachers Awards | 600 | - |
| MTN | National Senior Certificates Announcements | 5 500 | 1 300 |
| Kagiso Trust | National Senior Certificates Announcements | 100 | 106 |
| AVBOB | National Senior Certificates Announcements | 83 | 83 |
| Fundi | National Senior Certificates Announcements | 50 | 50 |
| IDC | National Senior Certificates Announcements | 75 | 75 |
| Vodacom Foundation | National Senior Certificates Announcements | 700 | 367 |
| Old Mutual | National Senior Certificates Announcements | 99 | 87 |
| Massmart | National Senior Certificates Announcements | - | 85 |
| Woolworths | National Teachers Awards | 200 | - |
| Shoprite | National Senior Certificates Announcements | 2 300 | - |
| FirstRand Limited | National Senior Certificates Announcements | 5 500 | - |
| ABSA | National Senior Certificates Announcements | 1 000 | - |
| Hollywood Bets | National Senior Certificates Announcements | 132 | - |
| Vodacom Foundation | National Teachers Awards | 639 | - |
| Road Accident Fund | National Senior Certificates Announcements | 120 | - |
| **Subtotal** | | **17 098** | **2 153** |
| **TOTAL** | | **17 098** | **2 153** |

## 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 | Piloting of Coding and Robotics as a subject in 1000 schools for grade 7-9 | (1 815) | 4 697 | (2 703) | - | 179 |
| Systemic improvement of Language and Numeracy in the Foundation Phase Donor Project | To pilot, for broader replication, an innovative and systemic approach to improve state capacity to improve language and numeracy outcomes and reduce inequalities in the Foundation Phase (FP) in targeted districts. | (1 320) | 22 893 | (1 969) | - | 19 604 |
| 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. | (2 981) | 15 999 | (19 756) | - | (6 738) |
| Rural Education Assistant Donor Project | To mobilise youth in the rural communities to participate in education initiatives. | (43 953) | - | - | - | (43 953) |
| Education for Employability Sector Reform Contract | To develop and start with internal quality assure processes of the outstanding leaning and teaching support materials for vocational and occupational subjects. | 37 016 | 32 558 | (24 080) | (37 016) | 8 478 |
| **Subtotal** | | **(17 899)** | **76 147** | **(48 508)** | **(37 016)** | **(27 276)** |
| **TOTAL** | | **(17 899)** | **76 147** | **(48 508)** | **(37 016)** | **(27 276)** |

## ANNEXURE 2B

## STATEMENT OF CONTINGENT LIABILITIES AS AT 31 March 2024

| Nature of liability | Opening balance 1 April 2023 | Liabilities incurred during the year | Liabilities paid / cancelled / reduced during the year | Liabilities recoverable (Provide details hereunder) | Closing balance 31 March 2024 |
|---|---|---|---|---|---|
| | R'000 | R'000 | R'000 | R'000 | R'000 |
| **Claims against the department** | | | | | |
| Magna FS vs Minister of Basic Education | 14 934 | - | - | - | 14 934 |
| Tywaku v Minister of Basic Education | 8 019 | - | - | - | 8 019 |
| Konani vs Minister of Basic Education | 40 390 | 350 | - | - | 40 740 |
| Mabasa RA v Minister of Basic Education | 12 600 | - | - | - | 12 600 |
| Moloto Masetse v Minister of Basic Education | 400 | - | (400) | - | - |
| Lebepe v Minister of Basic Education | 18 879 | - | (18 879) | - | - |
| Baku Foto vs Minister of Basic Education | 16 075 | - | (16 075) | - | - |
| Mapula Mahudu and Others v Minister of Basic Education | 11 572 | - | (11 572) | - | - |
| Ntshuxeko Baloyi v Minister of Basic Education | 1 800 | - | (1 800) | - | - |
| Felicia Chauke v Minister of Basic Education | 1 800 | - | (1 800) | - | - |
| Owen Baloyi v Minister of Basic Education | 1 800 | - | (1 800) | - | - |
| NyikoChabalala v Minister of Basic Education | 1 800 | - | (1 800) | - | - |
| Simeon Baloyi v Minister of Basic Education | 1 800 | - | (1 800) | - | - |
| Manyana Baloyi v Minister of Basic Education | 1 800 | - | (1 800) | - | - |
| Kulani Makhuba v Minister of Basic Education | 1 800 | - | (1 800) | - | - |
| Toto Nzamo and Others v Minister of Basic Education | 408 | 43 | - | - | 451 |
| Sakhile Peter vs Minister of Basic Education | 1 202 | 626 | - | - | 1 828 |
| Bessie Hlongwa v Minister of Basic Education | 2 004 | - | (2 004) | - | - |
| Kgotle v Minister of Basic Education | 1 000 | 300 | - | - | 1 300 |
| Mokgaetji P Mashiane and Others v Minister of Basic Education and03 others | 3 978 | - | (3 978) | - | - |
| Nevondo Ntsengisani Linah v Minister of Basic Education and Others | 800 | - | (800) | - | - |
| Lindiwe Dlamini v Minister of Basic Education | 4 816 | 771 | - | - | 5 587 |
| Nancy Malepe v Minister of Basic Education | 2 000 | - | (2 000) | - | - |
| Gertina De Klerk v Minister of Basic Education and Director-General | 6 143 | - | (6 143) | - | - |
| Ronan Perreira v Minister of Basic Education | 11 334 | - | (11 334) | - | - |
| BM Dlamini v Minister of Education | 1 782 | - | (1 782) | - | - |
| Yvonne Naidoo v Minister of Education | 8 369 | - | (8 369) | - | - |
| Tyrees Pillay v Minister of Education | 971 | - | (971) | - | - |
| Gloria Mabizela v Minister of Basic Education | 231 | - | (231) | - | - |
| Faranani Housing Projects vs Minister of Public Works and Others | 1 300 | - | (1 300) | - | - |
| Haleigh Louise Botha v Minister of Health and Others | 3 178 | - | (3 178) | - | - |
| Dana Brown v Minister of Basic Education | 1 857 | - | (1 857) | - | - |
| Nosakhele Mgunyase v Minister of Basic Education | 3 000 | - | (3 000) | - | - |
| Drikus Swanepoel v Minister of Basic Education | 1 419 | 181 | - | - | 1 600 |
| Manari Phumudzo vs Minister of DBE | 1 768 | - | 1 768 | - | - |
| Kwikspace vs DBE | 2 199 | 161 | - | - | 2 360 |
| Musawenkosi Njabulo Sithole v Minister of Basic Education | 2 486 | - | (2 486) | - | - |
| Mbokota Vusimuzi v Minister of Basic Education | 961 | - | (961) | - | - |
| Sewela Yvonne Hadebe v Minister of Basic Education | 2 529 | - | (2 529) | - | - |
| Tintswalo Valencia Risimati v Minister of Basic Education | 4 000 | - | (4 000) | - | - |
| Motsepe Xolani Godfrey v Minister of Basic Education | 8 424 | - | (8 424) | - | - |
| Thusi Winnie v Minister of Basic Education | 5 204 | - | (5 204) | - | - |
| Tsoku Malefu Portia v Minister of Basic Education | 5 386 | 406 | - | - | 5 792 |
| Maryna Potgieter v Minister of Basic Education | 967 | 168 | - | - | 1 135 |
| Dube Walsworth Simphiwe v Minister of Basic Education | 200 | - | (200) | - | - |
| Nomandla Mjwara v Minister of Basic Education | 16 726 | - | (16 726) | - | - |
| Conny Seboane v Minister of Basic Education | 20 000 | - | - | - | 20 000 |
| Mabika Sthembiso vs Minister of Basic Education | 3 696 | 610 | - | - | 4 306 |

| Nature of liability | Opening balance 1 April 2023 | Liabilities incurred during the year | Liabilities paid / cancelled / reduced during the year | Liabilities recoverable (Provide details hereunder) | Closing balance 31 March 2024 |
|---|---|---|---|---|---|
| | R'000 | R'000 | R'000 | R'000 | R'000 |
| Roelof De Jager vs Minister of Basic Education | 276 | 220 | - | - | 496 |
| Ayanda Molefe v Minister of Basic Education | 365 | - | (365) | - | - |
| Dikeledi Lamola vs Minister of Basic Education | 800 | - | (800) | - | - |
| Yves Kadilo and two others v Parktown Boys High School and six others | 33 240 | 2 865 | - | - | 36 105 |
| Chante Peterson v Clarissa Venter and 3 Others | 310 | - | - | - | 310 |
| Phuthatshedzo Ndou vs Minister of Basic Education | 3 462 | - | (3 462) | - | - |
| Patricia Anne Luckinvs Minister of Basic Education | 60 | - | (60) | - | - |
| Thokozani Clement Tshomela vs Minister of Basic Education | 550 | - | (550) | - | - |
| Mayur Sewpal vs Minister of Basic Education | 881 | - | (881) | - | - |
| Philavele Trading cc vs Minister of Basic Education | 334 | - | (334) | - | - |
| Nompumelelo Matyhila vs Minister of Basic Education | 3 089 | - | (3 089) | - | - |
| Nonkululeko Smith v Minister of Basic Education and Others | 11 278 | 1 267 | - | - | 12 545 |
| Trevor Nel v Minister of Basic Education | 1 620 | - | (1 620) | - | - |
| Mokgohloe Magdeline Kekana v Minister of Basic Education | 406 | - | (406) | - | - |
| Semakaleng Innocent Moloi vs Minister of Basic Education | - | 2 000 | - | - | 2 000 |
| Phoka Investment vs Minister of Basic Education | - | 99 | - | - | 99 |
| **Subtotal** | **322 478** | **10 067** | **(160 338)** | **-** | **172 207** |
| | | | | | |
| **Other** | | | | | |
| Elana/ Karen Kula vs DBSA (DBE) | 13 674 | - | (13 674) | - | - |
| Sinokuhle Constructions CC vs COEGA (DBE) | 3 047 | - | - | - | 3 047 |
| 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 |
| Imbono Architects v NECT (DBE) | - | 610 | - | - | 610 |
| Black Eagle Hardware vs NECT | - | 821 | - | - | 821 |
| AfriCoast Consulting Engineers | - | 72 | - | - | 72 |
| Mmasekgaila Trading vs NECT | - | 274 | - | - | 274 |
| Thaba and Sons Projects vs NECT | - | 1 643 | - | - | 1 643 |
| Subtotal | 52 122 | 3 420 | (27 408) | - | 28 134 |
| | | | | | |
| **TOTAL** | **374 600** | **13 487** | **(187 746)** | **-** | **200 341** |

## ANNEXURE 3

## CLAIMS RECOVERABLE

| Government entity | Confirmed balance outstanding | | Unconfirmed balance outstanding | | Total | | Cash-in-transit at year end 2023/24 * | |
|---|---|---|---|---|---|---|---|---|
| | 31/03/2024 | 31/03/2023 | 31/03/2024 | 31/03/2023 | 31/03/2024 | 31/03/2023 | 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 |
| **Department** | | | | | | | | |
| National Department of Higher Education and Training | - | - | 529 | 447 | 529 | 447 | - | - |
| National Department of International Relations and Cooperation (DIRCO) | - | - | 13 | 13 | 13 | 13 | - | - |
| National Department of Justice | - | - | 49 | 6 291 | 49 | 6 291 | - | - |
| National Department of Public Works | - | - | 138 | 138 | 138 | 138 | - | - |
| National Department of Correctional Services | - | - | - | 2 | - | 2 | - | - |
| National Department of Agriculture, Forestry and Fisheries | - | - | - | 3 | - | 3 | - | - |
| National Department of Sport, Arts and Culture | - | - | - | 630 | - | 630 | - | - |
| National Department of Public Service and Administration | - | - | 599 | 793 | 599 | 793 | 2024-04-04 | 599 |
| National Department of Women, Youth and Persons with Disabilities | - | - | 88 | - | 88 | - | - | - |
| National Treasury | - | - | 169 | - | 169 | - | - | - |
| Limpopo Provincial Department of Education | - | - | 1 939 | 1 939 | 1 939 | 1 939 | - | - |
| Gauteng Provincial Department | - | - | 7 | 28 | 7 | 28 | - | - |
| Eastern Cape Provincial Department of Education | - | - | 215 | 215 | 215 | 215 | - | - |
| Kwa Zulu-Natal Provincial Department of Education | - | - | 3 655 | 1 962 | 3 655 | 1 962 | - | - |
| Mpumalanga Provincial Department of Education | - | - | - | 7 | - | 7 | - | - |
| **Subtotal** | **-** | **-** | **7 401** | **12 468** | **7 401** | **12 468** | **-** | **599** |
| **Other Government Entities** | | | | | | | | |
| South African Revenue Services | - | - | 1 527 | 957 | 1 527 | 957 | - | - |
| **Subtotal** | **-** | **-** | **1 527** | **957** | **1 527** | **957** | **-** | **-** |
| **PRIVATE ENTITIES** | | | | | | | | |
| Drake and Schull | - | - | - | 2 | - | 2 | - | - |
| Eskom (Incorrect VAT claim) | - | - | - | 36 | - | 36 | - | - |
| Taste of Africa | - | - | 1 | 3 | 1 | 3 | - | - |
| Tsebo | - | - | 3 | 2 | 3 | 2 | - | - |
| Ekhaya IT and General Agency (Incorrect VAT claim) | - | - | - | 20 | - | 20 | - | - |
| Atlantis Travel | - | - | - | 2 | - | 2 | - | - |
| Nexus Travel | - | - | 1 | 1 | 1 | 1 | - | - |
| Tsebo Facilities Solutions | - | - | 4 | - | 4 | - | - | |
| **Subtotal** | **-** | **-** | **9** | **66** | **9** | **66** | **-** | **-** |
| **TOTAL** | **-** | **-** | **8 937** | **13 491** | **8 937** | **13 491** | **-** | **-** |

## ANNEXURE 4

## INTER-GOVERNMENT PAYABLES

| GOVERNMENT ENTITY | Confirmed balance outstanding | | Unconfirmed balance outstanding | | Total | | Cash-in-transit at year end 2023/24 * | |
|---|---|---|---|---|---|---|---|---|
| | 31/03/2024 | 31/03/2023 | 31/03/2024 | 31/03/2023 | 31/03/2024 | 31/03/2023 | Payment 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** | | | | | | | | |
| **Current** | | | | | | | | |
| Department of Justice (TRC) | - | - | 30 652 | 8 571 | 30 652 | 8 571 | - | - |
| Department of International Relations and Cooperation (DIRCO) | - | - | 754 | 368 | 754 | 368 | - | - |
| **Subtotal** | **-** | **-** | **31 406** | **8 939** | **31 406** | **8 939** | **-** | **-** |
| **Total Departments** | **-** | **-** | **31 406** | **8 939** | **31 406** | **8 939** | **-** | **-** |
| **TOTAL INTERGOVERNMENT PAYABLES** | **-** | **-** | **31 406** | **8 939** | **31 406** | **8 939** | **-** | **-** |

## ANNEXURE 5

## INVENTORIES

| Inventories For the year ended 31 March 2024 | Workbooks | School Furniture and Equipment | Kha Ri Gude, ASIDI | Second Chance Matric | Total |
|---|---|---|---|---|---|
| | R'000 | R'000 | R'000 | R'000 | R'000 |
| Opening balance | 32 813 | 8 874 | 135 | 7 210 | 49 032 |
| Add/(Less): Adjustments to prior year balances | - | (950) | - | - | (950) |
| Add: Additions/Purchases - Cash | 993 941 | 12 188 | 149 | 1 862 | 1 008 140 |
| (Less): Disposals | - | - | - | - | - |
| (Less): Issues | (1 022 571) | (14 794) | (284) | - | (1 037 649) |
| Add/(Less): Received current, not paid (Paid current year, received | - | (3 023) | - | - | (3 023) |
| **Closing balance** | **4 183** | **2 295** | **-** | **9 072** | **15 550** |

| Inventories for the year ended 31 MARCH 2023 | Workbooks | School Furniture and Equipment | Kha Ri Gude, ASIDI | Second Chance Matric | Total |
|---|---|---|---|---|---|
| | R'000 | R'000 | R'000 | R'000 | R'000 |
| Opening balance | 44 840 | 4 489 | 4 367 | 6 300 | 59 996 |
| Add/(Less): Adjustments to prior year balances | - | (153) | - | - | (153) |
| Add: Additions/Purchases - Cash | 858 902 | 4 251 | - | 910 | 864 063 |
| (Less): Disposals | - | - | (4 232) | - | (4 232) |
| (Less): Issues | (870 929) | (3 073) | - | - | (874 002) |
| Add/(Less): Received current, not paid (Paid current year, received | - | 3 360 | - | - | 3 360 |
| **Closing balance** | **32 813** | **8 874** | **135** | **7 210** | **49 032** |

## ANNEXURE 6

## MOVEMENT IN CAPITAL WORK IN PROGRESS

### Movement in capital work in progress for the year ended 31 March 2024

| | Opening balance | Prior period error | Current year CWIP | Ready for use (Asset Register) / Contract terminated | Closing balance |
|---|---|---|---|---|---|
| | R'000 | R'000 | R'000 | R'000 | R'000 |
| **BUILDINGS AND OTHER FIXED STRUCTURES** | 605 201 | (3 677) | 1 340 405 | (1 307 635) | 632 294 |
| Non-residential buildings | 330 818 | (11 989) | 72 211 | (196 821) | 194 219 |
| Other fixed structures | 274 382 | 8 312 | 1 268 194 | (1 110 814) | 440 074 |
| **TOTAL** | **605 201** | | **1 340 405** | **(1 307 635)** | **634 294** |

### Movement in capital work in progress for the year ended 31 MARCH 2023

| | Opening balance | Prior period error | Current year CWIP | Ready for use (Asset Register) / Contract terminated | Closing balance |
|---|---|---|---|---|---|
| | R'000 | R'000 | R'000 | R'000 | R'000 |
| **BUILDINGS AND OTHER FIXED STRUCTURES** | 1 084 871 | (69 460) | 1 490 257 | (1 900 468) | 605 201 |
| Non-residential buildings | 877 668 | (50 426) | 441 973 | (938 397) | 330 818 |
| Other fixed structures | 207 203 | (19 034) | 1 048 284 | (962 071) | 274 382 |
| **TOTAL** | **1 084 871** | **(69 460)** | **1 490 257** | **(1 900 468)** | **605 201** |

## ANNEXURE 7A

## INTER-ENTITY ADVANCES PAID (Note 11)

| ENTITY | Confirmed balance outstanding | | Unconfirmed balance outstanding | | TOTAL | |
|---|---|---|---|---|---|---|
| | 31/3/2024 | 31/03/2023 | 31/3/2024 | 31/03/2023 | 31/3/2024 | 31/03/2023 |
| | R'000 | R'000 | R'000 | R'000 | R'000 | R'000 |
| **PROVINCIAL DEPARTMENTS** | | | | | | |
| Department of Roads and Public Works (EC) | - | - | 2 328 | 2 328 | 2 328 | 2 328 |
| **Subtotal** | - | - | 2 328 | 2 328 | 2 328 | 2 328 |
| | | | | | | |
| **PRIVATE ENTITIES** | | | | | | |
| Coega Development Corporation EC | - | - | - | 4 433 | - | 4 433 |
| Coega Development Corporation EC (SAFE Project) | - | - | - | 8 673 | - | 8 673 |
| Coega Development Corporation KZN | - | - | 1 242 | - | 1 242 | - |
| Independent Development Trust - EC Structure (Batch I) | - | - | 2 267 | 2 267 | 2 267 | 2 267 |
| Independent Development Trust - EC Structure (Batch II) | - | - | - | 4 849 | - | 4 849 |
| Independent Development Trust - EC W/S | - | - | 987 | 834 | 987 | 834 |
| Independent Development Trust - EC (NDPW) | - | - | 370 | 12 465 | 370 | 12 465 |
| Independent Development Trust - FS | - | - | 87 | 1 412 | 87 | 1 412 |
| Independent Development Trust - KZN | - | - | 384 | 384 | 384 | 384 |
| Independent Development Trust - Limpopo Phase II | - | - | 581 | 1 349 | 581 | 1 349 |
| Mhlathuze Water KZN | - | - | - | 205 | - | 205 |
| RAND WATER | - | - | - | 26 948 | - | 26 948 |
| **Subtotal** | - | - | **5 918** | **63 819** | **5 918** | **63 819** |
| **TOTAL** | **-** | **-** | **8 246** | **66 147** | **8 246** | **66 147** |

## ANNEXURE 7B

## INTER-ENTITY ADVANCES RECEIVED (Note 15)

| ENTITY | Confirmed balance outstanding | | Unconfirmed balance outstanding | | TOTAL | |
|---|---|---|---|---|---|---|
| | 31/3/2024 | 31/03/2023 | 31/3/2024 | 31/03/2023 | 31/3/2024 | 31/03/2023 |
| | R'000 | R'000 | R'000 | R'000 | R'000 | R'000 |
| **NATIONAL DEPARTMENTS** | | | | | | |
| **Current** | | | | | | |
| Department of Justice(TRC) | - | - | 30 652 | 8 571 | 30 652 | 8 571 |
| Department of International Relations and Cooperation | - | - | 754 | 368 | 754 | 368 |
| **Subtotal** | **-** | **-** | **31 406** | **8 939** | **31 406** | **8 939** |
| **OTHER ENTITIES** | | | | | | |
| **Current** | | | | | | |
| United Nations Educational, Scientific and Cultural Organisation (UNESCO) | - | - | 370 | 375 | 370 | 375 |
| Coega Development Corporation, KZN | - | - | - | 68 | - | 68 |
| Development Bank of South Africa, (ASIDI project) | - | - | 18 501 | 5 199 | 18 501 | 5 199 |
| Development Bank of South Africa, (SAFE project) | - | - | 6 558 | 2 799 | 6 558 | 2 799 |
| Coega Development Corporation Safe | - | - | 682 | - | 682 | - |
| IDT EC STRUCT ACT | - | - | 207 | - | 207 | - |
| Coega Development Corporation | - | - | 442 | - | 442 | - |
| **Subtotal** | - | - | **26 760** | **8 441** | **26 760** | **8 441** |
| **TOTAL** | **-** | **-** | **58 166** | **17 380** | **58 166** | **17 380** |
| **Current** | **-** | **-** | **58 166** | **17 380** | **58 166** | **17 380** |
| **Non-current** | | | | | | |

## ANNEXURE 8

## NATIONAL DISASTER OR RELIEF EXPENDITURE

### Per quarter and in total

| | 2023/24 | | | | | 2022/23 |
|---|---|---|---|---|---|---|
| **Expenditure per economic classification** | **Q1** | **Q2** | **Q3** | **Q4** | **Total** | **Total** |
| | **R'000** | **R'000** | **R'000** | **R'000** | **R'000** | **R'000** |
| **Compensation of employees** | | | | | | |
| **Goods and services** | **-** | **-** | **-** | **-** | **-** | **409** |
| Consumables | - | - | - | - | - | 24 |
| Operating payments | - | - | - | - | - | 385 |
| **TOTAL COVID-19 RESPONSE EXPENDITURE** | **-** | **-** | **-** | **-** | **-** | **409** |

## ANNEXURE 9

## ANALYSIS OF PREPAYMENTS AND ADVANCES (NOTE 13)

| Name of Entity | Sector of the entity | Description of the item paid for | Classification category | Total Contract Value | Balance outstanding as at 31 March 2023 | Total amount prepaid / advanced in the current year | Less: goods, services or capital assets received in the current year | Add/Less: Other | Balance outstanding as at 31 March 2024 |
|---|---|---|---|---|---|---|---|---|---|
| | | | | R'000 | R'000 | R'000 | R'000 | R'000 | R'000 |
| **Prepayments** | | | | | | | | | |
| NECT SAFE | | This entity entered into Memorandum of Agreement with National Department of Basic Education to act as Implementing Agents to execute the National Accelerated School Infrastructure Delivery Initiative (ASIDI) and Sanitation Appropriate for Education initiative (SAFE). | Capital assets | | 30 348 | 105 573 | (126 388) | 3 313 | **12 846** |
| NAPTOSA | | | | | - | 3 441 | (3 441) | - | |
| NATU | | | | | - | 2 093 | (2 093) | - | |
| PEU | | | | | - | 951 | (951) | - | |
| SADTU | | Advance given Union organisation to facilitate teacher's teaching. | Goods and services | | - | 20 700 | (20 700) | - | |
| SAOU | | | | | - | 2 416 | (2 416) | - | |
| **Total prepayments** | | | | | **30 348** | **135 174** | **(155 989)** | **3 313** | **12 846** |

| Name of Entity | Sector of the entity | Description of the item paid for | Classification category | Total Contract Value | Balance outstanding as at 31 March 2023 | Total amount prepaid / advanced in the current year | Less: goods, services or capital assets received in the current year | Add/Less: Other | Balance outstanding as at 31 March 2024 |
|---|---|---|---|---|---|---|---|---|---|
| | | | | R'000 | R'000 | R'000 | R'000 | R'000 | R'000 |
| **Advances** | | | | | | | | | |
| COEGA EC | | | | | 4 433 | 20 956 | (13 163) | (12 226_ | **-** |
| COEGA EC SAFE | | | | | 8 673 | 85 285 | (71 378) | (22 580) | **-** |
| COEGA KZN | | | | | - | 1 523 | (212) | (69) | **1 242** |
| DBSA | | | | | - | 121 708 | (124 241) | 2 533 | **-** |
| DBSA SAFE | | | | | - | 568 010 | (545 211) | (22 799) | **-** |
| IDT EC STRUCT | | | | | 2 267 | - | - | - | **2 267** |
| IDT EC STRUCT ACT | | | | | 4 850 | 20 413 | (23 962) | (1 300) | **-** |
| IDT EC W/S | | | | | 834 | 13 787 | (6 834) | (6 799) | **987** |
| IDT EC-NDPW | | | | | 12 465 | - | (5 156) | (6 939) | **370** |
| IDT F/S | | | | | 1 412 | 19 661 | (6 861) | (14 125) | **87** |
| IDT KZN | | | | | 384 | - | - | - | 384 |
| IDT LIMPOPO PHASE II | | This entity entered into Memorandum of Agreement with National Department of Basic Education to act as Implementing Agents to execute the National Accelerated School Infrastructure Delivery Initiative (ASIDI) and Sanitation Appropriate for Education initiative (SAFE). | | | 1 349 | 3 00 | (3 768_ | - | **581** |
| MHLATHUZE WATER | | | Other institutions | | 205 | - | (205) | - | **-** |
| RAND WATER | | | | | 26 948 | - | (2 375) | (24 573) | **-** |
| PUBLIC WORKS E/C | | | Provincial departments | | 2 328 | - | - | - | **2 328** |
| DIRCO | | To facilitate official international travel. | National departments | | - | 4 000 | (3 632) | (368) | **-** |
| T&S ADVANCE DOM:CA | | Advance given to official for international trips. | Other | | 38 | 437 | (440) | - | **35** |
| **Total advances** | | | | | **66 186** | **585 779** | **(807 439)** | **(109 245)** | **8 281** |
| **TOTAL PREPAYMENTS AND ADVANCES** | | | | | **96 534** | **993 953** | **(963 428)** | **(105 932)** | **21 127** |

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