**No.207 - 2022: Fourth Session, Sixth Legislature**

**GAUTENG PROVINCIAL LEGISLATURE**

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**ANNOUNCEMENTS,**

**TABLINGS AND**

**COMMITTEE REPORTS**

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

Monday, 20 June 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 Fourth 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 4th 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** | **4th** | **Hon. Minister / MEC** | **Panyaza Lesufi** |
| **Committee Approvals** | | | |
|  | **Name** | | **Date Considered by Committee** |
| **Hon. Chairperson** | Matome Chiloane | | **Tuesday, 14 June 2022** |
| **Adoption and Tabling** | | | |
| **Date of Final Adoption by Committee** | | | **Scheduled date of House Tabling** |
| **Tuesday, 14 June 2022** | | | **Tuesday, 21 June 2022** |

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# 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]** |
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| The Committee noted the Gauteng Department of Education’s 4th Quarterly Report and its commitment towards the implementation of the 2021/22 FY goals. In the quarter under review, the Department achieved all 3 of the quarterly outcome indicators, while 25 of the 29 annual outcome indicators tracked in this quarter were achieved. In total, 87% of the indicators were achieved.  Key highlights for the quarter under review include:   * The achievement of 82.8% in the 2021 Matric Results. * The successful reopening of Setlabotja Primary School in January after refurbishment. * The Department welcomed 175 staff from Early Childhood Development (ECD) from the Department of Social Development as part of the function shift of ECD to Basic Education.   **Programme 1: Administration**  The Department reports that it received a total of 781 Funza Lushaka graduates to be placed in the province, and in the 4th quarter, 114 of the 751 placeable graduates were placed successfully. The Department partnered with the ICT and e-GOV Departments and successfully created a database where unemployed educators can register for consideration by the school principals and SGB. The Department reported that the newly registered unemployed educators between January and March 2022 recorded on the database is 684.  **Programme 2: Public Ordinary Schools Education**  In the 4th Quarter, there were 1 407 no-fee schools with 1 526 174 learners enrolled, scholar transport was provided to 167 536 learners as part of the transport programme and 1 598 600 learners had access to the school nutrition programme. Early Grade Reading Assessment (EGRA) was used to diagnose reading abilities in schools and all schools were provided with CAPS policy documents. In an effort to enhance the quality of teaching and learning, monitoring and support was continued to ensure the quality of learner activities and written work, through marking and corrections. The Department also implemented the SSIP Residential and Walk In camps in March 2022 to address the content gaps identified during controlled tests implemented during term one as part of the first push strategy. The purpose was to implement the Subject Support Strategies. Tutors were also trained on the approach of content taught in Grade 11 but examinable in Grade 12 during these camps. The last push strategy will be implemented towards the preliminary examinations because by then all the examinable topics would have been covered.  **Programme 3: Independent School Subsidies**  For the primary phase, 388 Home Education applications were received and approved and 14 applications for registration of independent schools were received for primary schools and are currently being processed. In terms of post registration and monitoring, 21 primary schools were found to be operating illegally. In the Secondary Phase, 151 Home Education secondary schools’ applications were received and processed while 12 secondary schools were identified as operating illegally. Post registration requirements monitoring was conducted at one secondary school.  **Programme 4: Public Special School Education**  In the period under review, the Special School readiness verification process was conducted in 125 Special Schools to ensure that schools are optimally utilised in terms of the number of learners placed in the school with emphasis on appropriate support to learners directly at the school in accordance with the returning to phasing in approach. Additionally, three schools for the Deaf were provided with readers, workbooks, and South African Sign Language Software. One meeting was held with ETDP SETA for the following training programmes:  • Improving the implementation of inclusive education,  • Improved support provisioning of special class educators, and  • Improved support to learner support educators.  **Programme 5: Early Childhood Development (ECD)**  The Committee noted that during the quarter under review, General Education and Training curriculum, Grade R Techer Development, e-learning and knowledge management continued to support the programme and on-site support visits were conducted in 99 schools across all the 15 Districts. Sixty-two laptops and data projectors were procured and distributed to support schools in line with the Department of Basic Education (DBE) implementation of Coding and Robotics pilot project and a refresher session for facilitators towards the training of Grade R practitioners was conducted, focusing on assessment practices.  **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. For Public Ordinary Schools, of the 29 schools built predominately out of asbestos, 14 schools are under implementation and 2 schools are under construction. In respect of Early Childhood Development, 15 Grade R classrooms are under construction in three new primary schools and seven Grade R classrooms were completed. The Committee is concerned that there are a number of infrastructure projects that are behind schedule, some of which are longstanding projects such as Rus Ter Vaal Secondary School, Nokothula LSEN School, and OosRand Secondary School.  **Programme 7: Examination and Education Related Services**  In the period under review, new educators were trained on SIAS policy guidelines and identification, reaching 203 of the targeted 200 in a two-day training. The Presidential Youth Employment Initiative Phase 2 has reached a number of trainees wherein:  • 2 763 officials were trained in Data Management System (DMS).  • PYEI orientation, wherein 7 792 Assistants were trained.  • PYEI orientation for 2 414 Principals  • PYEI orientation for SGB: 2 200 were trained.  • Reading Champions wherein 3 128 were trained. |
|  |
| **Financial Performance**  An overall Summary of whether the Committee thinks the Department Financial Performance is sound and prudent |
| The Department planned to utilise R 11 815 601 000.00 in the 4th quarter and spent R13 658 867 000. 000 representing an expenditure of 116%. The Department has spent R56 210 773 000.00 out of its total allocation of R56 678 273 000. 00 during the current financial year which represents 99% 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.  In the 2021/22 FY, of R4 461 153 000.00 allocated to Administration, R108 987.00 (10%) was spent during the quarter under review. POSE has spent R41 426 707 000.00 (102%) out of R40 508 439 000.00. PSSE has spent R3 973 060 000.00 out of R4 484 983 000.00 by the end of the Fourth Quarter. This shows that the programme has utilised 89% of the total allocated budget.  The spending pattern in the Fourth Quarter in certain key areas such as ECD, ID and EERS was doubled, however, ECD and EERS could still not spend their entire budget as anticipated, with an expenditure of 91% and 94% respectively. This trend suggests that the Department has not yet mastered adequate plans for the two programmes which is repetitive |
| **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 15 resolutions, all of which were responded to by the Department. The resolutions emanated from the Committee Oversight Report on the Gauteng Department of Education 03rd Quarterly Report for the 2021/22 FY, the Committee FIS report on an " An assessment of asbestos schools in the province (Programme 6: Infrastructure Development)" and Education Portfolio Committee Oversight Report on the Detail of Vote 5 (Gauteng Department of Education) of the Gauteng Provincial Adjustment Appropriation Bill. |
| **Petitions Management**  An overall Summary of the Committee’s assessment of Department Petitions Management |
| The Committee has not received new Petitions in the Quarter under review. |
| **GEYODI Empowerment**  Overall Summary on Department achievement on actual GEYODI empowerment in communities |
| * **GENDER**   o The 4th quarterly GEYODICA meeting was held on 10 March 2022, various districts (Gauteng, Johannesburg West, Tshwane South, Gauteng East and Gauteng North) presented on the activities that were implemented in the response to Gender Equality Strategic Framework, Status of appointment of women in principals’ positions as guided by the Department Employment Equity Plan.  o Gender sensitisation workshops were conducted at schools where gender concepts such as mainstreaming, gender-based violence and sexual harassment and LGBTQI+ were covered.   * **YOUTH**   o A total of 1 737 youth is in formal learnerships or work - readiness programmes.  o A total of 98 430 youth is benefitting from experiential learning and workplace experience.  o A total of 3 851 bursaries were allocated to youth.   * **PEOPLE WITH DISABILITIES**   + Disability sensitization workshops conducted at schools and offices where disability concepts such as mainstreaming, disability disclosures and reasonable accommodation were covered.   + Various Districts (Gauteng West, Johannesburg West, Tshwane South, Gauteng East and Gauteng North) presented at the 4th Quarterly GEYODICA meeting on the activities that were implemented in response to the Job Access, on status of the disclosure on employees with disabilities, reasonable accommodation measures and lifting social barriers. |
| **Fiduciary Compliance**  Overall Summary on Department Compliance with fiduciary requirements |
| The GDE submitted its 4th 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 the number of vacancies filled during the quarter under review is 1 273.  Those not filled:   * During the quarter under review, the Department had 8 084 vacancies unfilled. * These posts include the newly created from Jan to March 2022 for school growth and substitute posts totalling 1 236 and 817 posts created from 1 April 2022 which led to a grand total of 2 053. |
| **Summary of Committee Findings/Concerns** |
| * The Committee noted that the unemployed educator database in its current form does not have built in features to extract reports as it is a transactional database and requires manual updating once educators are employed in schools and the Department is currently reviewing the development of the database with the ICT section to provide a greater degree of statistical analysis. * The Committee is concerned that there are 200 learners at Hofmeyer High School who require access to the school nutrition programme and the school is currently collecting surplus food supply from neighbouring schools and notes the Department’s commitment to engage the School Management and the School Governing Body on how the school may best be assisted. * The Committee welcomes the implementation of the first push and last push strategy in the SSIP Residential and Walk in Camps throughout the year and requests additional information regarding learner attendance and the impact of the first push strategy which was meant to implement the subject support strategies. * The Committee welcomes the implementation of the Department of Basic Education Coding and Robotics pilot project and notes the challenges raised by the GDE such as lack of educators with relevant specialisation and lack of specialists at District and Head Office. * The Committee is concerned that there are a number of infrastructure projects that are behind schedule, including longstanding projects such as Rus Ter Vaal Secondary School, Nokothula LSEN and OosRand Secondary School. * The Committee is concerned about the infrastructure challenges faced at Orifile Primary School, Phineas Xulu High School and Foxtrot Primary School. * The Committee is concerned that the incomplete and abandoned ACT classrooms pose a danger to the schools, such as Strauss Secondary School and Vezulwazi Primary School. |
| **Summary of Committee Recommendations** |
| * The Department to provide a progress report on the development of the unemployed educator database. * The Department to assist Harry Hofmeyer High School with providing meals to 200 needy learners. * The Department to provide a report on the learner attendance at the SSIP Residential and Walk in Camps as well as the impact of the first push strategy. * The Department to provide a progress report on the implementation of the Coding and Robotics pilot project as well as progress made towards provision of adequate capacity to support the programme. * The Department to provide a progress report on all infrastructure projects that are behind schedule. * The Department to provide a progress report on progress made towards resolving infrastructure challenges at Orifile Primary School, Phineas Xulu High School and Foxtrot Primary School. * The Department to provide a report on progress made towards removal of all incomplete and abandoned ACT classrooms across all schools in the province. |

# INTRODUCTION

This report provides an overview of the Education Portfolio Committee’s quarterly oversight on the Gauteng Department of Education for the 4th 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 4th Quarterly Report was as follows:

1. On Thursday, 05 May 2022, Portfolio Committee on Education received the referral of the Gauteng Department Education 4th Quarterly Report for the 2021/2022 FY from the Speaker, Hon. Mekgwe for consideration and reporting.
2. On Monday, 30 May, the Committee Researcher presented the research analysis on the 4th Quarterly Report for the 2021/2022 FY of the Gauteng Department of Education.
3. On Friday, 03 June 2022, the GDE made a presentation on its 04th Quarterly Report for the 2021/2022 FY to the committee, including responses to Committee questions.
4. On Thursday, 14 June, 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** |
| The Department employed additional specialist staff in the sector to support 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**   The Department reports that it received a total of 781 Funza Lushaka graduates to be placed in the province, and in the 4th quarter, 114 of the 751 placeable graduates were placed in successfully. In response to the Committee’s request for clarity the GDE explained that it allocated 781 Funza Lushaka Graduates in October of 2021 who were anticipated to have completed their educational qualifications at Higher Educational Institutions (HEIs) by the end of 2021. This list was received from the Department of Basic Education for placement in schools in the Gauteng Province during the first six months of the 2022 academic year. Placement commenced once the list was received in line with the Department’s Management Plan and according to the placement report by the end of the 4th quarter of the 2021/22 financial year, 30 graduates were reported as unplaceable due to the following reasons:   * 1 graduate opted to continue with an honour’s degree; * 5 graduates are working in other provinces (Limpopo, Western Cape, Mpumalanga, and Northwest); * 1 graduate declined the placement; and * 23 graduates had not yet completed the qualification. * **Education Management Information Systems**   The Department partnered with the ICT and e-GOV Departments and successfully created a database where unemployed educators can register for consideration by the school principals and SGB. The Department reported that the newly registered unemployed educators between January and March 2022 recorded on the database is 684.  The database in its current form does not have built in features to extract reports as it is a transactional database and requires manual updating once educators are employed in schools and the Department is currently reviewing the development of the database with the ICT section to provide a greater degree of statistical analysis. Districts have recorded names of schools that have utilised the database and has been manually established at a total of 465. The Department indicated that it continually advocates for the database utilisation by schools and is currently reviewing the database template to add school names for effective electronic reporting. Programme 2: Public Ordinary School Education In the fourth quarter, 1 598 600 learners had access to the school nutrition programme. The Committee was concerned about the situation at Hofmeyer High School where there are 1200 learners who require access to the programme. The school relies on collecting surplus allocations from neighbouring schools. The Department explained that the Conditional Grant Framework with respect to the National School Nutrition Programme (NSNP) covers learners from Q1-3 in no fee schools provided via the Department of Basic Education. Since the inception of the School Nutrition Programme, GDE allowed deserving Quintile 4-5 schools to be incorporated into the programme with funding provided via the Equitable Share allocation from the Gauteng Provincial Government based on requests from Districts and available budget. Since 2019, due to budgetary constraints, new applications from Q4-5 schools were declined. Hofmeyer High School is a Quintile 4 school and based on the application in 2019, it was determined to be unsuccessful. The assertion of the school collecting surplus food supply from neighbouring schools will be examined and the Department will engage the School Management and the School Governing Body on how the school may best be assisted, inclusive of fundraising strategies, given the circumstances currently in relation to Q4-5 schools not being eligible to join the programme.  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. With regards to teacher development and support, 315 Senior Phase teachers were trained on African Languages content, methodologies as well as assessment practices. This demonstrates that the Department is dedicated to providing quality teaching and learning as well as improving on the outcomes of the Senior Phase learners in public schools.  For public primary schools, 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 meeting platforms 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. This demonstrates that the Department is dedicated to enhancing the quality of teaching and learning which will ultimately improve primary schools’ learners’ academic success.  The Department reports that Early Grade Reading Assessment (EGRA) was used to diagnose reading abilities in schools and all schools were provided with CAPS policy documents. Monitoring and Support was continued to ensure the quality of learner activities and written work, through marking and corrections.  The Committee was concerned with how quality learning and teaching has been achieved at schools such as Vezulwazi Primary School wherein 123 leaners in the foundation and INTERSEN phase are without a desk and 303 learners are without a chair despite the school making numerous requests for assistance. Challenges that have also been observed at other schools such as Hofmeyer High School which has requested to be assisted with furniture for 200 learners at the school. The Department reported that 303 learner chairs, 126 learner desks and 55 educator desks were delivered to Vezulwazi Primary School on 19 May 2022 and 326 learner chairs and 164 learner desks were provided to Hofmeyer High School on 18 May 2022. On 01 June 2022, 250 learner chairs, 15 educator desks and 36 educator chairs were delivered to Leondale Secondary School.  With regards to the provision of additional classrooms, the Department explained that given the rapid growth in the provincial population and the resultant growth in the learner population as a result of inward migration, the Department has had to devise strategies to accommodate the learner overflow which include:  • Increasing the threshold limit of transfer to qualifying schools so that they can manage the building of additional facilities,  • Going out on tender for suppliers of mobile units with regards to the provision of funding to schools to run the classroom self-built programme.  • The Department has provided this funding to schools for 3 successive years, and this exercise has proven to be successful overall.  The tender for the panel supply of mobiles units has been concluded and 67 suppliers have been appointed to the panel. The Department is currently preparing for the soliciting of quotations for current needs so that suppliers will be appointed specifically for the said group of schools, including Vezulwazi Primary School. It is anticipated that the deliveries of mobile classrooms for these schools will commence in the month of June 2022.  For Public Secondary Schools, walk-in camps were implemented wherein the province adopted a problem-solving based approach at all SSIP revision camps. In response to the Committee’s request for clarity, the Department indicated that it implemented the SSIP Residential and Walk In camps to address the content gaps identified during Controlled Tests term implemented during term one and it was not premised on the last push strategy, but the first push strategy. The purpose was meant to implement the Subject Support Strategies. Tutors were also trained on the approach of content taught in Grade 11 but examinable in Grade 12 during these camps. The Last push strategy will be implemented towards the preliminary examinations because by then all the examinable topics would have been covered.  **Human Resource Development**  The Committee noted that similar outputs were reported under Human Resource Development for the 03rd and 4th Quarter. The Department indicated that the identical outputs report is noted and will provide an addendum to clarify the information provided in the report and further clarified that the reason that the same total is reported in Q3 and Q4 for ICT and Training and Robotics is that the training is modularised, and the same attendees will attend Module 1 -10 of this programme for the whole year. The number is the same in both quarters for Digital Literacy Onsite Support due to the same number of educators attending.  **Conditional Grants**  The Committee noted that similar outputs were reported under Human Resource Development for the 03rd and 4th Quarter. In response to the Committee query, the Department indicated that it notes the similar report and will provide an addendum to clarify the information provided in the report and confirms the following:  • In the third quarter the GDE indicated underspending in HIV/AIDS, Education Infrastructure and Maths, Science and Technology grants respectively.  • While in the fourth quarter overall grants performance was over 99.5% in terms of spending.  • The only grant below 99% was HIV/AIDS at 98.4%.  • The grant realised savings of around R500 000 on personnel. Programme 3: Independent School Subsidies For the primary phase, 388 Home Education applications were received and approved and 14 applications for registration of independent schools were received for primary schools and are currently being processed. In terms of post registration and monitoring, 21 primary schools were found to be operating illegally. In the Secondary Phase, 151 Home Education secondary schools’ applications were received and processed while 12 secondary schools were identified as operating illegally. The list of schools identified as operating illegally are attached as an annexure to this report. Post registration requirements monitoring was conducted at one secondary school. Programme 4: Public Special School Education In relation to Public Special School Education, Special School readiness verification process was conducted in 125 Special Schools to ensure that schools are optimally utilised in terms of the number of learners placed in the school with emphasis on appropriate support to learners directly at the school in accordance with the returning to phasing in approach.  Additionally, three schools for the Deaf were provided with readers, workbooks, and South African Sign Language Software (SASLS).  In respect of Human Resource Development, the Department held four workshops to support schools in addressing challenges with developing standardised tools to monitor functionality and compile a Resource Toolkit which will be shared via the Department’s website to all schools. One Meeting was held with ETDP SETA for the following training programmes:   * Improving the implementation of inclusive education. * Improved support provisioning of special class educators, and * Improved support to learner support educators.  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 support the programme and on-site support visits were conducted in 99 schools across all the 15 Districts.  The Department further indicated that 62 laptops and data projectors were procured and distributed to support schools in line with the Department of Basic Education (DBE) implementation of Coding and Robotics pilot project while the Term 2 Coding and Robotics lesson plans were developed. The Department was requested to provide a progress report and the names of the schools that are taking part in piloting the Coding and Robotics programme for oversight purposes. The Department responded that 110 Primary Schools have been selected for Piloting Coding and Robotics programme which include 24 Full ICT-Schools; 62 MST-Conditional Grant Primary Schools; 13 New Schools; 11 LSEN Schools; and 46 Secondary Schools selected to pilot in grade 8 in 2022 (45 of them are part of MST Conditional Grant).  In terms of Resourcing, Coding and robotics kits have been procured for the schools and mediation of the resources was done. Draft Policy documents, Annual teaching plans and lesson plans were distributed and mediated. In terms of Monitoring and Support, Teachers and SMTs are supported during school visits. PLCS have been established and teachers are supported during PLCS. For Teacher Development, Orientation was done with subject advisors, teachers and SMT members and Pre and Post-tests were conducted.  The following challenges were reported:   * Finalisation of Policy Documents by DBE. * Time allocation for the subject to be finalised by DBE. * Resource intensive subject requires additional funding. * HR Capacity Challenges – there are no teachers with specialisation to teach subject. * Capacity to support schools- No specialists at District and Head Office level to support the subject. * **Grade R in Community Centres**   The report indicates that final preparation and delivery of Grade R and Pre-Grade R indoor resources was finalised.   * **Pre-Grade R**   During the quarter under review, the focus was on the plans for the introduction of Grade RR wherein the plans focused on the development of documents such as:   * Induction manual for Grade RR, and * Parent Support guideline document. * **Human Resource Development**   The Department indicated that it conducted a refresher session for facilitators towards the training of Grade R practitioners focusing on assessment practices. **Programme 6: Infrastructure Development** The Committee noted that there are number of infrastructure projects that are behind schedule which are listed below:   * Ahanang PS * Braamfischervilee PS * EdenPark PS * Krugerlaan LSEN * Learskool Kameelfontein * Lebogang PS * Mayibuye PS * Nancefield PS * Nokothula LSEN * OosRand SS * Rust Ter Vaal SS * **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 indicated that 14 of the 29 schools built entirely of asbestos are under implementation phase while 2 schools are under construction. While progress on the finalisation of infrastructure projects is on-going, the Committee was concerned that Orifile Primary School continues to operate under difficult conditions due to the structural challenges that have plagued the school wherein large portions of the ceiling in the school continue to fall off, posing a safety risk to learners and educators at the school. The Department was requested to provide a report in respect of attending to these infrastructure challenges and responded that:  • The Department has prepared a works order that is going through the procurement process.  • This will ensure the appointment of a contractor that will attend to the infrastructure challenges at the school.  • The Department determines timelines once the service provider is appointed after implementing a project plan and it will be provided thereafter.  The Committee was also concerned about the steps are being taken to intervene in the Management and infrastructure challenges at Phineas Xulu High School. The Department indicated that:  • The plumbing challenges at the school were attend to by the Department in 2021.  • The major challenge currently experienced by the school is uneven ground.  • A project for paving has been initiated and will go through the procurement processes to appoint a service provider.  The Committee noted that at Strauss Secondary School and Vezulwazi Primary School, the abandoned mobile classroom projects have not been moved from the respective schools. Currently the mentioned classrooms are damaged and pose a danger to the schooling community and attract criminal elements to the schools. In response to the Committee query, the Department provided plans to remove all incomplete and abandoned ACT classrooms across schools as follows:  • The Department will expedite the assessment of the dilapidated structures and upon conclusion thereof, will appoint a contractor to demolish and clear the structures from the site.  • Strauss Secondary and Vezulwazi Primary School will be part of this assessment.  • The assessment will include the current status of the structures as well as the cost benefit analysis with respect to reuse, refurbishment and demolishment.   * **Special Schools**   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**   Fifteen Grade R classrooms are under construction in three new primary schools and seven Grade R classrooms were completed. In respect of providing a secured and stimulating environment, the Department has also provided classrooms to schools such as Foxtrot Primary School, however, the Committee noted that a project to construct a play area has been halted after the appointed contractor built a structure close to an ESKOM electricity pole line which if not attended to, will result in harm to learners at the school.  The Department provided an updated status report as follows:  • An electrical maintenance project was completed in August 2021.  • The department conducted an assessment of infrastructure and is currently preparing job card towards fixing building and plumbing challenges identified.  • Timelines and steps taken in order to bring the project to finality:  • The Department determines timelines once the service provider is appointed after implementing a project plan and it will be provided thereafter Programme 7: Examination and Education Related Services  * **Professional Services**   The Department reports new educators were trained on SIAS policy guidelines and the identification reaching 203 of the targeted 200 in a two-day training.   * **Special Projects**   The Gauteng City Region Academy (GCRA) identified some improvements that could be made to the design and delivery methodology. The most significant proposal approach presented was the adoption of a sector-based approach in line with the Growing Gauteng Together (GGT) 2030 identified high growth sectors as well as factoring in and embracing the emerging jobs.  According to the report, the Presidential Youth Employment Initiative (PYEI) Phase 2 has reached a number of trainees wherein:  • 2 763 officials were trained in Data Management System (DMS).  • PYEI orientation wherein 7 792 Assistants were trained.  • PYEI orientation for Principals: 2 414.  • PYEI orientation for SGB: 2 200 were trained.  • Reading Champions trained: 3 128.  The above performances illustrates 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** |
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| The Department has provided a list of all capital projects. The list includes specific descriptions of the projects’, timelines, status, challenges, and interventions. The Committee is concerned that there are a number the infrastructure projects that are behind schedule, some of which are longstanding projects such as Rus Ter Vaal Secondary School, Nokothula LSEN School, and OosRand Secondary School |

# 4. OVERSIGHT ON DEPARTMENT / ENTITY FINANCIAL PERFORMANCE

| **4. THE DETAILS ON DEPARTMENT FINANCIAL PERFORMANCE** |
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| **Actual amount (in Rands) allocated to the Department as budget for this entire Financial Year** |
| R56 678 273 000.00 |
| **Actual amount projected by the Department to be spent only during the Q under review** |
| R11 815 601 000.00 |
| **Actual amount (in Rands) spent by the Department only during the Q under review** |
| R13 658 867 000. 000 |
| **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** |
| R56 210 773 000.00 |
| **Percentage (% of total budget allocation) of budget expenditure for this Q under Review only** |
| 116% |
| **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** |
| 99% |
| **An analysis of how the % budget expenditure compares with the % APP achievement** |
| The Department planned to utilise R 11 815 601 000.00 in the 4th quarter and spent R13 658 867 000. 000by the end of the quarter under review representing 116%. The Department has spent R56 210 773 000.00 out of its total allocation of R56 678 273 000. 00 during the current financial year which represents 99% 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.  In the 2021/22 FY, of R4 461 153 000.00 allocated to Administration, R108 987.00 (10%) was spent during the quarter under review. POSE has spent R41 426 707 000.00 (102%) out of R40 508 439 000.00. PSSE has spent R3 973 060 000.00 out of R4 484 983 000.00 by the end of the Fourth Quarter. This shows that the programme has utilised 89% of the total allocated budget.  The spending pattern in the Fourth Quarter in certain key areas such as ECD, ID and EERS was doubled, however, ECD (spent 91%) and EERS could still not spend their entire budget as anticipated, with an expenditure of 91% and 94% respectively. This trend suggests that the Department has not yet mastered adequate plans for the two programmes which is repetitive. |
| **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:***  **Report on the quarterly underspending within Programme 1**   * Underspending in this programme is because of journals that were passed in this quarter regarding expenditure that was allocated in relation to COVID-19 Educator relief posts. * This expenditure was reallocated to Programme 2.   Report in respect of the overspending within:  **Programme 2:**   * The overspending in the 4th quarter is because of the expenditure that was allocated to Programme 1. This expenditure has been reallocated correctly to Programme 2 as it relates to COVID-19 Educator relief posts.   **Programme 5:**   * The overspending is as a result of LTSM that was planned to be spent earlier in the year but, spending commenced during the last part of the third quarter continuing to the fourth quarter. * The overspending during the fourth quarter was due to the delayed delivery by suppliers and delay in creation of purchase orders during the first and second quarters.   **Programme 6:**   * The application of electronic invoicing system has minimized the delays in paying invoices. * Contractors in the roster database that had been identified to have compliance matters (resolved and payments were done earlier than the anticipated completion date) * Quicker than anticipated land transactions (acquisition of schools’ sites) for the purchases of sites, this process was largely affected by COVID and transactions that were anticipated to be concluded in the first quarter of 2022/23 were concluded in the 4th quarter of 2021/22.   **Programme 7:**   * The overspending in this programme was due to unpaid stipends for patrollers as the GDE was in process of cleaning up the patrollers database. * Spending for compensation of personnel employed for the marking process had been incurred in the 4th quarter. * The Presidential Employment Initiative that was allocated with the adjustment processes was also the main contributor to higher than planned spending as these funds were not part of the main allocation. |
| **Mitigating measures by the Department to remedy over / under expenditure** |
| * ***Mitigating measures to remedy over / under expenditure***: * The Department intends to improve spending going forward. |
| **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 5 165 049,09 | 0,17% | | 2021-2022 | Youth | R 172 384 303,73 | 5,56% | | 2021-2022 | Female | R 539 623 896,21 | 17,42% | | Total |  | **R 717 173 249,03** | 23% | |
| **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 R551 313 109,21 which represents 17,8% in the various corridors.  ***Summary for the period under review with respect to payment of service providers within 15-30 days***   * 93% of invoices received and paid were paid within 15 days. The payment percentage for 30-days is 99%.   The Department reported the following procurement spend on GEYODI in the quarter under review:   * People with Disabilities – R 1 017 473,94 * Youth – R 48 816 744, 33 * Female – R 148,863,390,20 |

# 5. OVERSIGHT ON DEPARTMENT RESOLUTIONS AND PETITIONS MANAGEMENT

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| **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** |
| 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 | 15 |
| **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 | |

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| --- | --- |
| **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** |
| 0 | 0 |
| **What is the Committees perception of the Quality and Timeliness of Department / Entity responses to referred Petitions** | |
| The Committee has been kept abreast of Petitions from the GPL Standing Committee on Petitions (SCP) and is awaiting responses to the following 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

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| **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 continued to conceptualise and deliver successful events to both internal and external stakeholders, the following events were coordinated in the period under reporting:   * + Management of media enquiries     - 175 Media enquiries were received during this period and focused on:       * Hoërskool Jan Viljoen (42)       * School Overcrowding (30)       * Learner Deaths (14)       * School Infrastructure (34)       * School Violence (30)       * Learner Misconduct (05)       * Unpaid Staff (13)       * Learner Placement (07) |

# 7. OVERSIGHT ON DEPARTMENT GEYODI EMPOWERMENT

| **7. DETAILS ON DEPARTMENT GEYODI EMPOWERMENT** |
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| * **GENDER** * The 4th quarterly GEYODICA meeting was held on 10 March 2022, various districts (Gauteng, Johannesburg West, Tshwane South, Gauteng East and Gauteng North) presented on the activities that were implemented in the response to Gender equality Strategic Framework, Status of appointment of women in principals’ positions as guided by the Department Employment Equity Plan. * Gender sensitisation workshops were conducted at schools where gender concepts such as mainstreaming, gender-based violence and sexual harassment and LGBTQI+ were covered. * **YOUTH**   + A total of 1 737 youth is in formal learnerships or work - readiness programmes.   + A total of 98 430 youth is benefitting from experiential learning and workplace experience.   + A total of 3 851 bursaries were allocated to youth. * **PEOPLE WITH DISABILITIES**   + Disability sensitization workshops conducted at schools and offices where disability concepts such as mainstreaming, disability disclosures and reasonable accommodation were covered.   + Various Districts (Gauteng West, Johannesburg West, Tshwane South, Gauteng East and Gauteng North) presented at the 4th Quarterly GEYODICA meeting on the activities that were implemented in response to the Job Access, on, status of the disclosure on employees with disabilities, reasonable accommodation measures and lifting social barriers. |

# 8. OVERSIGHT ON DEPARTMENT COMPLIANCE WITH FIDUCIARY REQUIREMENTS

| **8. [DETAILS ON DEPARTMENT COMPLIANCE WITH FIDUCIARY REQUIREMENTS]** | |
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| **GPL** | The GDE submitted its 4th 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** |
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| **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** | **89 918** | **8 974** |
| **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** |
| **198** | **3 113** | **3 497** |

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| **Detailed information on any suspensions for the period under review** |
| There were 0 suspensions in the period under review. |

# 10. COMMITTEE FINDINGS / CONCERNS

| **10. DETAILED COMMITTEE FINDINGS / CONCERNS** |
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| 1. The Committee noted that the unemployed educator database in its current form does not have built in features to extract reports as it is a transactional database and requires manual updating once educators are employed in schools and the Department is currently reviewing the development of the database with the ICT section to provide a greater degree of statistical analysis. |
| 1. The Committee is concerned that there are 200 learners at Hofmeyer High School who require access to the school nutrition programme and the school is currently collecting surplus food supply from neighbouring schools and notes the Department’s commitment to engage the School Management and the School Governing Body on how the school may best be assisted. |
| 1. The Committee welcomes the implementation of the first push and last push strategy in the SSIP Residential and Walk in Camps throughout the year and requests additional information regarding learner attendance and the impact of the first push strategy which was meant to implement the subject support strategies. |
| 1. The Committee welcomes the implementation of the Department of Basic Education Coding and Robotics pilot project and notes the challenges raised by the GDE such as lack of educators with relevant specialisation and lack of specialists at District and Head Office. |
| 1. The Committee is concerned that there are a number of infrastructure projects that are behind schedule, including longstanding projects such as Rus Ter Vaal Secondary School, Nokothula LSEN and OosRand Secondary School. |
| 1. The Committee is concerned about the infrastructure challenges faced at Orifile Primary School, Phineas Xulu High School and Foxtrot Primary School. |
| 1. The Committee is concerned that the incomplete and abandoned ACT classrooms pose a danger to the schools, such as Strauss Secondary School and Vezulwazi Primary School. |
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# 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 / Q4GDE / 001 | The Department to provide a progress report on the development of the unemployed educator database. | Written Response | 19 August 2022 |
| EPC / Q4GDE / 002 | The Department to assist Hofmeyer High School with providing meals to 200 needy learners. | Written Response | 19 August 2022 |
| EPC / Q4GDE / 003 | The Department to provide a report on the learner attendance at the SSIP Residential and Walk in Camps as well as the impact of the first push strategy. | Written Response | 19 August 2022 |
| EPC / Q4GDE / 004 | The Department to provide a progress report on the implementation of the Coding and Robotics pilot project as well as progress made towards provision of adequate capacity to support the programme. | Written Response | 19 August 2022 |
| EPC / Q4GDE / 005 | The Department to provide a progress report on all infrastructure projects that are behind schedule. | Written Response | 19 August 2022 |
| EPC / Q4GDE / 006 | The Department to provide a progress report on progress made towards resolving infrastructure challenges at Orifile Primary School, Phineas Xulu High School and Foxtrot Primary School. | Written Response | 19 August 2022 |
| EPC / Q4GDE / 007 | The Department to provide a report on progress made towards removal of all incomplete and abandoned ACT classrooms across schools in the province. | Written Response | 19 August 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 4th 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 4th 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.