No.106 - 2022: Fourth Session, Sixth Legislature

**GAUTENG PROVINCIAL LEGISLATURE**

**========================**

**ANNOUNCEMENTS,**

**TABLINGS AND**

**COMMITEE REPORTS**

**========================**

Wednesday, 23 March 2022

# ANNOUNCEMENTS

none

# TABLINGS

none

**COMMITTEE REPORTS**

1. The Chairperson of the Education Portfolio Committee, Hon. M K Chiloane, tabled the Committee’s Oversight Report on the Third Quarterly Performance Report of the Department of Education for the 2021/2022 financial year, as attached:

**COMMITTEES QUARTER OVERSIGHT REPORT ON THE GAUTENG DEPARTMENT OF EDUCATION PERFORMANCE**

**Portfolio Committee on Education Oversight Report on the 3rd Quarterly Report of the Gauteng Department of Education for the 2021/22 Financial Year**

| **Committee Details** | | **Department Details** | |
| --- | --- | --- | --- |
| **Name of Committee** | **Portfolio Committee on Education** | **Name of Department** | **Gauteng Department of Education** |
| **Which Financial Year** | **2021/2022** | **Dept. Budget Vote Nr.** | **5** |
| **Which Quarter** | **3rd** | **Hon. Minister / MEC** | **Panyaza Lesufi** |
| **Committee Approvals** | | | |
|  | **Name** | | **Date Considered by Committee** |
| **Hon. Chairperson** | Matome Chiloane | | **Thursday, 17 March 2022** |
| **Adoption and Tabling** | | | |
| **Date of Final Adoption by Committee** | | | **Scheduled date of House Tabling** |
| **Thursday, 17 March 2022** | | | **Thursday, 24 March 2022** |

Contents

[i. ABBREVIATIONS 6](#_Toc50576907)

[ii. SUMMARY 7](#_Toc50576908)

[iii. INTRODUCTION 11](#_Toc50576909)

[iv. PROCESS FOLLOWED 12](#_Toc50576910)

[1. OVERSIGHT ON THE DEPARTMENT ACHIEVEMENT OF STRATEGIC PRIORITIES 13](#_Toc50576911)

[2 OVERSIGHT ON THE DEPARTMENT ACHIEVEMENT OF APP TARGETS 14](#_Toc50576912)

[3 OVERSIGHT ON THE DEPARTMENT PROJECT MANAGEMENT 16](#_Toc50576913)

[4 OVERSIGHT ON THE DEPARTMENT FINANCIAL PERFORMANCE 17](#_Toc50576914)

[5 OVERSIGHT ON THE DEPARTMENT RESOLUTIONS AND PETITIONS MANAGEMENT 19](#_Toc50576915)

[6 OVERSIGHT ON THE DEPARTMENT PUBLIC ENGAGEMENT 21](#_Toc50576916)

[7 OVERSIGHT ON INTERNATIONAL TREATISE / AGREEMENTS 22](#_Toc50576917)

[8 OVERSIGHT ON THE DEPARTMENT GEYODI EMPOWERMENT 23](#_Toc50576918)

[9 OVERSIGHT ON THE DEPARTMENT COMPLIANCE WITH FIDUCIARY REQUIREMENTS 24](#_Toc50576919)

[10 OVERSIGHT ON A CAPACITATED PUBLIC SERVICE 25](#_Toc50576920)

[11 OVERSIGHT ON ANY OTHER COMMITTEE FOCUS AREA 26](#_Toc50576921)

[12 COMMITTEE FINDINGS / CONCERNS 27](#_Toc50576922)

[13 COMMITTEE RECOMMENDATIONS 28](#_Toc50576923)

[14 ACKNOWLEDGEMENTS 29](#_Toc50576924)

[15 ADOPTION 29](#_Toc50576925)

# ABBREVIATIONS

| **Abbreviation** | **Full Wording** |
| --- | --- |
| ABET | Adult Basic Education & Training |
| AET | Adult Education & Training |
| CAPS | Curriculum Assessment Policy Statement |
| COVID-19 | Coronavirus Disease of 2019 |
| ECD | Early Childhood Education |
| FET | Further Education & Training |
| GDE | Gauteng Department of Education |
| GPL | Gauteng Provincial Legislature |
| HPV | Human Papilloma Virus |
| FSS | Full-Service Schools |
| FY | Financial Year |
| ICT | Information and Communication Technology |
| ISHP | Integrated School Health Programme |
| NQF | National Qualification Framework |
| MDG | Millennium Development Goals |
| SA-SAMS | South African School Administration and Management Systems |

# SUMMARY

| **ii. [Summary of the report]** |
| --- |
| The Committee noted the Department’s quarter 3 report and its commitment towards the implementation of the 2021/22 FY goals. Key highlights for the quarter under review include:   * The successful placement of more than 123 752 Grade 1 and 8 learners since the opening of the Online application for the 2022 Academic Year. * Capacity training for School Governing Body (SGB) members wherein 10 000 newly elected SGB members were capacitated. * The Department focused on conducting school readiness verification and ensuring systems were ready for learning and teaching during the welcoming back of learners in Grade R-7.   **Programme 1: Administration**  In the quarter under review, the Department partnered with ICT and e-GOV Department and successfully created a database where unemployed educators can register for consideration by the school principals and SGBs. One thousand and seventy (1 070) Funza Lushaka graduates were allocated to Gauteng for placement for the 2021 academic year. This translated into 694 placements. There is an ongoing process to place the remaining graduates into vacant posts. Presentations and forms on reasonable accommodation, Gender Sensitisation as well as Disability Disclosure were forwarded to schools after workshops were conducted.  **Programme 2: Public Ordinary Schools Education**  The Committee noted that there are currently 1 407 no-fee schools with 1 526 174 learners enrolled as per the statistics for the reporting period. In addition, scholar transport is being provided to 167 536 learners as part of the transport programme and 1 598 600 learners had access to the school nutrition programme. In terms of teacher development and support, three hundred and fifteen (315) Senior Phase teachers were trained on African Languages content, methodologies as well as assessment practices. In its efforts to improve learner performance, Foundation Phase tasks were internally monitored at school level in an effort to determine the extent to which the desired outcome of assessment will be reached. Additionally, information sharing meetings platform were utilized to provide teacher support while workshops were conducted on different language methodologies and sharing of best practices by conducting demonstration lessons as when the need arises. With regards to Schools of Specialization, the Department has identified 6 schools to be established in the 2022/23 financial year in the following corridors:  1. Eastern Corridor – Thuto-ke-Maatla with a focus on Engineering  2. Southern Corridor - Dr Molefi Oliphant with a focus on Maths, Science & ICT; Thuto Tiro with the focus on Engineering; and Jet Nteo with a focus on Commerce & Entrepreneurship  3. Northern Corridor - Ekangala with a focus on Engineering; and Holy Trinity which will focus on Maths, Science & ICT  **Programme 3: Independent School Subsidies**  In the period under review, 1 208 written and telephonic queries for home Education applications to register new Independent Schools planned to begin operating from January 2022 were received. The Department further reported that post registration visits were conducted in 120 sites and recommendations were made on how schools could improve their compliance status. The Committee noted that the Department identified 25 independent schools in the database that were operating illegally, and all these schools were issued with letters of closure.  **Programme 4: Public Special School Education**  In the period under review, Special Schools were supported to improve access in schools with emphasis on minimizing overcrowded classes; improving the implementation of Differentiated CAPS; improving the implementation of target-oriented curriculum (TOC); and improving the image of the schools or business plans submitted by schools outlining how additional funding have been used to improve learner access.  **Programme 5: Early Childhood Development (ECD)**  The Committee noted that during the quarter under review, General Education and Training (GET) curriculum, Grade R Techer Development, e-learning and knowledge Management continued to be supported in this programme. On-site support visits were conducted in Johannesburg Central, Johannesburg East, Gauteng Central, Gauteng East, Gauteng North, Tshwane South, and Tshwane West District. In regard to Human Resource Development, the Department trained 180 foundation phase DSA’s and Department Heads in preparation for training of Grade R practitioners and the first orientation of Grade R teachers was held in preparation for the commencement of monthly training that was planned to commence in January 2022.  **Programme 6: Infrastructure Development**  The Department indicated that all newly built administrative blocks were provided with all facilities that are required in line with the appropriate Norms and Standards of school buildings. The Department reported that a total of 571 classrooms in 89 public ordinary schools were refurbished. These include grade 9-11 classrooms. The Committee noted the Department report that all new special schools were provided with facilities as per the norms and standards for school infrastructure and additional Grade R classrooms were built in all newly built primary school and additional Grade R classrooms were provided to existing primary schools where there is a need.  **Programme 7: Examination and Education Related Services**  In the 3rd Quarter, a total of 702 learners were provided with counselling support and during the review of the Master Skills Plan, the Department, through the Gauteng City Region Academy (GCRA) identified some improvements that could be made to the design and delivery methodology. |
|  |
| **Financial Performance**  An overall Summary of whether the Committee thinks the Department Financial Performance is sound and prudent |
| The Department planned to utilise R13 908 726. 000 in the 3rd quarter and spent R16 286 814 000.00 by the end of the quarter representing 117%. The Department has spent R42 551 903 000. 00 out of its total allocation of R56 678 273 000. 00 during the current financial year which represents 75% spending at vote level. The Department’s expenditure is in line with Treasury Regulations which indicates that the Departments must spend 25% of their budgets in each quarter.  The Committee noted that of R4 461 153 000.00 allocated to Administration, R1 397 133 000.00 (86%) was spent during the quarter under review. POSE has spent R30 474 620 000.00(75%) out of R40 508 439 000.00. PSSE has spent R1 156 339 000.00 out of R4 484 983 000.00 by the end of the Third Quarter. This shows that the programme has utilised 70% of the total allocated budget.  The spending pattern in the Third Quarter in certain key areas such as ECD which spent 65% of the total allocation, ID which spent 69% of the total allocation and EERS which spent 66% of the total allocation is noted by the Committee and suggests that the Department still needs to push implementation measures to ensure that spending is aligned to treasury regulations to achieve the 2021/22 FY objectives.  Generally, the Department’s performance in the quarter under review is fair when considering the conditions in which the third quarter happened under. The spending pattern in the Third Quarter suggests that the Department has put in place sufficient measures across various programmes to achieve its 2021/22 FY objectives especially in Programme 1,2 and 4. |
| **Resolutions Management**  An overall Summary of the Committee’s assessment of Department Resolutions Management |
| With respect to Committee resolutions taken during the quarter under review, the Committee submitted 29 resolutions, all of which were responded to by the Department. The resolutions emanated from the Committee Oversight Report on the Gauteng Department of Education 1st Quarterly Report for the 2021/22 FY; the Committee Oversight Report on the Gauteng Department of Education 2nd Quarterly Report for the 2021/22 FY; Education Portfolio Committee Focused Intervention Study Report on "An assessment of support provided to Technical Schools in the Province” and the Committee Oversight Report on the Gauteng Department of Education Annual Report for the 2020/21 FY. |
| **Petitions Management**  An overall Summary of the Committee’s assessment of Department Petitions Management |
| The Committee has been kept abreast of new Petitions from the GPL Standing Committee on Petitions (SCP), namely: PP12C/11/21/ED: Building of a School: Hammanskraal (Philemon Moatshe); PP11C/11/21/ED: Request for Amendment of Online Application Criteria: Philemon Moatshe and PP13C/11/21/ED: Request for Placement: Letlhogonolo Moatshe. The Committee is awaiting responses from the Gauteng Department of Education on the new Petitions. The Committee will continue to work jointly with both the Gauteng Department of Education and the Petitions Standing Committee to assist with addressing outstanding petitions. |
| **GEYODI Empowerment**  Overall Summary on Department achievement on actual GEYODI empowerment in communities |
| * **GENDER**   + A Quarterly GEYODICA Forum meeting was held on the 04 November 2021 where various Directorates and districts presented their plans for the 16 Days of Activism against Women and Children Abuse.   + The focus was on the LGBTQIA+ sector and their challenges within the education sector and the Domestic Violence Act and GDE Sexual harassment Policy.      * **YOUTH**   + A total of 132 youth is in formal learnerships or work - readiness programmes.   + A total of 10 105 youth is benefitting from experiential learning and workplace experience.   + A total of 3 707 bursaries were allocated to youth. * **PEOPLE WITH DISABILITIES**   + A Quarterly Gender, Youth, Disability, Children, and the Aged (GEYODICA) Forum meeting was held on the 04 November 2021 where various Directorates and districts presented their plans for Disability Right Awareness Month   + The Focus was on Mental Illness due to the impact of COVID-19. |
| **Fiduciary Compliance**  Overall Summary on Department Compliance with fiduciary requirements |
| The GDE submitted its 3rd Quarterly Report of 2021/2022 within the set timeframes, Formats, Quality and Legal Parameters in accordance with the Standing Rules: Rule 48 (1)(2)(3)(4). |
| **Capacitated Department** |
| The Committee noted that there were 57 filled and 84 unfilled posts at district level and 9 filled and 15 unfilled posts at Head office as of 28 February 2022. With regards to vacancy rate of Principals and Deputy Principals in Primary and Secondary schools during the quarter under review, 4 845 posts have been allocated, of these, 4 229 have been filled and 616 posts were vacant. |
| **Summary of Committee Findings/Concerns** |
| * The Committee noted that there is a 74% placement success rate of Funza Lushaka graduates and plans are in process to place the remaining graduates and requests a report made on progress made towards increased placement of Funza Lushaka graduates. * The Committee is concerned that there is unsatisfactory buy-in from districts in terms of usage of the unemployed database. * The Committee welcomes the training and encouraging of principals to utilise the unemployed educator database and requests an updated report on the usage of the database. * The Committee welcomes the planned monthly training of Grade R educators and requests a report on the progress and impact of the training. * The Committee noted the Departments plans to address the infrastructure challenges at Lotus Gardens Secondary School but is concerned that there have been incidents where members of the community have harassed the principal and interfere with the running of the school. * The Committee is concerned about the incidents of school violence such as in Daveyton where a learner was murdered at Lesedi Secondary School as well as the murder of a pupil at Tsakane Secondary School. * With regards to the Department’s achievement with respect to township economy, SMME or local procurement for the period under review, the Committee noted that the Department spent R 1 269 115 907,70 in the various corridors; however, requests a breakdown of the expenditure for each corridor. |
| **Summary of Committee Recommendations** |
| * The Department to provide a report on progress made towards increased placement of Funza Lushaka graduates. * The Department to put measures in place to encourage increases usage of the unemployed educator database by districts. * The Department to provide an updated report of usage by principals of the unemployed educator database. * The Department to provide a report on the progress and impact of the monthly training of Grade R educators. * The Department should provide increased support to the principal of Lotus Gardens Secondary who has experienced harassment and interference in school matters by community members. * The Department to put measures in place to address incidents of school violence such as in Daveyton where a learner was murdered at Lesedi Secondary School as well as the murder of a pupil at Tsakane Secondary School. * The Department to provide a breakdown of expenditure with respect to township economy, SMME or local procurement for each corridor. |

# INTRODUCTION

This report provides an overview of the Education Portfolio Committee’s quarterly oversight on the Gauteng Department of Education for the 3rd Quarter of the 2021/2022 Financial Year (FY). The main objectives of the consideration of quarterly reports by the Legislature are to assess progress against the budget and strategic plans and obtain insight into departmental financial and non-financial performances against objectives.

The assessment was done in accordance with the Committee Oversight and Accountability (COVAC) Framework and Public Service Oversight Model (PSOM). Particularly, the Committee’s assessment was carried out focusing on both the financial and the service delivery performances of the Department.

The Committee’s assessment of the Department’s performance was focused on assessing the level of achieved targets against planned targets. The Committee also assessed the Department’s service delivery performance against its allocated budget for the quarter under review, to ascertain correlation between the delivery of services and budget expenditure. Furthermore, the Committee assessed the expenditure patterns to ascertain whether the Department’s expenditure was complaint with Treasury regulations and the PFMA. The Committee also highlighted areas of concern and made recommendations for the Department’s consideration to improve its performance and delivery of services.

# PROCESS FOLLOWED

The process that the Committee followed in considering the Gauteng Department of Education’s 3rd Quarterly Report was as follows:

1. On Tuesday, 01st February 2022, the Portfolio Committee on Education received the referral of the Gauteng Department Education 3rd Quarterly Report for the 2021/2022 FY from the Speaker, Hon. Mekgwe for consideration and reporting.
2. On Friday, 25 February 2022, the Committee Researcher presented the research analysis on the 3rd Quarterly Report for the 2021/2022 FY of the Gauteng Department of Education.
3. On Thursday, 03 March 2022, the GDE made a presentation on its 03rd Quarterly Report for the 2021/2022 FY to the committee, including responses to Committee questions.
4. On Thursday, 17 March 2022, the Committee deliberated and adopted its oversight report on the GDE 3rd Quarterly Report for the 2021/2022 FY.

# OVERSIGHT ON DEPARTMENT ACHIEVEMENT OF STRATEGIC PRIORITIES

| **1.1 THE DETAILS ON Department achievement on relevant Strategic Priorities for the period under review]** |
| --- |
| * **National priorities**   In his State of the Nation Address in February 2021, the President of the Republic of South Africa, Honourable Ramaphosa stated that the focus of education will be on the following issues:   * Seeing improvements in the outcomes of basic education system. * Continue to invest and expand access to early childhood development. * The Accelerated Schools Infrastructure Delivery Initiative programme to deliver modern facilities to schools in rural and underprivileged urban areas across the country. * **Provincial priorities**   In his 2021’s State of the Province Address, Gauteng Premier, Honourable Makhura emphasised the following issues:   * Provide quality education and invest in relevant skills for all learners. * Improve on the outcomes of all Foundation Phase learners. * Invest in the improvement of outcomes in Science, Technology, Engineering and Mathematics (STEM) subjects. * Improve our education outcomes in Township and rural Schools.   Gauteng MEC for Department of Finance, Honourable Nkomo-Ralehoko indicated that:   * An allocation of R2.5 billion over the MTEF to complete the Universalisation of Grade R and preparing and piloting the introduction of Grade RR in public schools. * An allocation of R954 million over the MTEF has been made available towards Schools of Specialization in an effort to produce the skills required by the economy. * An allocation of R155 million has been set aside towards the improvement of literacy and numeracy across grades. * **Departmental Priorities**   The Department’s approach and plan for the next five years is aligned to the goal of eradicating the social, economic, and spatial legacies of the country. GDE’s six priorities over the next five years are as follows:   * Universalization of Grade R and Prepare for the introduction of Grade RR. * Promote quality education across all classrooms and grades. * Expand and enhance schools of specialization. * Provincial, national, regional, and international learner assessments. * Skills for a changing world including technical high schools. * Fourth Industrial Revolution, ICT, and e-learning.   Key allocations include:   * R3.2 billion for direct transfers to Public Ordinary Schools, Early Childhood Development sites and Special Schools. * R2.7 billion for the special school sector which caters for learners with intellectual and other disabilities. * R1.2 billion to provide more than 1.4 million learners with a hot meal at school every day. * R1 billion to transport learners who live more than 5 kilometres from the nearest school. * R238 million to support the continued roll out of e-Learning strategy. * R2 billion for textbooks, stationery, school furniture and other learner support materials. * R196 million towards the teacher development and support initiatives. * R159 million to improve the Grade 12 performance and to increase the bachelor pass rates.   According to the Department, its major sub-outcomes in the NDP include:   * Access to quality ECD, * Improved quality teaching and learning, * Capacity of the state to intervene and support quality education, * Increased accountability for improved learning, * Human resources development and management of schools, and * Infrastructure and learning materials to support effective education. |

# 2 OVERSIGHT ON DEPARTMENT ACHIEVEMENT OF APP TARGETS

| **2 THE DETAILS ON DEPARTMENT APP PERFORMANCE** |
| --- |
| **Number of APP targets relevant for this Quarter** |
| The Committee noted 3 APP targets for the quarter under review. |
| **Number of APP targets for this Quarter that have been achieved during this Quarter** |
| All 3 of the Quarterly measures were achieved. |
| **Percentage of APP targets for this Quarter that have been achieved during this Quarter** |
| 100% |
| **Percentage of APP achievement for the previous Quarter (for Comparison)** |
| 100% |
| **Main areas in the APP that have experienced non-achievement or over achievement during this Quarter** |
| Achievements:   * Number of public schools that use the South African School Administration and Management System (SA-SAMS) or any alternative electronic solution to provide data. * Number of public schools that can be contacted electronically (e-mail). * Number of therapists/specialist staff in public special schools. |
| **Main reasons provided by the Department for non-achievement or over achievement of its APP during this Quarter** |
| More specialists/ therapists were required in the sector to support the learners with barriers. |
| **Measures in place (with timeframes) to correct the deviation in targets for this Quarter and to prevent recurrence of such or similar deviation** |
| Not applicable for the quarter under review. |
| **A summarized analysis on the Department performance per Programme for the period under review** |
| **Programme 1: Administration**  * **Human Resource Development**   In the quarter under review, the following activities were realized:  • Seventy-two (72) office-based posts, 50 school based Public Servants posts, and 168 school-based educators posts were advertised. The Committee requested additional details about the number of filled and unfilled posts as per the advertised vacancies. In response, the Department indicated that there were 57 filled and 84 unfilled posts at district level and 9 filled and 15 unfilled posts at Head office as at 28 February 2022. With regards to vacancy rate of Principals and Deputy Principals in Primary and Secondary schools during the quarter under review, 4 845 posts have been allocated, of these, 4229 have been filled and 616 posts are vacant.  • One thousand and seventy (1 070) Funza Lushaka graduates were allocated to Gauteng for placement for the 2021 academic year. This translated into only 694 placements. There is an ongoing process to place the remaining graduates into vacant posts.  • Presentations and forms on reasonable accommodation, Gender Sensitisation as well as Disability Disclosure were forwarded to schools after workshops were conducted.   * **Education Management Information Systems**   In the quarter under review, the Department partnered with ICT and e-GOV Department and successfully created a database where unemployed educators can register for consideration by the school principals and SGBs. The Committee requested additional information related to the educator database and in response, the Department indicated that since the launch of the unemployed educator database 24 847 educators were registered. Schools in ES, EN and GE districts have the highest usage of system and detailed statistics in terms of breakdown of schools per Districts are unavailable as the system is not yet configured to provide such reports however, IT System Developers have been requested to add the function on the database. The Department also reported that the system is working optimally however there is little buy in from districts. Training on the usage of the database is provided on a continual basis and support is available to school principals and memos have been complied to encourage more extensive usage Programme 2: Public Ordinary School Education The Department continued to offer the Secondary School Improvement Programme (SSIP) wherein selected topics were based on the 2020 Diagnostic National Senior Certificate Reports. Additionally, walk-in camps were implemented. In addition, pre-post testing was administered at the 2021 SSIP residential camps using digital technologies in an effort to identify content gaps and address them.  The Committee requested the Department to provide a progress report on plans to expand the schools of specialization. In response, the Department indicted that there are 21 schools that have been established as schools of specialization (SoS). The Gauteng Department of Education identified 6 schools to be established in the 2022/23 financial year in all corridors as follows:  1. Eastern Corridor – Thuto-ke-Maatla – Engineering  2. Southern Corridor - Dr Molefi Oliphant – Maths, Science & ICT; Thuto Tiro - Engineering; and Jet Nteo – Commerce & Entrepreneurship  3. Northern Corridor - Ekangala – Engineering; Holy Trinity – Maths, Science & ICT  Support to the 21 Schools under the COVID-19 conditions have been provided as follows:  - Meeting with principals where performance had dropped. Schools had to indicate the reasons and were advised on intervention and support from District.  - Checked the functionality of the SGB and supported schools on the SGB elections.  - Tracked infrastructure development at the Sports Schools.  - Vetted the business plan in terms of the items that could be purchased.  - Training on financial management as these schools are classed as Section 25.  - Monitored the Specialization budget. Checked if the business plan was aligned to the Specialization.  - Monitored curriculum coverage in terms of teachers having the relevant qualification and experience to complete the Annual Teaching Plans (ATPs).  - Entrepreneurship training for Magaliesburg Maths, Science, and ICT, focusing on Agriculture which were part of the Sprouting Entrepreneurs which is done through food gardens.   * **Human Resource Development**   Teacher training initiatives were conducted as per the approved ELRC training schedule while subject coordinators managed the development of teacher training materials and monitored the training at the identified venues.  In addition, 534 teachers were trained across the Foundation, Intermediate, and Senior Phase on content, pedagogy and assessment practices and the utilization of ICT tools in the classroom.   * **Conditional Grants**   In the 03rd Quarter, business procurement plan for 2021/22 were revised and delivery to schools was completed in January 2022. Programme 3: Independent School Subsidies In the period under review, 1 208 written and telephonic queries for home Education applications to register new Independent Schools were planned to begin operating from January 2022 were received. The Department further reported that post registration visits were conducted in 120 sites and recommendations were made on how schools could improve their compliance status. With regards to the Secondary Phase, 150 exam centres were monitored for the 2021 NSC exams and all centres conducted exams according to the prescripts pertaining to the conduct of exams. The Committee noted that the Department identified 25 independent schools in the database that were operating illegally, and all these schools were issued with letters of closure   Programme 4: Public Special School Education In the period under review, Special Schools were supported to improve access in schools with emphasis on minimising overcrowded classes; improving the implementation of Differentiated CAPS; improving the implementation of target-oriented curriculum (TOC); and improving the image of the schools or business plans submitted by schools outlining how additional funding have been used to improve learner access.  Two meetings were held with ETDP SETA for the following training programmes:   * Improving the implementation of inclusive education. * Improving support provisioning of special class educators * Improving support to learner support educators * Special Schools as Resource Centres provided training focusing on improving individual support plans, early identification, and support strategies.  Programme 5: Early Childhood and Development  * **Grade R in public schools**   The Committee noted that during the quarter under review, General Education and Training (GET) curriculum, Grade R Techer Development, e-learning and knowledge Management continued to be supported t in this programme. The Department further indicated that On-site support visits were conducted in Johannesburg Central, Johannesburg East, Gauteng Central, Gauteng East, Gauteng North, Tshwane South and Tshwane West District.   * **Grade R in Community Centres**   The Department procured Grade R Start-up Kit for targeted Community Based Sites. The Department was requested to report on Grade R in Community Centres that were supported during the quarter under review and in response, the Department indicated that it has provided Curriculum Annual Teaching Plans (ATPs) for the Community Based sites (CBS). These were made available for distribution to schools electronically through Districts. On-site support visits were conducted in 12 ECD Community Based Sites. Furthermore, twenty-nine (29) ECD Community Based Sites approved for 2021 were verified by District and Head Office and were   * provided with Grade R Start-up kits, First Aid Kits, and consumables * 34 new applications from ECD Community Based Sites were received, for registration of Grade R in 2022 and are currently being processed. * **Pre-Grade R**   As part as planning for the introduction, a plan for the implementation of Grade RR from 2021 to 2025 was developed.   * **Human Resource Development**   The Department indicated that it trained 180 foundation phase DSA’s and Department Heads in preparation for training of Grade R practitioners and the first orientation of Grade R teachers was held in preparation for the commencement of monthly training that was planned to commence in January 2022. **Programme 6: Infrastructure Development**  * **Administration**   The Department indicated that all the completed new schools were provided with administrative spaces with all the needed spaces that are in line with the appropriate Norms and Standards of school buildings.   * **Public Ordinary Schools**   The Department reported that a total of 571 classrooms in 89 schools were refurbished. These include grade 9-11 classrooms. In addition, there are plans in place to provide 415 mobile classrooms to existing Secondary Schools where there is a need. The Department was requested to provide detailed reports on Simunye Secondary School, Thulimfundo Primary School and Lotus Gardens Secondary School and responded as follows:   * **Simunye Secondary School** * Simunye Secondary School is a replacement and new full ICT mega smart school, which is currently on the priority list of schools that need to be constructed in the West of Gauteng by the Gauteng Department of Education (GDE). * The construction of the proposed new school consists of 30 new classrooms, science labs, library, multipurpose classrooms, a school hall, sports facilities and other supporting structures. * Following various delays that were experienced on the project during the planning and design process, the contract has finally been concluded and a contractor has been awarded to start implementing the project. * The contractor and GDID team are currently finalizing contract documentation and compliance requirements towards commencing with construction in the month of March 2022. * **Thulimfundo Primary School**   + **Background** * When Tholimfundo Primary School was constructed only the first phase of the school was built, i.e., 13 classrooms instead of 25. This was common practice in the 1990’s to stretch the budget and build more schools in more townships. * A letter was previously sent to the school, dated 30 October 2017 wherein it was confirmed that the planning processes for the completion of the second phase will commence in April 2018. * A Strategic brief was submitted to the Gauteng Department of Infrastructure Development (GDID) to appoint consultants to commence with the planning in April 2018 so that the tender process could commence 6 months later in October 2018. This however did not materialize, and the project was subsequently handed to a Professional Service Provider to start with the planning aspects, in an attempt to speed up the process of delivery. * The planning work was partially completed by the said PSP and the project is now one of those that will be implemented through the Development Bank of South Africa as an Implementing Agent. * The additions to the existing brick and mortar structures will include all facilities that the school will require to comply with the Minimum Uniform Norms and Standards for Public School Infrastructure. This includes mainly additional ordinary and Grade R classrooms, additional toilets, a laboratory, a library, a nutrition centre and sports facilities. * **CONCERNS RAISED BY THE SCHOOL COMMUNITY:** * The school community has on several occasions voiced their dissatisfaction with the lack of progress in completing the second phase of the school, hence the letter that was sent to the school in April 2018 (Annexure A). * On 28 October 2021 the Tholimfundo Primary School community delivered a petition to GDE raising concerns on the following issues:   + Toilets   + Completion of the second phase of the school building.   + School furniture   + Foreign educators   + Electricity   + Section 21 status   + Data * Subsequently, the Department met with the school on 25 November 2021 and the following infrastructure related matters as raised in the petition were discussed:   + Clarification of the PRP 102 (Infrastructure Request Form) to be signed off by principal and the Strategic Brief.   + Ablution facilities and plumbing. * The PRP 102 was signed by the principal on the same day. It was clarified that after signing of the PRP 102, a revised Strategic Brief will be issued to GDID. * The plumbing repair work was attended to and completed by 20 January 2022. * The meeting of 25 November 2021 was followed by a visit to the school by the Department where further issues about the current infrastructure were raised. The school was also updated on progress made since the previous meeting. * **THE CURRENT SITUATION AT THE SCHOOL REGARDING THE NUMBER AND TYPE OF FACILITIES.** * **CLASSROOMS:** * The school currently consists of a total of 27 ordinary classrooms with 13 brick and mortar classrooms and 14 mobile classrooms. There are also 14 unused mobile classrooms, in addition to the 27 ordinary classrooms at the school. These classrooms are not economically viable to repair and will be demolished and removed. * At a ratio of 40 learners per classroom the school’s capacity is calculated at 1 080. * The official learner enrolment for 2021 was 968 in Grade 1 to 7 and thus establishes a sufficient number of classrooms for learners enrolled at the school in Grade 1 to 7. * The school is, however, using 3 classrooms to accommodate 86 Grade R learners (2021 enrolment). The school does not have any Grade R classrooms. As mentioned above, the addition of new facilities to the school will include Grade R classrooms. * **TOILETS:** * The school has three toilet blocks, two built of brick and mortar and a third is a converted container structure that was donated to the school by Norcros SA in 2018. There are also three unused toilet blocks that are not economically viable to repair that will be demolished and removed. * The total number of toilet seats in these three toilet blocks are:   + Girls = 16 seats   + Boys = 13 seats + 6 urinals = 19 * The required number of toilets for the school as per the Regulations Relating to the Minimum Uniform Norms and Standards for Public school Infrastructure is 12 seats for girls and a total of 12 for boys (6 seats and 6 urinals). * There is therefore a sufficient number of toilets at the school. * **Lotus Gardens Secondary School** * This is a recently completed school which was occupied in 2014. * The school started raising concerns regarding deflecting roofs and falling ceilings in 2018 and inspectors and engineers were deployed to conduct an assessment. * The assessment and found that the trusses were buckling under the load of the concrete tiles and thus included the school as part of the 57 schools that required structural rehabilitation. * A business case was prepared and submitted to Gauteng Provincial Treasury with funding for the project to proceed. Upon this approval the Department appointed the GDID through the submission of a Strategic Brief to commence with the planning and design of the project. * The GDID then proceeded to appoint Professional Service Providers who conducted an extensive assessment and thus far have produced End of Stage 1 (EOS1) which was approved by GDE as well as End of Stage (EOS2) which is under consideration by GDE. * It is anticipated that the project will reach procurement stage by the end of May 2022 such that the contractor may commence works by the beginning of August 2022. * **Special Schools**   The Committee noted that all new special schools were provided with facilities as per the norms and standards for school infrastructure and complied with the universal access as per norms and standards.   * **Early Childhood Development**   The Department indicated that additional Grade R classrooms were built in all newly built primary school. In addition, additional Grade R classrooms were provided to existing primary schools where there is a need. Programme 7: Examination and Education Related Services  * **Professional Services**   In the 3rd Quarter, a total of 702 learners were provided with counselling support. Virtual meetings were held with stakeholders in a quest to render a holistic intervention to clients. Presentations were made at the GDE COVID-19 Steering Committee with monthly updates on daily management of reported school based COVID-19 cases.   * **Special Projects**   During the review of the Master Skills Plan, the Department, through the Gauteng City Region Academy (GCRA) identified some improvements that could be made to the design and delivery methodology. According to the report, the most significant proposal approach presented was the adoption of a sector-based approach in line with the GGT 2030 identified high growth sectors as well as factoring in and embracing the emerging jobs/careers design thinking.   * **The 2021 National Senior Certificate (NSC) examinations**   An extensive network of monitoring was established across the province. This network of monitors was derived from Head Office, Districts and Oversight Structures. All personnel involved in the monitoring process were trained and appointed officially.   * **Gender and Youth** * Gender Sensitization workshops were conducted at schools where gender concepts such as mainstreaming, gender-based violence and sexual harassment were covered. * In terms of youth affairs, the Department reported the following: * A total of 132 youth are in formal learnerships or work - readiness programmes. * A total of 10 105 youth are benefitting from experiential learning and workplace experience. * A total of 3 707 bursaries were allocated to youth.   The above performances illustrate that the Department is committed in investing and providing youths with skills development that will enable them to be employable when opportunities arise or create employment for themselves and others, thus contributing to economic development. |
| **Summarized information on how the Department / Entity maintains portfolios of evidence to verify its reported performance information** |
| * A printed signed copy of the quarterly report and its electronic copy (deemed approved by line function management) is submitted together with electronic datasets of performance information for quantitative information reported on. * Quality of data recorded and reported is tested considering validity, reliability and accuracy using the agreed monitoring tools developed. All evidence is referenced with a unique code for easy filing and accessibility. * The quarterly secondary verification processes are conducted for indicators reported on a quarterly basis. Secondary evidence (e.g., personal details of people undergoing training per training programme) of reported data is submitted. |

# 3 OVERSIGHT ON DEPARTMENT PROJECT MANAGEMENT

| **3 THE DETAILS ON DEPARTMENT PROJECT MANAGEMENT** |
| --- |
| The Department indicated that it has a list of 199 capital projects. The list with specific descriptions of the projects’, timelines, status, challenges, and interventions. |

# 4 OVERSIGHT ON DEPARTMENT / ENTITY FINANCIAL PERFORMANCE

| **4 THE DETAILS ON DEPARTMENT FINANCIAL PERFORMANCE** |
| --- |
| **Actual amount (in Rands) allocated to the Department as budget for this entire Financial Year** |
| R53 458 053 000,00 adjusted to R56 678 273 000.00 |
| **Actual amount projected by the Department to be spent only during the Q under review** |
| R 13 908 726 000.00 |
| **Actual amount (in Rands) spent by the Department only during the Q under review** |
| R16 286 817 000.00 |
| **Total actual amount (in Rands) spent by the Department (Year to Date), i.e., from the beginning of this FY to the end of this Q under review** |
| R 42 551 905 000.00 |
| **Percentage (% of total budget allocation) of budget expenditure for this Q under Review only** |
| 117% |
| **Percentage (% of total budget allocation) of budget expenditure (Year to Date), i.e., from the beginning of this FY to the end of this Q under review** |
| 75% |
| **An analysis of how the % budget expenditure compares with the % APP achievement** |
| The Department planned to utilise R13 908 726. 000 in the 3rd quarter and spent R16 286 814 000.00 by the end of the quarter under review representing 117%. The Department has spent R42 551 903 000. 00 out of its total allocation of R56 678 273 000. 00 during the current financial year which represents 75% spending at vote level. The Department’s expenditure is in line with Treasury Regulations which indicates that the Departments must spend 25% of their budgets in each quarter.  The Committee noted that, of R4 461 153 000.00 allocated to Administration, R1 397 133 000.00 (124%) was spent during the quarter under review. POSE has spent 30 474 620 000.00 (75%) out of R40 508 439 000.00. PSSE has spent R1 156 339 000.00 out of R4 484 983 000.00 by the end of the Third Quarter. This shows that the programme has utilised 70% of the total allocated budget.  The spending pattern in the Third Quarter in certain key areas such as ECD which spent 65% of the total allocation, ID which spent 69% of the total allocation and EERS which spent 66% of the total allocation is noted by the Committee and suggests that the Department still needs to push implementation measures to ensure that spending is aligned to treasury regulations to achieve the 2021/22 FY objectives.  Generally, the Department’s performance in the quarter under review is fair when considering the conditions in which the Third quarter happened under. The spending pattern in the Third Quarter suggests that the Department has put in place sufficient measures across various programmes to achieve its 2021/22 FY objectives especially in Programme 1,2 and 4. |
| **If there was over / under spending of greater than 3% of projection, what were the main challenges that led to the over / under spending** |
| ***Underspending/Overspending:***  Programme 1: ADMINISTRATION:  Compensation of Employees is overspending despite vacant posts which are in the process of being advertised and filled and delays in appointments of officials. It should further be noted the overspending in this programme relates to relief posts for COVID-19.  Programme 2: PUBLIC ORDINARY SCHOOLS:  Overspending in this program is as a result of the number of invoices that were processed for bursaries.  Programme 3: INDEPENDENT SCHOOLS SUBSIDIES:  Overspending due to delays in transferring of funds to some schools during the 2nd quarter has resulted for the 20% overspending during the 3rd quarter. The overall spending on this programme is in line with Section 40.  Programme 4: PUBLIC SPECIAL SCHOOL:  The 8% underspending during the 3rd quarter was due to the delayed delivery by suppliers and the delay in creation of purchase orders. The overall 5% underspending is as the result of the delayed delivery by suppliers and the delay in creation of purchase orders.  Programme 5: EARLY CHILDHOOD DEVELOPMENT:  The 31% overspending during the 3rd quarter was due to the delayed delivery by suppliers and the delay in creation of purchase orders during the first and second quarters.  Programme 6: INFRASTRUCTURE DEVELOPMENT:  The overspending in the 3rd quarter is due to the ICT programme (classroom rehabilitative programme) and work done on Grade 10 classrooms.  Accelerated Delivery of mobile classrooms to deal with admission and placement pressures for the 2022 academic year was also a contributing factor.  Programme 7: EXAMINATION AND EDUCATION RELATED SERVICES:  The overspending is as a result of the Presidential Youth Employment Initiative. |
| **Mitigating measures by the Department to remedy over / under expenditure** |
| * ***Mitigating measures to remedy over / under expenditure***: * The Department, with the adjustment process, has revisited all the plans for the year. * Managers were consulted, to revise their plans after assessing the feasibility of achieving outcomes and targets as planned. * Adjustments to the planned targets and budget will be made in line with what can be achieved in the current financial year. |
| **The Department achievement with respect to GEYODI responsive budgeting / procurement for the period under review** |
| The Department’s achievement with respect to GEYODI responsive budgeting / procurement for the period under review:   |  |  |  |  | | --- | --- | --- | --- | | **Financial Year** | **Details** | **Amount Paid** | **% Spent to Total** | | 2021-2022 | People with disabilities | R 4 617 759,93 | 0,13% | | 2021-2022 | Youth | R 147 460 634,91 | 4,06% | | 2021-2022 | Female | R 467 247 893,27 | 12,88% | | Total |  | **R 619 326 288,11** | 17% | |
| **The Department achievement with respect to township economy / SMME / local procurement for the period under review** |
| The Department’s achievement with respect to township economy / SMME / Local procurement for the period under review:  The Department spent R 1 269 115 907,70 which represents 34,98% in the various corridors.  ***Summary for the period under review with respect to payment of service providers within 15-30 days***   * The Department processed and paid 5 820 invoices during the quarter under review and 99% of these invoices were paid within 30 days. * The 15 -day payment performance result is 88%. |

# 5 OVERSIGHT ON DEPARTMENT RESOLUTIONS AND PETITIONS MANAGEMENT

|  |  |
| --- | --- |
| **5.1 THE DETAILS ON DEPARTMENT RESOLUTIONS MANAGEMENT** | |
| **How many Responses / Actions to Resolutions were due by the Department / Entity during the Quarter under review** | **With respect to all Resolutions that were due in the Quarter under review, how many Resolutions have been successfully responded to by the Department** |
| None  There were no resolutions due in the Third Quarter because reports adopted by the Committee in the Second Quarter (and would have been due in the Third Quarter) were tabled in the House in the Third Quarter. As a results, the responses to resolutions that would have been due in the Third Quarter are now due in the Fourth Quarter. | N/A |
| **What is the Committees perception of the Quality and Timeliness of Department responses to Committee Resolutions** | |
| The Committee is generally satisfied with responses from the Department, and they have adhered to timeframes given. | |
| **With respect to the Resolutions / Action due during the Quarter under review but still overdue, what reasons have been provided by the Department / Entity [with mitigating measures to submission]** | |
| N/A | |

|  |  |
| --- | --- |
| **5.2 THE DETAILS ON DEPARTMENT PETITIONS MANAGEMENT** | |
| **How many Responses / Actions to Petitions due by the Department / Entity during the Quarter under review** | **With respect to all Petitions that were due in the Quarter under review, how many Petitions have been successfully responded to by the Department / Entity** |
| 3 | 3 |
| **What is the Committees perception of the Quality and Timeliness of Department / Entity responses to referred Petitions** | |
| The Committee has been kept abreast of new Petitions from the GPL Standing Committee on Petitions (SCP) and is awaiting responses to the following new Petitions:   * PP12C/11/21/ED: Building of a School: Hammanskraal (Philemon Moatshe). * PP11C/11/21/ED: Request for Amendment of Online Application Criteria: Philemon Moatshe * PP13C/11/21/ED: Request for Placement: Letlhogonolo Moatshe. | |
| **With respect to the Petitions / Action due during the Quarter under review but not yet responded to by the Department / Entity, what reasons have been provided by the Department / Entity [with mitigating measures to submission]** | |
| N/A | |

# 6 OVERSIGHT ON DEPARTMENT PUBLIC ENGAGEMENT

|  |
| --- |
| **6. THE DETAILS ON DEPARTMENT PUBLIC ENGAGEMENTS** |
| **The steps / measures the Department has taken to meaningfully involve the public / stakeholders in the course of its work / service delivery, during the period under review** |
| The Department reported that it continued to conceptualise and deliver successful events to both internal and external stakeholders. The following events were coordinated in the reporting period:  **Management of media enquiries**   * 21 Media enquiries were received during this period and focused on 2021:   + 2021 School Management (02);   + Legal Issues (03);   + Learner Deaths (02);   + School Infrastructure (03);   + Learner Misconduct (02);   + Unpaid Staff (02);   + NSC Exams (02);   + Learner Placement (01) |

# 7 OVERSIGHT ON DEPARTMENT GEYODI EMPOWERMENT

| **7. DETAILS ON DEPARTMENT GEYODI EMPOWERMENT** |
| --- |
| * **GENDER**   + A Quarterly GEYODICA Forum meeting was held on the 04 November 2021 where various Directorates and districts presented their plans for the 16 Days of Activism against Women and Children Abuse.   + The focus was on the LGBTQIA+ sector and their challenges within the education sector and the Domestic Violence Act and GDE Sexual harassment Policy. * **YOUTH**   + A total of 132 youth is in formal learnerships or work - readiness programmes.   + A total of 10 105 youth is benefitting from experiential learning and workplace experience.   + A total of 3 707 bursaries were allocated to youth. * **PEOPLE WITH DISABILITIES**   + A Quarterly Gender, Youth, Disability, Children, and the Aged (GEYODICA) Forum meeting was held on the 04 November 2021 where various Directorates and districts presented their plans for Disability Right Awareness Month   + The Focus was on Mental Illness due to the impact of COVID-19. |

# 8 OVERSIGHT ON DEPARTMENT COMPLIANCE WITH FIDUCIARY REQUIREMENTS

| **8. [DETAILS ON DEPARTMENT COMPLIANCE WITH FIDUCIARY REQUIREMENTS]** | |
| --- | --- |
| **GPL** | The GDE submitted its 3rd Quarterly Report of 2021/22 FY on the set timeframes, Formats, Quality and Legal Parameters in accordance with the Standing Rules: Rule 48 (1)(2)(3)(4). |

# 9 OVERSIGHT ON A CAPACITATED PUBLIC SERVICE

| **9. THE DETAILS ON A CAPACITATED DEPARTMENT** |
| --- |
|  |

|  |  |  |
| --- | --- | --- |
| **HUMAN RESOURCE CAPACITY (excluding posts provided to Schools via the PPM)** | | |
| **During the period under revie (01 July to 30 September 2021)** | | |
| **Total number of posts on the Department Structure as at the last day of the period under review** | **Total number of posts currently filled as at the last day of the period under review** | **Total number of vacant posts as at the last day of period under review** |
| **98 892** | **86 721** | **12 171** |
| **Total number of acting positions as at the last day of the period under review** | **Total number of terminations during the period under review** | **Total number of new appointments during the period under review** |
| **1 572** | **1 838** | **3 800** |

|  |
| --- |
| **Detailed information on any suspensions for the period under review** |
| There were 10 suspensions in the period under review. |

# 10 COMMITTEE FINDINGS / CONCERNS

| **10. DETAILED COMMITTEE FINDINGS / CONCERNS** |
| --- |
| * + 1. The Committee noted that there is a 74% placement success rate of Funza Lushaka graduates and plans are in process to place the remaining graduates and requests a report made on progress made towards increased placement of Funza Lushaka graduates. |
| * + 1. The Committee is concerned that there is unsatisfactory buy-in from districts in terms of usage of the unemployed educator database. |
| * + 1. The Committee welcomes the training and encouraging of principals to utilise the unemployed educator database and requests an updated report on the usage of the database. |
| * + 1. The Committee welcomes the planned monthly training of Grade R educators and requests a report on the progress and impact of the training. |
| * + 1. The Committee noted the Departments plans to address the infrastructure challenges at Lotus Gardens Secondary School but is concerned that there have been incidents where members of the community have harassed the principal and interfere with the running of the school. |
| * + 1. The Committee is concerned about the incidents of school violence such as in Daveyton where a learner was murdered at Lesedi Secondary School as well as the murder of a pupil at Tsakane Secondary School |
| * + 1. With regards to the Department’s achievement with respect to township economy, SMME or local procurement for the period under review, the Committee noted that the Department spent R 1 269 115 907,70 in the various corridors; however, requests a breakdown of the expenditure for each corridor. |
| * + 1. The Committee is concerned that the Department may not spend its entire budget allocation by the end of the financial year and is of the view that an underspending of just 2% translates into approximately R1 billion which could be used to provide much necessary resources to schools. |

# 11. COMMITTEE RECOMMENDATIONS

| **11 DETAILED COMMITTEE RECOMMENDATIONS** | | | |
| --- | --- | --- | --- |
| **Based on the information set out herein-above as well as the Committee Concerns, the Committee therefore recommends as follows:** | | | |
| **Ref Number** | **Recommendation** | **Type of response expected** | **Due Date** |
| EPC / Q1GDE / 001 | The Department to provide a report on progress made towards increased placement of Funza Lushaka graduates. | Written Response | 29 April 2022 |
| EPC / Q3GDE / 002 | The Department to put measures in place to encourage increased usage of the unemployed educator database by districts. | Written Response | 29 April 2022 |
| EPC / Q3GDE / 003 | The Department to provide an updated report of usage by principals of the unemployed educator database. | Written Response | 29 April 2022 |
| EPC / Q3GDE / 004 | The Department to provide a report on the progress and impact of the monthly training of Grade R educators. | Written Response | 29 April 2022 |
| EPC / Q3GDE / 005 | The Department should provide increased support to the principal of Lotus Garden Secondary who has experienced harassment and interference in school matters by community members. | Written Response | 29 April 2022 |
| EPC / Q3GDE / 006 | The Department should strengthen existing mechanisms such as security infrastructure, search and seizure by police in hotspots, linkage with police stations, implementation of school safety plan and placement of patrollers or security guards at schools, as well as put additional measures in place to address incidents of school violence. | Written Response | 29 April 2022 |
| EPC / Q3GDE / 007 | The Department to provide a breakdown of expenditure with respect to township economy, SMME or local procurement for each corridor. | Written Response | 29 April 2022 |
| EPC / Q3GDE / 008 | The Department to deepen implementation measures to ensure that the total allocation is effectively utilised by the end of the financial year. | Written Response | 29 April 2022 |

# 12 ACKNOWLEDGEMENTS

12.1 The Portfolio Committee on Education wishes to thank the MEC for Education, Hon. PA Lesufi, and his senior officials for the presentation of the 3rd Quarterly report and the substantial and sustained efforts they have made to inform the Portfolio Committee of the details of the quarterly reported.

12.2 The Chairperson, Hon. M. Chiloane, would like to thank the Honourable Portfolio Committee Members: F Hassan, L Makhubela, J Mpisi, K Ramulifho; S Dos Santos; IE Mukwevho; K Mazwi; A De Waal Alberts and DK Adams for their dedication and support during this process.

12.3 The Portfolio Committee would like to thank the Group Committee Co-ordinator, Ms. Zuziwe Pantshwa-Mbalo, Senior Researcher, Ms Sekinah Nenweli, Senior Committee Co-ordinator, Ms. Sharlene Gaya, Committee Co-ordinator, Mr Pheello Mashiloane, Committee Administrator, Mr. Thabo Kekana, Committee Researcher, Mr. Joseph Makhura, Hansard Recorder, Ms. Raksha Singh, Service Officer, Ms. Mavis Nhlapo, Media Officer Mr. Takalani Ndou, Information Officer Mr. Jacky Letsoalo, Public Participation and Outreach Officer Ms. Thulaganyo Khumalo for the commitment they have shown during the quarterly report process.

# 13 ADOPTION

In terms of Rule 117 (2)(c) read with Rule 164, the Education Portfolio Committee hereby recommends that the report on the Gauteng Department of Education 3rd Quarterly Report for the 2021/2022 Financial Year, be adopted by the House, taking into account committee concerns and proposed recommendations made in this report.