No.179 - 2022: Fourth Session, Sixth Legislature

**GAUTENG PROVINCIAL LEGISLATURE**

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**ANNOUNCEMENTS,**

**TABLINGS AND**

**COMMITTEE REPORTS**

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

Monday, 23 May 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 Detail of the Department of Education Budget Vote 05 of the Provincial Appropriation Bill *[G001-2022]* for the 2022/23 FY, as follows:**

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**Education Portfolio Committee Oversight Report on the Gauteng Department of Education Budget Vote 5 Report 2022/2023 FY**

| **Committee Details** | | **Department Details** | | |
| --- | --- | --- | --- | --- |
| **Name of Committee** | **Education Portfolio Committee** | **Name of Department** | **Gauteng Department of Education** | |
| **Which Financial Year** | **2022/23** | **Dept. Budget Vote Nr.** | **05** | |
|  |  | **Name of MEC** | **Hon. PA Lesufi** | |
| **Committee Approvals** | | | | |
|  | **Name** | **Signed** | | **Date** |
| **Hon. Chairperson** | Hon. M Chiloane |  | |  |
| **Adoption and Tabling** | | | | |
| **Date of Final Adoption** | | **Scheduled date of House Tabling** | | |
| **Tuesday, 17 May 2022** | | **Tuesday, 24 May 2022** | | |

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1. **Abbreviations**

|  |  |
| --- | --- |
| AAS | Auxiliary and Associated Services |
| ABET | Adult Basic Education and Training |
| ANA | Annual National Assessment |
| ECD | Early Childhood Development |
| EERS | Examination and Education Related Services |
| ELSEN | Education for Learners with Special Education Needs |
| ESSP | Extra School Support Programme |
| EPWP | Expanded Public Works Programme |
| FET | Further Education and Training |
| FIS | Focused Intervention Study |
| FY | Financial Year |
| GCRA | Gauteng City Region Academy |
| GDE | Gauteng Department of Education |
| GDID | Gauteng Department of Infrastructure Development |
| GPLMS | Gauteng Primary Literacy and Maths Strategy |
| HOD | Head of Department |
| HR | Human Resources |
| ICT | Information Communication Technology |
| ISS | Independent Schools Subsidies |
| LTSM | Learner Teacher Support Material |
| MEC | Member of Executive Council |
| MTEF | Medium Term Expenditure Framework |
| MST | Maths, Science and Technology |
| NIEMS | National Education Infrastructure Management Survey |
| NGO | Non-Governmental Organization |
| NQF | National Qualifications Framework |
| PFMA | Public Finance Management Act |
| POSE | Public Ordinary Schools Education |
| PM | Performance Measure |
| SOM | Sector Oversight Model |
| SETA | Sector Education and Training Authority |
| SSIP | Secondary Schools Improvement Programme |
| SGB | School Governing Body |
| TMR | Transformation, Modernisation and Reindustrialisation |

**EDUCATION PORTFOLIO COMMTTEE**

**24 May 2022,**

The Hon. Chairperson of the Education Portfolio Committee, Hon. M Chiloane tables the **Committee Oversight Report on the Gauteng Department of Education Budget Vote 5 of the Provincial Appropriation Bill** for the 2022/23 Financial Year as follows:

1. **EXECUTIVE SUMMARY**

For the 2022/23 FY, the Gauteng Department of Education received an allocation of R59,736,014,000.00 billion from the main appropriation. The allocation shows a 10.5 percent increase from the main appropriation of R54,040,954,000.00 received during the 2021/22 FY.

The Departmental overall budget appears to be responding to most of the provincial education priorities such as amongst others the delivery of quality education in a conducive learning environment, transforming public schooling by addressing barriers to access, equity and redress, and increase access to quality pre-post school educational opportunities, it is however difficult to assess how the delivery of schools will be done. This is due to the fact that the budget has not aligned itself to eradicating the backlog of asbestos infrastructure, improving sanitation in most schools and major rehabilitative work that a number of schools require.

The budget, according to the Department is geared towards the Capitalization of Township Technical Schools, enhancing e-learning through an investment in ICT, leasing of office buildings, and the provision of personal protective equipment to be used in schools. These will be realised through the department’s annual targets for all the programmes which are reported and shows how the allocation will be utilised.

**Programme 1: Administration**

The total budget for Administration for the 2022/23 FY amounts to R5 billion from R4.5 billion in 2021/22 FY which indicates a rand value increase of R463 million which translates into 10.2 percent increase.

District Administration received an allocation of R87.6 million for the 2022/23 FY. The Department has allocated R2.0 billion to the sub-programme Education Management. Moreover, the Department reported that the budget for Goods and services remains the largest cost item under current payments. As such R717 million that was allocated in the 2021/22 FY increased to R915 million in the 2022/23 FY. The report shows an additional allocation of R158.2 million in 2022/23 and R531.2 million over the MTEF for rental of office accommodation. This increase represents a rand value increase of R14.6 million to cover the cost related to the procurement of goods and services.

The Department has further allocated the Education Management Information Systems an amount of R26,9 million in the 2022/23 FY to ensure connectivity in schools and to enable schools to utilise SA-SAMS to provide learner data to the National Learner Tracking System.

**Programme 2: Public Ordinary School Education**

The overall budget of the programme increases in the 2022/23 FY. According to the Department, the increase is geared towards the implementation of the no-fee school policy, the compensation of employees and the implementation of the national and provincial intervention programmes which include resourcing of schools, especially to ensure that improved learner performance in literacy and numeracy are upheld. These according to the Department are as a result of increased learner enrolment, employment of more educators, opening of new schools, the implementation of intervention strategies to improve the quality of teaching and learning and the procurement of Learner Teacher Support Material (LTSM).

**Programme 3: Independent School Subsidies**

The budget allocation for this programme has increased in the current FY. According to the Department, the increased funding will:

* Assist in increasing inspection, audit, and oversight capacity to ensure compliance,
* Monitor the compliance of all independent schools with the conditions of registration,
* Enforce the regulation of all relocations to new sites by owners of independent schools,
* Train all new independent schools on Curriculum Assessment Policy Statements (CAPS) and the writing of standardised tests, and
* Train and support independent schools in the implementation of curriculum assessment policy statements.

**Programme 4: Public Special School Education (PSSE)**

The budget for this programme has increased in the current FY and appears to be enough to support the Departmental mandate towards PSSE. The Department’s main outputs are aimed at the screening of learners to identify barriers to learning and development, identify learners in need of individualised learning support programmes, identify learners in need of alternative and to provide additional and departmentally managed sporting and cultural activities in public special schools.

**Programme 5: Early Childhood Development**

The budget for ECD shows an increase in the current FY. According to the Department, the allocation will be utilised to expand Grade R to all public schools as well as registering new Grade R sites and procuring additional classrooms to meet the demand. Furthermore, the Department reported that it will identify Grade R practitioners for training to improve the quality of teaching and learning in the classroom.

**Programme 6: Infrastructure Development**

Infrastructure Development programme’s budget increase towards new infrastructure, rehabilitation and upgrading of existing infrastructure. In addition, the Department will prioritise Special Schools infrastructure development and maintenance.

**Programme 7: Examination and Education related services**

The Department reported that through the budget increase in Examination and Education Related Services (EERS) the following will be carried out:

* Support will be provided to employees through human resource development in terms of the Skills Development Act and,
* Provide Departmentally managed examination services.

The budget allocation for POSE (R42, 324, 236, 000. 00) appears to be adequate to enable the Department to accomplish the planned targets for the current FY. The budgets for Admin (R5, 012, 416, 000. 00), ISS (R1,026, 848, 000. 00), PSSE (R4, 521, 641, 000. 00), ECD (R1,264, 787, 000. 00), and EERS (R2, 764, 453, 000), also seem to be responding to the anticipated outputs. Infrastructure Development (R1, 735, 527, 000. 00) appears to be marginally underfunded to realise the objectives of the Department.

The 2022/23 FY budget of the Department is in response to tight economic conditions, it appears to respond to key priority areas of the Department across the programmes and some of the sub-programmes. The budget of R59.7 billion will assist the Department to achieve the planned targets particularly in the priority programmes such as POSE and ECD as well as PSSE.

Although, the 2022/23 FY budget shows growth, there are glaring challenges with the allocation towards infrastructure projects which does not appear to respond to the critical brick and mortar classroom and a decrease in allocation towards Special Schools infrastructure projects, this is despite the Department also facing the challenge of eradicating all unsuitable asbestos structures in the province. The Committee further noted that there is no clear indication on how the Department is moving towards that target. In addition, and by its own admission, the Department is facing a challenge of inward migration, however, that is not adequately addressed in capital works expenditure and is considered a risk.

As part of the drive towards the universalization of Grade R, the Department reported that it will develop plans to ensure that Grade RR is fully moved and aligned to the Department of Education’s mandate. This is commendable particularly against the background of studies conducted, that have repeatedly stated concerns regarding the readiness and coping mechanism of Grade R learners in the mainstream education system. The distribution of the budget across other key areas such as Public Ordinary Schools Education will ensure that the Department improves access for the vulnerable category of learners.

1. **INTRODUCTION**

The oversight role of the Gauteng Provincial Legislature is provided for in the Constitution of the Republic of South Africa and one of the most critical roles of the Education Committee of the Gauteng Provincial Legislature is to oversee the implementation of policies by Gauteng Department of Education, but also to ensure that provincial investment in the education sector effectively projects the national and provincial priorities.

The Committee’s assessment of the Gauteng Department of Education Budget for the 2022/23 FY utilised the Sector Oversight Model (SOM) to verify whether the proposed inputs (resources) translate to outputs (annual targets) in order to realize the required outcomes thus ensuring that the funds apportioned to the Department are used cost effectively.

1. **PROCESS FOLLOWED**

* The office of the Speaker referred Budget Vote 5 of the Department for 2022/23 FY in terms of Rule 153 of the Standing Rules, to the Portfolio Committee on Education for consideration and reporting.
* At the Committee Meeting held on Friday, 29th of April 2022, the Committee Researcher presented the analysis of Vote 5 of the Appropriation Bill for the 2022/23 FY.

* The Department presented the 2020/21 budget and responded to written and verbal questions on at a virtual meeting on Thursday, 05th May 2022. The GDE also presented an overview of the Budget Report to Committee Stakeholders and members of the public on Friday, 06th of May 2022 at Wedela Technical School, West Rand City Region.
* The Portfolio Committee deliberated and adopted the Committee Oversight Report on Budget Vote 5 for the 2022/23 FY on Tuesday, 17th of May 2022.

1. **COMPLIANCE AND QUALITY**

The GDE submitted the details of Budget Vote 5 and the Annual Performance Pan for 2022/23 within the set timeframes, Formats, Quality and Legal Parameters in accordance with the Standing Rules: Rule 68 (1) and (2).

1. **OVERSIGHT ON STRATEGIC PRIORITIES**

The GDE’s mandate is informed by national and provincial priorities, which are defined in terms of policies of both spheres of government.

**5.1 National priorities**

In his State of the Nation Address in February 2022, 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.

**5.2 Provincial priorities**

In his 2022’s State of the Province Address, Gauteng Premier, Honourable Makhura emphasised the following issues:

* The introduction of dedicated funding for the introduction of Coding and Robotics to meet the challenges of the Fourth Industrial Revolution (4IR).
* Thirty-three (33) primary schools Grades R to 3 and 90 Grade 7 schools to participate in the pilot Coding and Robotics Programme.
* R2.2 billion has been invested towards bursaries from which 30 000 students have benefited through the Gauteng City Region financial assistance.
* The Gauteng City Region Academy has set aside R420 million for Gauteng students who have done exceptionally well in matric results.
* Invest in the improvement of outcomes in Science, Technology, Engineering and Mathematics (STEM) subjects.

Gauteng MEC for Department of Finance, Honourable Nkomo-Ralehoko indicated that:

* Construction of new schools at Rust-ter-vaal Secondary School, Braamfischerville Primary School, Dr. W.K. du Plessis-skool for learners with special education needs and EW Hobbs Primary School.
* 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.

**5.3 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.

Essentially, the goals of the Department are in agreement with national and provincial priorities concerning education. They strive towards improving quality basic education in the Province. In general, the budget seems to be responding to most of the national and provincial priorities.

1. **OVERSIGHT ON TECHNICAL PERFORMANCE**

**6.1 Programme 1: Administration**

According to the Department, this programme provides general management of the education system in line with the National Education Policy Act, the Public Finance Management Act, and relevant policies.

The Committee noted that the total budget for Administration budget for the 2022/23 FY amounts to R5 billion from R4.5 billion in the 2021/22 FY which shows a rand value increase of R463 million which translates into 10.2 per cent increase.

The report shows that District Administration sub-programme receives an allocation of R87.6 million for the 2022/23 FY. The Department has allocated R2.0 billion to the sub-programme Education Management.

The Department reported that the budget for Goods and services remain the largest cost item under current payments. As such R717 million that was allocated in the 2021/22 FY increased to R915 million in the 2022/23 FY. The report illustrates an additional allocation of R158.2 million in the 2022/23 FY and R531.2 million over the MTEF for rental of office accommodation. This increase represents a rand value increase of R14.6 million to cover the cost related to the procurement of goods and services.

The Department has further allocated the Education Management Information Systems an amount of R26.9 million in the 2022/23 FY to ensure connectivity in schools and to enable schools to utilise SA-SAMS to provide learner data to the National Learner Tracking System.

***Economic classification***

The Committee noted that the Department will spend an increased allocation of R915 million in Goods and services as compared to R717 million during the 2021/22 FY.

**Table 4: Annual targets of 2022/23 – 2024/25 FYs**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Programme Performance Measures** | | **Estimated Annual Targets** | | |
|  | | **2022/23** | **2023/24** | **2024/25** |
| SOI 101 | Number of public schools that use school administration and management systems to electronically provide data to the national learner tracking system | 2 211 | 2 211 | 2 211 |
| SOI 102 | Number of public schools that can be contacted electronically (e-mail) | 2 211 | 2 211 | 2 211 |
| SOI 103 | Percentage of education current expenditure going towards non-personnel items | 26%  (14 591 961) | 24.3%  (13 905, 535) | 23.8%  (14 124 074) |

**6.2 Programme 2: Public Ordinary School Education**

This programme provides public ordinary education from Grade1-12 according to the South African Schools Act.

The goods and services’ budget increases from R4.9 billion in the 2021/22 to R5.7 billion in the 2022/23 FY. This increase represents an increase of 8.2 per cent which translates to R829 million. The Department reported that the goods and services’ budget is aimed at funding earmarked targets such as the school nutrition programme, scholar transport, school sport, school health and the twinning of schools’ programme. Over the MTEF, the Department receives an additional allocation of R156.8 million for the Capitalization of Township Technical Schools.

The Department has made a provision for R988 million towards scholar transport for the benefit of approximately 158 000 learners in 429 schools across the province. The Department further reported that, the number of additional schools that have applied to be included in the scholar transport programme for the 2022 academic and financial year:

* To date the Department has received 71 new applications.
* Of the 71 applications 13 were approved and are currently on learner Transport programme.

Progress of evaluating their applications:

* 58 outstanding applications are still being verified against policy compliance
* It is anticipated that the process would be concluded by end of May 2022.

In response to the Committee question on whether Bokgoni Technical School forms part of the 429 schools benefiting from the Scholar Transport, the Department reported that:

* The Department confirmed that Bokgoni Technical School forms part of the 429 schools benefiting from Scholar Transport the 2022/23 Financial year wherein142 learners are benefiting through the scholar transport programme.

The allocation towards Transfers and Subsidies increases from R3.3 billion in the 2021/22 FY to R3.5 billion in the 2022/23, this represents an increase of 5.3 per cent which translates to R176 million. The Department reported that currently, 1 406 No-Fee Schools are being subsidized with a combined enrolment of 1 526 174 million learners.

In response to Committee question the Department reported that, Public Primary Schools sub-programme will receive R22.8 billion in funding towards interventions in the Foundation and Intersen phases as follows:

* **Intersen Phase:**

Legal frameworks & directives

* Minimise rotational timetabling
  + - Extend school day with 30 minutes where rotational timetable is followed
    - If COVID restrictions remain in place in 2022 the Fundamentals document per subject needs to be implemented as follows:
    - Reduce subjects, content, topics per grade/phase in order to create space to promote deeper learning (quality).
    - Prioritization of skills and concepts - Identify key concepts, skills and values that build the foundation for the next grade.
    - Narrow the scope of instruction by including less content for deeper understanding.
    - Cluster content around critical outcomes to ensure that all aspects of a particular topic are covered in short space of time.
    - Suggest methodologies that can be used for maximum completion of content
    - Management of Home study
    - Ensure that Adequate written work done
  + Further workshops on remote learning & flipped classroom approach

**Curriculum**

* Mediation Programme
  + To utilise a hybrid model for mediation
  + Mediation plans developed in Q4 of 2021 taking into consideration what worked & what did not work
  + Consultation with DBE around provincial challenges regarding ATP implementation opportunity for further customization of ATPs
  + If rotational timetable is still being implemented, then schools struggling with curriculum delivery can use Provincial fundamental documents
* **Provision of resources**
  + Development & mediation of exemplar material for 2022 aligned to RATP
  + Distribution and mediation of Reading, Mathematics and Coding and robotics (Coding and Robotics Resources including the Gr 8 and 9 broadcast programme procured from MST Conditional Grant
  + Distribution and mediation of Reading and Mathematics resources BUDGET R14 035 000 LitNum Intervention Resources
  + Resources, especially GDE e-content for Grade 8 & 9 be increased through the creation of video lessons by the best educators and SESs in the province to mitigate against further learning losses (expansion of broadcast programme - align to e-Learning content portal
  + Printing of resources for Maths, Science, Social Sciences, Creative arts, Life Skills, and EMS BUDGET R1 986 000 Line Budget
* Monitoring Teaching and Learning
  + Face to Face and Virtual support visits should be considered
  + Utilisation of Google Forms to collect information on Curriculum Coverage and programme implementation
  + Utilisation of Google Forms for subject monthly reports
  + Utilisation of Google Forms for curriculum coverage quarterly
  + School Visit programme developed - Google form to be used to consolidate school visit findings
  + District Visits to resume to provide support

**Assessment and examinations**

* Monitoring School Based Assessment (SBA)
  + Greater collaboration between Curriculum + Assessment
  + Provision of exemplar assessments for all grades & subjects
  + Strengthen Provincial Moderation processes
  + Tracking DBE workbook utilisation
  + Implement exemplar assessment pilot developed by Assessment Unit

Teacher Development

* Effective implementation of TD programmes
* Post training session evaluation to determine effectiveness of programmes & where improvements can be made

**System Development**

* Utilisation of ICT
  + Provision of resources in expansion to more schools
  + Greater collaboration between different business units i.e., Curriculum and TD and E-Learning
  + Development and Distribution, uploading of analogue and digital resources for all subjects to GDE portal /website will be done by the time schooling commences in 2022
  + The effective use of google forms as an ‘informal assessment’ tool to be utilised where possible on days when learners are learning from home due to rotational timetabling. Since Google Form responses have a digital timestamp, some control is exercised by educators while not physically present with learners on the home days. This will ensure that actual learning within a certain timeframe is occurring.
  + Utilising online platforms such as google quiz, Socrative, etc. for mass-based participation - Provincial programmes.

Curriculum Management

* Inform effective Curriculum Management Frameworks
  + Develop quality and effective Curriculum management guidelines for Curriculum officials
  + Distribute best practice curriculum management and delivery processes and exemplars in the province.
  + Initiate seminars and webinars on effective and quality curriculum management and delivery
* Conduct Impact Analyses of Curriculum Programmes, Interventions and Pilots
  + Teacher Training Impact Studies
  + Curriculum/ Intervention Project Impact Studies
  + Programmatic Qualitative Drill down Data Analysis
  + Core Programme Impact Studies
  + Digital Innovations Impact
  + Pilot Support Impact
* Monitoring Curriculum implementation School Visits CIF
  + Present digital dashboards of support provided during School Visits and CIFs
  + Digitise feedback templates on provincial and district school visit support e.g., Principals’ feedback
  + Analyse school visit and CIF reports for standardization of quality curriculum support provided

**Mass participation programmes**

* Learners participate in Languages, Mathematics, Technology, Social Sciences, Economic and Management Sciences, Creative Arts competitions and Life Orientation activities at school, cluster, circuit level which culminate into a provincial celebration.
* The celebration is a function that entails catering, certificates, and learner subject related gifts such as reading books: Budget R 264 000

**Foundation Phase**

**Languages**

* The recent report from the Progress in International Reading and Literacy Study (PIRLS) reports has consistently highlighted that that Grade 4 learners in South Africa have difficulty with reading with understanding.
* To mitigate against this challenge reading resources for the development of vocabulary as well as reading and reading comprehension will be procured.
* The resources are pitched at different levels to ensure accommodate reading levels of learners in Foundation phase classrooms.
* The PIRLS report findings were also confirmed by the Gauteng Provincial Oral Reading Fluency Assessments conducted in 2019 and 2021 respectively.
* Exposing learners to a variety of reading text and repeated engagement of learners in reading is imperative for reading improvement hence the procurement of the following resources:
  + Library boxes This will be done incrementally, the first set of Library boxes consisting of reading cards, parent cards, five finger reading guides, book management charts, book cover posters and 40 titles in each box, will be provided to Grades 1-3 2320 IsiZulu and 1151 Setswana Home language classes. This will also support the enhancement of the Reading clubs established currently in 450 schools and Drop All and Read programme implemented across all schools in the province which seeks to inculcate the love for reading among young learners. **Budget: R 3 480 000**
  + Printing of Reading card: They will be used to track reading and reading vocabulary during reading clubs **Budget: R 35 500**
  + Printing of African Languages Reading manuals in 8 languages for Grades 1-3 This resource is critical to ensure that the uniqueness of each language is given the attention it deserves. Teaching African languages uniformly has to a great extent compromised effective teaching of the African languages, The manuals will be procured as follows: Xitsonga: 235 Sepedi:577 isiXhosa: 35, Setswana: 571, isiZulu:833, Sesotho:577, Tshivenda:58, isiNdebele: 8 **Budget: R 480 000**
  + Procurement Bilingual dictionaries (African language and Isizulu) for grade 3 classes to promote vocabulary development and reading comprehension, copies to be provided as follows: IsiZulu: 3080, IsiXhosa: IsiNdebele: 80, Setswana: 240, Sesotho: 48, Sepedi: 2040 copies, Xitsonga: 240 and Tshivenda: 1320 **Budget: R 1 284 000**
  + English Dictionaries, to be procured for Grade 3 classes: **Budget: R 1 500 000**
  + Printing, packaging and distribution of Grade 2 HL lesson plans and activity booklets. To support the teaching of the previously marginalised languages, lesson plans will be incrementally provided starting with 208 Tshivenda classes and 917 Xitsonga classes: Budget: R 499 200
  + Printing of 600 English and Afrikaans wall charts (parts of speech) to develop language skills in English FAL, which is critical for transition to Grade 4: **Budget: R 268 125**

**Life skills**

* Printing of a 10-hour perceptual programme for grade 1; 1580 copies to be printed for teachers and officials, to bridge the gap between grade R and 1: Budget: R 150 000
* Printing of the Grade 3 Life Skills content knowledge stories for the Beginning Knowledge, Personal and Social Well-being study area, the resource will assist with reading across the curriculum, in order to improve reading in the foundation phase, 1580 copies to be printed for teachers and officials: Budget: R 193 000
* Life Skills Printing of Beginning Knowledge, Personal and Social Well-being resources book for grade 2 teachers, 1580 Copies for teachers and officials to be printed. Budget: R 400 000

**Mathematics**

* Procurement of mathematics kits and games, math manipulatives are critical for the development of number sense in the early grades. Budget: R 3 090 000
* Development of mathematics lesson plans Grades 1-3 in Q1-3 Schools, to improve the quality of teaching mathematics: Budget: R 410 000
* Printing of IsiZulu Languages and Maths charts for Home Learning Programme 1570 schools, as part of the recovery learning, to extend learning beyond classroom walls. 1570 of isiZulu charts to be procured Budget: R 100 000
* Printing of Mathematics Teacher manuals: 1898 Manuals - “Strategies for teaching Mathematics Manual” aimed at improving methodologies for teaching mathematics in the Foundation phase. Budget: R 300 000

The report further shows that in terms of the Public Secondary School sub-programme, R18.1 billion is allocated, which is made out of R533 million towards FET resources, while an amount of R1.4 billion is allocated towards the Reorganisation of Schools, SSIP, MST and ICT in schools.

The Department has further set aside an allocation of R40.4 million towards the implementation of school sports tournaments in soccer, rugby, cricket, netball, and athletics in the province.

In addition, the Department reported that it has set aside a budget allocation of R175 million towards specialised services in the sector such as content training, assessment, teaching and learning methodologies. The funds allocated includes R61.6 million towards ICT training and support, R4.1 million for school management team training and R25.2 million for resourcing the Department’s teacher development Centres.

The Department further reported that, whether it outsources the content training, assessment, teaching, and learning methodologies training:

* The Department refers the educator development needs to Mathew Goniwe School of Leadership and Governance (MGSLG) for the planning, design, and implementation of the training programmes.
* The 2022/23 Teacher Development Plan on content training, assessment, teaching, and learning methodologies has been developed through the Teacher Development Project Implementation Team, comprised of the relevant stakeholders within the GDE and MGSLG.

In terms of cost estimates for the 2022/23 Financial Year:

* Training and development of educators is outsourced to MGSLG from two budget sources:
  + Voted funds (allocated to the Teacher Education and Development Directorate)
  + Mathematics, Science and Technology Conditional Grant
  + The table below describes the allocation

**Spending Pattern**

In terms of a spending pattern, this programme has managed to spend its allocation sufficiently through its various sub-programmes in the previous financial years.

**Table 5: Annual targets of 2022/23 – 2024/25 FYs for POSE**

The table below depicts the programme’s annual targets.

|  |  |  |  |
| --- | --- | --- | --- |
| **Programme Performance measures** | **2022/23** | **2023/24** | **2024/25** |
| SOI 201: Number of schools provide with multi- media resources | 240 | 260 | 280 |
| SOI 202: Number of learners in public ordinary schools benefiting from “No Fee Schools” policy | 1 542 000 | 1 542 500 | 1 543 000 |
| SOI 203: Percentage of Funza Lushaka bursary placed within 6 months of completion of studies. | 52% | 53% | 54% |
| SOI 204: Percentage of learners in schools that are funded at a minimum level. | 100% | 100% | 100% |

**6.3 Programme 3: Independent School Subsidies**

The programme provides independent ordinary education from Grades 1-12 in independent schools in line with the South African Schools Act.

The Committee noted that for the 2022/23 FY, the subsidy to independent schools increases to R1 billion or 4.7 per cent from R980.5 million in the 2022/23 FY. According to the report the increase is necessitated by the growth in the number of schools that meet the qualifying requirements for registration with the Department.

The Committee further notes that the subsidies to primary and secondary schools in the 2022/23 FY will amount to R615, 386,000.00 for Primary phase while R411, 462,000.00 is allocated towards the Secondary phase.

In addition, the Department indicated that it intends to intensify its inspection and audit capacity to ensure that all subsidised schools use state funds to achieve the educational outcomes set out in the curriculum framework. Accordingly, R10 million is set aside for this important task.

Moreover, the report shows that the budget will continue to increase at an average of 2.8% over the 2024 MTEF.

**Table 6: Programme 3: Independent Schools**



***Economic Classification***

The above table illustrates that the major portion of the allocation is towards transfers and subsidies to institutions which is at the tune of R1,026,848,000.

The table further reflects that the Department has targeted to subsidise a total of 123 000 learners during the current FY. The Department has in the past FY’s over-achieved its targets of learners in independent schools. With the budget that the programme has received, it appears adequate for the Department to achieve its said targets.

* 1. **Programme 4: Public Special School Education**

The programme is aimed at providing compulsory public education in special schools in relation to SASA and White Paper 6 on inclusive education.

The PSSE programme receives an allocation of R4,893,160,000.00 in the 2022/23 FY, which shows an increase of R371 million as compared to R4, 521, 641, 000.00 received during the 2021/22 FY allocation.

The Department reported that Compensation of employees’ accounts for the largest share at R3.8 billion which will include the increase in the number of therapists/specialist staff in public special schools.

The Committee noted that Transfers and subsidies will increase from R926 million in the 2021/22 FY allocation to R1 billion in the 2022/23 FY which represents a 10.3 per cent increase. The Department explains that it will spend R71.8 million in the 2022/23 FY on expanding access to special schools to improve the quality of programmes for learners with special educational needs and autism in township schools.

**Table 7: Programme 4: Public special school education**



**Table 8: Annual targets of 2022/23 – 2024/25 FYs for PSSE**

|  |  |  |  |
| --- | --- | --- | --- |
| **Performance Measures** | **2022/23** | **2023/24** | **2024/2025** |
| SOI 401: Number of learners in public special schools | 57 500 | 58 000 | 58 500 |
| SOI 402: Number of Therapists in public special schools | 702 | 704 | 705 |
|  |  |  |  |

The Department reported that, the number of therapists in public special schools required (HR Planning) in the province:

* The Department has planned and budgeted for 600 therapists’ posts in the 2022/23 fiscal year.
* These posts are allocated to schools based on learner disability category as Therapists or Chief Therapists in line with Policy (Personnel Administrative Measures; Chapter A, A.2.5) provided as Annexure A.

Their respective specialization:

* The Distribution of the therapists’ posts per school is provided as Annexure B.
* Three categorizations of therapists are determined in the Personnel Administrative Measures namely speech therapist, occupational therapist, and physiotherapist.
* The differentiation occurs at the recruitment stage and determined by the School Management Team which is dependent on the needs of the school.

Actual number of employed educators in public special schools:

* The Department has employed 4 317 educators in public special schools

Temporary measures are in place to circumvent the current needs:

* The Department provides special schools with educators in line the Post Provisioning Norms (PPN) with one of the lowest Educator: Learner (E:L) ratios in the country that factors in the disability status of the learners as well as the size of the school.
* Posts are provided on an annual basis for the School Principal and the SGB to engage educators with the approval of the Department.
* The Department ensures that educators comply in relation to the allocated workload.
* Additional need for educator posts is provided via the allocation of growth posts to mitigate learner ratio movement because of learner migration.

Long-term funding plans that is the department doing to ensure sufficient funding and allocation:

* The Department participates in the Premier’s Budget Council to determine the funding needs of the Department.
* There is effective collaboration between the Department and the Provincial Department of Finance (GDF) to ensure appropriate funding for personnel and proper adherence, monitoring, and utilisation of budgeted posts.
* Human resource planning is robust and future projections are predicted, compiled, and shared with GDF to request for additional funding were possible.
* The Education sector also presents funding plans as a sustainable funding strategy to the 10x10 meeting convened by National Treasury comprising of the 10 Education Departments (nine provincial department plus one national departments) and the 10 Treasury Departments (nine provincial department plus one national department).

**6.5 Programme 5: Early Childhood Development**

This programme is aimed at providing Early Childhood Development at Grade R and earlier levels in accordance with to White Paper 5.

The Department reported that the funding is earmarked for start-up kits and other resources, conversion of ECD personnel to Post Leve 1, ECD resourcing programme and for the preparatory work for the introduction of Grade RR in schools. It is also inclusive of the funds received from ECD function shift from the Gauteng Department of Social Development (GDSD).

The Department reported that R833 million is earmarked for personnel, while R789 million will be utilised for transfer and subsidies and for payments of capital assets are earmarked at R4.4 million.

The Committee further noted that Pre-Grade R in early Childhood Development Centres receives 26 per cent of the total programme budget. They report that the budget is allocated for the training of Pre-Grade R practitioners and for professional development of practitioners at learning institutions.

The Department has further allocated the Sub-programme Human Resources Development an allocation of R20.8 million in the 2022/23 FY in an effort to improve the quality of Grade R. This according to the Department, translates into a total of 700 practitioners being acquiring NQF level 6 and above qualifications and competency. By improving the quality of Grade R, the Department is committed to lay a foundation for enhanced numeracy, literacy and life skills levels at the primary school level which will ultimately lead to improved academic performance at the secondary school level.

**Table 9: summary of payments: Early Childhood Development**



**Table 10: Annual targets of 2022/23 – 2024/25 FYs for ECD**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Performance Measure** | | **Estimates Annual Targets** | | |
|  | | **2022/23** | **2022/23** | **2023/24** |
| **SOI 501** | Number of public schools that offer Grade R | 1 405 | 1 410 | 1 415 |

The Committee noted that, the scrutiny of targets of Public Schools offering Grade R for 2022 academic year reveals that the target has marginally been increasing by an average of 3 schools for the past 3 years. This suggests the slow pace in which Public Schools are assisted to offer Grade R education.

**6.6** **Programme 6: Infrastructure Development (ID)**

The Programme is aimed at providing and maintaining infrastructure facilities for administration and schools.

This programme has received an allocation of R1, 735, 527,000.00 in the 2022/23 FY. The increase represents R9.9 million in rand value. According to the report, the budget will assist the Department to meet the minimum norms and standards for school infrastructure which aims to eradicate structures built of inappropriate materials.

The report further indicates that funds have been reprioritised to ensure that provision of basic services at schools that were vandalised is intensified for school to reach their operational requirements.

**Table 11: Allocation for new/replacement schools across 5 corridors**

|  |  |  |
| --- | --- | --- |
| Development Corridors | 2022/23 FY | 2023/24 Estimates |
| Central Development | R310 650 million | R360 475 million |
| Eastern Development | R203 798 million | R278 435 million |
| Northern Development | R274 522 million | R334 380 million |
| Southern Development | R88 481 million | R80 488 million |
| Western Development | R85 648 million | R142 390 million |
| **Total** | **R1 743 745** | **R1 737 922** |

**Table 12: summary of payments: Infrastructure Development**

The Department further reported that priority will be placed on completion of projects that are currently under construction and planning process of projects that will be implemented during the 2022/23 FY. However, a concern is raised regarding the decline in funds allocation towards Special Schools Infrastructure. The budget has been in decline for the past three financial years and does not show signs of upward recovery.

The Department reported that, with the decline in allocation towards Programme (6) 4 Infrastructure, the Department has put in place plans to meet the growing needs of the programme:

* The tight fiscal environment will create a very challenging terrain, especially when considering competing infrastructural needs of the department including:
  + prevailing aged infrastructure,
  + declining provision of basic services by municipalities,
  + increased requirement for learner spaces,
  + requirement for new schools, and
  + the requirement to meet the minimum norms and standards.
* The Department has applied more vigilance in budgeting and have undertaken steps to improve budget execution and the in-year monitoring of spending in order to ensure that interventions are put in place when the need arises.
* While spending remains constrained in real terms, the Department has continued to explore many opportunities to improve the quality of expenditure through improvements in efficiency, elimination of waste and prioritization of programmes and projects based on project readiness matrix.
* The said approach has resulted in the culmination of a 2022/23 ECE which the Department has provided the Committee as Annexure C attached.

**Table 13: Annual targets of 2022/23 – 2024/25 FYs for ID**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Programme Performance Measure** | | **Estimates Annual Targets** | | |
|  | | **2022/23** | **2023/24** | **2024/25** |
| **PM 610** | Number of schools where scheduled maintenance projects were completed | 300 | 300 | 300 |

While the Department’s plans are noted as aligned to the Infrastructure programme implementation plan (IPIP) of the country, and the provincial goals, the targets for instance, fail to take into cognisance the huge infrastructure backlog that the Department is experiencing. Moreover, with regards to targets, the Committee noted that, the Department has planned for scheduled maintenance at only 300 schools which was the same target for the 2021/22 financial year.

In addition, the Committee has noted that, the Department faces the following threats:

* Inability to move with speed in relation to the implementation of the norms and standards for public school infrastructure.

The Committee welcomed the Department’s detailed accountability and planned interventions on the infrastructure challenges experienced at Sekampaneng Primary School:

* Following the collapsed wall at the school, the GDE Infrastructure team was deployed to the site to conduct an assessment to determine the extent of damages and recommend interventions required.
* Upon completion of a site assessment, a report was compiled by the Chief Civil Engineer with short-term and long-term solutions for repairs.
* In the short term, the Department has provided the school with 4 mobile classrooms to accommodate learners from the affected brick and mortar classrooms.
* Over the long term, given the issue of prevalent storm water challenges in the property, the Department will be appointing a built environment professional team that will conduct a comprehensive assessment and provide a technical solution to deal with this challenge.
* The team will be appointed from a panel of service providers which is in the process of being awarded by the Department.
* Following this award, the Department intends to award a contractor from the panel of maintenance contractors to implement the contract.

The intervention plans for Lotus Gardens Secondary School:

* Following the challenges that have been raised at the school, the Department reported the following:
  + The allocated budget of R22 821 437,25 for the project of the school has been rolled over to the current 2022/23 financial year.
  + Lefika Consulting Engineers have been appointed as the Professional Service Providers and the project is currently at Initiation stage.
  + 6 mobile classrooms have been delivered at the school to accommodate learners in the worst affected classrooms.
* The GDE has approved that the Department of Infrastructure Development (DID) procure more mobile classrooms to decant the learners as an emergency while long-term repairs are pursued.

**6.7 Programme 7: Examination and Education Related Services (EERS)**

Examination and Education Related Services provides education institutions with training and support. In the current FY, EERS programme received a total allocation of R2, 764, 453,000.00 when compared to R1, 720, 871,000.00 received during the 2021/22 FY.

According to the report, the Department will develop a Safe Schools Programme that will integrate psycho-social and physical security in schools. The Gauteng City Region Academy (GCRA) under the Special Projects Sub-Programme, is allocated R1.6 billion in an effort to empower young people and ensure that they are career ready whilst encouraging high school completion. The Department further indicates that the funding is also aimed at the implementation of the Master Skills Programme that is aligned to skills required by the Fourth Industrial Revolution. The report indicates that during the 2022/23 FY, the Department through the GCRA will continue to build an ethical and professional public service in the province. This according to the report will be achieved through the allocation of R57.9 million.

The report further shows that the External Examinations sub-programme is allocated R559.4 million of which R266 million is for examination markers and moderators while the remaining amount is allocated towards printing question papers and answer sheets.

**Spending pattern**

The Programme has a history of poor budget performance, and such requires continuous monitoring to ensure that the allocated budget is spent adequately. The Committee will continue to engage the GCRA on its plans that are aimed at empowering the youth and welcomes the Department’s report that, with respect to critical skills identified and covered by bursary programme, an adopted complementary approach to the Master Skills Plan II: 2017 - 2021 addresses the preparation of the GCR Workforce for the Fourth Industrial Revolution (4IR). This considers the skills needs for the GGT 2030 identified high-growth sectors as well as the public sector as the 11th sector.

* The new approach will result in a ‘new’ Master Skills Plan III – labour market intelligence, and alongside will be a sector focused skills and workforce development plans that aligns stronger with the GGT 2030 Master Sector Plans.
* Labour market Intelligence to be produced this year
* Sector skills plans – ongoing, ICT and digital economy, creative industries, already done and being refined and repackaged, energy.
* The bursary programme drive is to create stronger alignment between the courses being applied for and the skills that are needed to feed the 10 high-growth sectors identified in GGT2030.
* Even though the GCRA will be adopting this new approach, the Department indicated that they are cognizant of our developmental responsibilities and as a result will still allocation bursaries to some areas that don’t strictly align with the 10 high-growth sectors in GGT2030.
* As the new models from the GCRA start to gain traction there is an expectation that there is very strong alignment between the career pathways that the GCRA funds and the skills needs of the province.

In response to Committee questions, the Department reported that, the TVET bursary programme is being reviewed, until the Department have an end-to-end approach to the funding. The TVET application process was not factored into the current bursary processes as it is more complex in nature than HEI’s.

Further that, the Biggest hurdle is to find host employers for work experiential learning to enable completion of Diploma. This, however, does not mean that we have stopped working in the Technical Vocational space. The GCRA is currently delivering projects with partners that provide both structured and unstructured workplace experience to youth from TVET colleges. The primary role being played by the GCRA is that of stipend support and facilitating placement with host employers.

The GCRA is slowly embarking on projects to restart this programme. It has identified a few TVET colleges which it feels can deliver projects that meet quality standards, facilitate work placements, and achieve the impact it requires.  The current bursary applications system already has the capability to accept TVET bursary applications, once the system is adequately tested and the GCRA is comfortable that we can start to provide TVET bursaries again without placing the GDE at risk the system will be opened.

With respect to the breakdown on the number of Presidential Youth Employment Initiative beneficiaries, the Department reported on the following that,

* The PYEI Phase III started on the 1st of April 2022 and will end on 31 August 2022.
* The cohort that was part of Phase II were transitioned into Phase III, no new recruitment process
* For Phase IV of the PYEI a new cohort will be recruited between October and November 2022. Therefore, the department can only report on the PYEI Phase III at this stage.
* The PYEI (Phase III) confirmed for the 2022/23 financial year, per district.

**Table 14: Summary of payments: Auxiliary and Associated Services**



**Table 15: Annual targets of 2022/23 – 2024/25 FYs for EERS**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Programme Performance Measure** | | **Estimates Annual Targets** | | |
|  | | **2022/2023** | **2023/24** | **2024/25** |
| **SOI 701** | Percentage of learners who passed National Senior Certificate (NSC) | 85.0% | 85.5% | 80.0% |
| **SOI 702** | Percentage of Grade 12 learners passing at bachelor level | 44.0% | 44.5% | 45% |
| **SOI 703** | Percentage of Grade 12 learners achieving 60% or more in Mathematics | 15.5% | 16.0% | 16.5% |
| **SOI 704** | Percentage of Grade 12 learners achieving 60% or more in Physical Science | 18.5% | 19.0% | 19.5% |

# **Staffing**

**Table 16: Personnel numbers**

|  |  |  |
| --- | --- | --- |
| **Personnel Numbers** | **2022/23** | **Costs ®** |
| 1. Administration | 6 978 | R 4 152 332 |
| 1. Public Ordinary School Education | 81 660 | R 34 426 792 |
| 1. Independent School Subsidies |  |  |
| 1. Public Special School Education | 8 175 | R 3 970 731 |
| 1. Early Childhood Development | 4 765 | R 1 062 024 |
| 1. Infrastructure Development | 73 | R 55 372 |
| 1. Examination and Education Related Services | 7 470 | R 446 013 |
| **Total Provincial Personnel Numbers** | **109 121** | **R 44 113 264** |

The total provincial personnel numbers headcount is 109 121 which shows an increase of 5 503 owing to the ongoing need to employ additional educators to cater for high learner numbers in schools and this will cost the Department a total amount of R44 113 264 000. The Department further reported that, new educators join the Department at Post Level 1.

* Owing to budget cuts, 2 650 posts at Post level 1, has been allocated for 2022/23 fiscal year. These are all new posts.
* The filling of these posts is conducted in line with the approved recruitment processes of the Department.
* School Principals profile the curriculum needs of theses entry level posts in line with the approved established for the academic year.
* Educators whose qualifications match the curriculum needs of the post are sourced from the Unemployed Educator Database.
* Schools Principals appoint these educators who are determined suitable for the post in a temporary capacity until the post is filled permanently via absorption, rationalisation and redeployment and placement of Funza Lushaka bursary holders.

1. **OVERSIGHT ON FINANCIAL PERFORMANCE**

The 2022/23 FY budget shows that the Department received funds from both the national and provincial revenue in a form of equitable shares and conditional grants. It shows that the Department for the 2022/23 FY, receives an allocation of R59,736,014,000.00 billion from the main appropriation. The allocation shows a 10.5 per cent increase from the main appropriation of R54,040,954,000.00 received during the 2021/22 FY.

The Departmental overall budget appears to be responding to most of the provincial education priorities such as amongst others the delivery of quality education in a conducive learning environment, transforming public schooling by addressing barriers to access, equity and redress, and increase access to quality pre-post school educational opportunities, it is however difficult to assess how the delivery of schools will be done. This is due to the fact that the budget has not aligned itself to eradicating the backlog of asbestos infrastructure, improving sanitation in most schools and major rehabilitative work that a number of schools require.

The budget, according to the Department is geared towards the Capitalization of Township Technical Schools, enhancing e-learning through an investment in ICT, leasing of office buildings, and the provision of personal protective equipment to be used in schools. These will be realised through the department’s annual targets for all the programmes which are reported and shows how the allocation will be utilised.

**8.1 Programme 1: Administration**

The report shows that the total budget for Administration for the 2022/23 FY amounts to R5 billion from R4.5 billion in 2021/22 FY which indicates a rand value increase of R463 million which translates into 10.2 per cent increase.

The report further shows that District Administration receives an allocation of R87.6 million for the 2022/23 FY. The Department has allocated R2.0 billion to the sub-programme Education Management.

Moreover, the Department reported that the budget for Goods and services remains the largest cost item under current payments. As such R717 million that was allocated in the 2021/22 FY increased to R915 million in the 2022/23 FY. The report shows an additional allocation of R158.2 million in 2022/23 and R531.2 million over the MTEF for rental of office accommodation. This increase represents a rand value increase of R14.6 million to cover the cost related to the procurement of goods and services.

This is the breakdown on how much the Department will be paying monthly for each rented office space in the province:

* The GDE has 15 District Offices, of which 11 are in rented buildings (see table below).
* Of these 11, Johannesburg East is no longer in use as the District is temporarily accommodated at Sandown High School.
* The other 4 district office and satellite facilities are in government owned buildings for which no rent is payable.
* The GDE’s Head Office is currently accommodated in three (3) rented buildings, however the Gauteng Department of Infrastructure Development (GDID) is responsible for the monthly payment of rentals for Head Office accommodation from their own budget.

The Department has further allocated the Education Management Information Systems an amount of R26,9 million in the 2022/23 FY to ensure connectivity in schools and to enable schools to utilise SA-SAMS to provide learner data to the National Learner Tracking System.

**8.2 Programme 2: Public Ordinary School Education**

The overall budget of the programme increases in the 2022/23 FY. According to the Department, the increase is geared towards the implementation of the no-fee school policy, the compensation of employees and the implementation of the national and provincial intervention programmes which include resourcing of schools, especially to ensure that improved learner performance in literacy and numeracy are upheld. These according to the Department are as a result of increased learner enrolment, employment of more educators, opening of new schools, the implementation of intervention strategies to improve the quality of teaching and learning and the procurement of Learner Teacher Support Material (LTSM).

**8.3 Programme 3: Independent School Subsidies**

The budget allocation for this programme has increased in the current FY. According to the Department, the increased funding will:

* Assist in increasing inspection, audit, and oversight capacity to ensure compliance,
* Monitor the compliance of all independent schools with the conditions of registration,
* Enforce the regulation of all relocations to new sites by owners of independent schools,
* Train all new independent schools on Curriculum Assessment Policy Statements (CAPS) and the writing of standardised tests, and
* Train and support independent schools in the implementation of curriculum assessment policy statements.

**8.4 Programme 4: Public Special School Education (PSSE)**

The budget for this programme has increased in the current FY and appears to be enough to support the Departmental mandate towards PSSE. The Department’s main outputs are aimed at the screening of learners to identify barriers to learning and development, identify learners in need of individualised learning support programmes, identify learners in need of alternative and to provide additional and departmentally managed sporting and cultural activities in public special schools.

**8.5 Programme 5: Early Childhood Development**

The budget for ECD shows an increase in the current FY. According to the Department, the allocation will be utilised to expand Grade R to all public schools as well as registering new Grade R sites and procuring additional classrooms to meet the demand. Furthermore, the Department reported that it will identify Grade R practitioners for training to improve the quality of teaching and learning in the classroom.

**8.6 Programme 6: Infrastructure Development**

Infrastructure Development programme’s budget increase towards new infrastructure, rehabilitation and upgrading of existing infrastructure. In addition, the Department will prioritise Special Schools infrastructure development and maintenance.

**8.7 Programme 7: Examination and Education related services**

The Committee noted that through the budget increase in Examination and Education Related Services (EERS) the following will be carried out:

* Support will be provided to employees through human resource development in terms of the Skills Development Act and,
* Provide Departmentally managed examination services.

**Table 1** below shows a budget allocation across all programmes in the current FY.



The budget allocation for POSE (R42, 324, 236, 000. 00) appears to be adequate to enable the Department to accomplish the planned targets for the current FY. The budgets for Admin (R5, 012, 416, 000. 00), ISS (R1,026, 848, 000. 00), PSSE (R4, 521, 641, 000. 00), ECD (R1,264, 787, 000. 00), and EERS (R2, 764, 453, 000), also seem to be responding to the anticipated outputs. Infrastructure Development (R1, 735, 527, 000. 00) appear to be marginally underfunded to realise the objectives of the Department.

1. **RESOLUTIONS MANAGEMENT**

Information on the Department’s implementation of House Resolutions for the period under review

| **RESOLUTIONS MANAGEMENT** | | |
| --- | --- | --- |
| **RESOLUTIONS PASSED DURING THE PREVIOUS QUARTER** | **RESOLUTIONS / ACTION DUE DURING THE QUARTER UNDER REVIEW** | **RESOLUTIONS CLOSED** |
| Resolutions passed during the Previous Quarter emanated from the 3rd Quarterly Report, the Committee FIS report on an " An assessment of asbestos schools in the province  (Programme 6: Infrastructure Development)" and the Education Portfolio Committee Oversight Report on the Detail of Vote 5 (Gauteng Department of Education) of the Gauteng Provincial Adjustment Appropriation Bill | 5 emanating from the Committee Oversight on the 03rd Quarterly Report of the Gauteng Department of Education for the 2021/2022 Financial Year  8 emanating from the Committee FIS report on an " An assessment of asbestos schools in the Province  (Programme 6: Infrastructure Development)"  2 emanating from the Education Portfolio Committee Oversight Report on the Detail of Vote 5 (Gauteng Department of Education) of the Gauteng Provincial Adjustment Appropriation Bill | The Committee will receive the research analysis and deliberate on the responses in the next Quarter. |
| ***Through its oversight process in line with the SOM and PEBA models the Committee will embark on a number of FIS and Oversight Visits for verification purposes.*** | | |

1. **FINDINGS, PROPOSED RECOMMENDATIONS, AND IMPLICATIONS ON LAW MAKING**
2. **Committee Findings / Concerns**
   * + 1. The Committee observed that the Department did not present on the plans for the West Rand City Region as requested by the Committee at the public meeting.
       2. The Committee noted concerns raised by stakeholders that for the Presidential Youth Employment Initiative, there appears to be incidents of nepotism, excluding other deserving youth who may qualify for the PYEI.
       3. The Committee noted that, the scrutiny of targets of Public Schools offering Grade R for 2022 academic year reveals that the target has marginally been increasing by an average of 3 schools for the past 3 years. This suggests a slow pace in which Public Schools are assisted to offer Grade R education.
3. **Proposed Committee Recommendations**
   * + 1. The Department to provide the Committee with a report regarding the delivery of quality education in the West Rand City Region for the 2022/2023 FY by **31 August 2022.**
       2. The Department should investigate allegations of nepotism in respect of recruitment for the Presidential Youth Initiative in the West Rand Region. A progress report to be provided by **31 August 2022.**
       3. The Department to provide plans and measures to be put in place to fast track the pace in which Public Schools should be assisted against the average target of 3 schools for the past three years. A progress report to be provided by **31 August 2022.**
4. **ACKNOWLEDGEMENTS**

* The Portfolio Committee on Education wishes to thank the MEC for Education, Hon. PA Lesufi, and his senior officials for the presentation of the budget, substantial and sustained efforts they have made to inform the Portfolio Committee of the details of the Budget Vote report.
* 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; A De Waal Alberts and DK Adams for their dedication and support during this process.
* 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, Senior Information Officer, Mr Jacky Letsoalo, and Public Participation Officer, Ms Refilwe Mathebula/Lindy Tjia for the commitment they have shown during the budget process.

1. **ADOPTION**

In accordance with Rule 117 (2) (c) read together with Rule 164, I, Matome Chiloane, the Education Portfolio Committee Chairperson hereby recommends that the Education Portfolio Committee Oversight Report on the Gauteng Department of Education Budget Vote 5 Report 2022/2023 FY be adopted by the House, taking into account committee concerns and proposed recommendations made in this report.