No.0419 - 2023: Fifth Session, Sixth Legislature

**GAUTENG PROVINCIAL LEGISLATURE**

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**ANNOUNCEMENTS,**

**TABLINGS AND**

**COMMITTEE REPORTS**

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

Friday, 01 December 2023

# ANNOUNCEMENTS

none

# TABLINGS

none

**COMMITTEE REPORTS**

**1. The Chairperson of the Education Portfolio Committee, Hon. T B Munyai, tabled the Committee’s Oversight Report on the Annual Report of the Department of Education for the 2022/2023 financial year, as attached:**

**Education Portfolio Committee Oversight Report on the Annual Report of the Gauteng Department of Education for the 2022/23 Financial Year**

| **Committee Details** | | **Department Details** | | |
| --- | --- | --- | --- | --- |
| **Name of Committee** | **Portfolio Committee on Education** | **Name of Department** | **Department of Education** | |
| **Which Financial Year** | **2022/23 FY** | **Dept. Budget Vote Nr.** | **5** | |
|  |  | **Hon. MEC** | **Matome Chiloane** | |
| **Committee Approvals** | | | | |
|  | **Name** | **Signed** | | **Date** |
| **Hon. Chairperson** | **T Munyai** |  | | **04 December 2023** |
| **Adoption and Tabling** | | | | |
| **Date of Final Adoption by Committee** | | **Scheduled date of House Tabling** | | |
| **Thursday, 30 November 2023** | | **04 December 2023** | | |

1. **ABBREVIATIONS**

AG Auditor General

ANA Annual National Assessments

APP Annual Performance Plan

CAPS Curriculum Assessment Policy Statement

CAPEX Capital Expenditure

COVAC Committee Oversight and Accountability

DBST District Based Support Team

DID Department of Infrastructure Development)

ECD Early Childhood Development

EHP Emergency Health Practitioners

EMS Emergency Medical Services

ESSP Extra School Support Programme

FET Further Education and Training

FY Financial Year

GDE Gauteng Department of Education

GET General Education and Training

GPG Gauteng Provincial Government

GPL Gauteng Provincial Legislature

ICT Integrated Computer Technology

ISE Independent School Education

ISHP Integrated School Health Programme

LTSM Learner and Teacher Support Materials

MEC Member of the ExecutiveCommittee

MST Maths, Science and Technology

NNSSF National Norms and Standards for School Funding

NPDE National Professional Diploma in Education

NQF National Qualification Framework

PEBA Programme Evaluation and Budget Analysis

PELRC Provincial Education Labour Relations Council

POSE Public Ordinary School Education

PSOM Public Service Oversight Model

QLTC Quality of Learning and Teaching Campaign

SA-SAMS South African School Administration and Management System

SBST School Based Support Team

SGB School Governing Body

SoNA State of the Nation Address

SSE Special School Education

SSIP Secondary School Improvement Programme

TR Treasury Regulations

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**Education Portfolio Committee**

**04 December 2023,**

The Hon. Chairperson of the Portfolio Committee on Education, Hon. Tshilidzi Munyai, hereby tables the Portfolio Committee’s Oversight Report on the Gauteng Department of Education Annual Report for the 2022/23 Financial Year as follows:

1. **EXECUTIVE SUMMARY**

In the 2022/23 Financial Year (FY), GDE received R60, 286, 142, 000. 00 and it has spent R59, 819, 643, 000. 00 by the end of the FY. It shows that R466, 499, 000.00 of the budget was not spent. In terms of the Auditor General’s (AG) report, the Committee was pleased to note that the Department received a clean audit opinion. The Department implemented various interventions to achieve a clean audit such as robust engagement with AGSA on the basis of the issues of concern raised in relation to the GDE position, standards and legislation the department may not have complied with; prioritised resources to clear material findings; encouraged AGSA to provide auditors conclusions after management responses have been provided; focused on improving the control environment to address all transactions; and timeously communicated with the Treasury to clear accounting treatment for new standards or prior year accounting findings, amongst others.

Going forward, the Department intends to sustain operation clean audit by ensuring that senior management will instil a healthy control environment in their monitoring and oversight responsibilities and ensure that such maintained consistently throughout the year and place a focus on the implementation of audit action plans.

The Department achieved 30 out of 35 performance indicators which shows an achievement of 86%. The Department has made significant achievements in the 2022 academic year which included the provision of scholar transport to learners in 15 districts and the National School Nutrition programme (NSNP). In addition, the Department has continued to provide support to Public Primary Schools in the form of provision of training to educators, provision of coaches to schools, provision of workbooks and other Learner Teacher Support Materials (LTSMs) amongst others.

The largest sector in the Gauteng Education system remained the public ordinary school sector with 2 206 schools. This was followed by the independent non-subsidised ordinary school sector with 529 schools and then the independent subsidised schools’ sector with 203 schools. While the Learners with Special Education Needs (LSEN) sector catered for 52 612 learners of 146 institutions of which 119 were public, four independent subsidised and 23 independent non-subsidised Special Schools.

During the year under review, the Department faced several challenges such as increased learner migration which put a strain on the optimal utilization of the allocated budget. The Department has spent 99,2% of the equitable share in the period under review. The under-spending was due to funds not transferred to entities for education interventions because of reduction in training in the year under review. The Department has received an unqualified audit for the past 5 FYs (2018/19 to 2021/22) and has subsequently obtained a clean audit opinion on the 2022/23 annual performance report.

Programme 1 (Administration) and 4 (Public Special Schools Education) contributed R260, 734, 000.00 and R121, 983,, 000.00 respectively towards the Department’s overall R466,, 499, 000.00 under expenditure. These are the same two programmes that contributed a percentage of monies to the under expenditure in 2021/2022 FY. While the Department has obtained a clean audit, under expenditure has not improved and appears to increase with each financial year.

For the 2022/23 FY, Department has cooperated with the National and provincial priorities in terms of the number of Grade R learners, exceeded an 80% matric pass rate and the number of Grade 12 learners with entrance to universities. Nevertheless, school infrastructure and School Sport in some of the public ordinary schools remain a challenge and should be addressed. In terms of Literacy and Mathematics in the Foundation Phase and Senior Phase, more needs to be done to improve learners’ academic performance. The Department reported that it strived to improve access to quality basic education in the province in order to enhance the outcomes of public ordinary schools by implementing the following:

* Subject support strategies focusing on how to improve performance from Grades 10-12;
* 30%,40% and 50% strategies on content relating to how every learner should be taught using differentiated learning styles to achieve at specified percentiles.
* Each subject 30%, 40% and 50% (content) strategy outlined in a ZIG-ZAG Flyer and given to all learners offering Grade 12.
* Grade 12 Live Broadcast revision lessons.
* Secondary School Improvement Programme (SSIP) implemented and workshop training for SSIP tutors on the above strategies
* Distribution of Grade R Resources to Grade R Classes, such as Grade R Start-Up Kits for early Mathematics, Early Home Language Development, Life Skills, and Resources targeting for 4 IR
* Mathematics, Science and Technology Special Tuition Camps for Girl Learners performing above 60% in Mathematics held during the school holidays, three times a year.
* Grade 12 MS Teams online tuition before June, preliminary and final examinations.

1. **INTRODUCTION**

This report provides an overview of the Education Portfolio Committee’s oversight on the Gauteng Department of Education for the Annual Report of the 2022/23 Financial Year. It is informed by Sector Oversight Model (SOM), the Gauteng Provincial Legislature’s Model called Programme Evaluation and Budget Analysis (PEBA) and the evaluation is done according to the Committee Oversight and Accountability (COVAC) format.

The assessment was done in accordance with the Committee Oversight and Accountability (COVAC) 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 report is divided into eleven sections: overall assessment, compliance and quality, strategic overview (i.e., national priorities, provincial priorities, Gauteng Provincial Government goals, Millennium Development Goals (MDG), GDE strategic goals); performance by service delivery indicators; oversight on technical performance (i.e., programmatic analysis); oversight on budget expenditure; cross-cutting issues, Auditor General’s report, committee concerns and recommendations.

1. **PROCESS FOLLOWED**

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

3.1 The Honourable Speaker of the Gauteng Provincial Legislature Ms LH Mekgwe, formally referred the Annual Report of the Gauteng Department of Education for 2022/23 FY to the Committee for consideration, deliberation, and reporting on 31 August 2023.

3.2 On Tuesday, 24 October 2023, the Committee Researcher, Mr Joseph Makhura, presented an analysis of the Gauteng Department of Education Annual Report for the 2022/23 FY.

3.3 On Wednesday, 08 November 2023, the GDE made a presentation on its Annual Report at a Committee Meeting and on Thursday, 09 November 2023, the Committee held a public meeting at Clayville Community Hall to solicit public inputs.

3.4 On 30 November 2023, the committee deliberated and adopted its oversight report on the Annual Report of the 2022/23 FY.

1. **COMPLIANCE AND QUALITY**
2. The GDE submitted its Annual Report of 2022/23 FY on the set timeframes, Formats, Quality and Legal Parameters in accordance with the Standing Rules: Rule 47 (1)(2)(3)(4)(5)(6)(7).
3. **OVERSIGHT ON STRATEGIC PRIORITIES**
4. **Overview of Policy Priorities**

* **National Priorities**

In his State of the Nation Address (SONA) 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 our basic education system.

• Continue to invest in expanding access to quality basic education and improving the outcomes of public schools.

• Plans to award 39,500 bursaries for Initial Teacher Education over the next three years.

• 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 2022’s State of the Province Address (SOPA), Former Gauteng Premier, Honourable Makhura emphasised the following issues:

* Invest in Early Childhood Development, focusing on improving literacy and numeracy in the foundation phase and further empower learners with portable skills in all high school grades.
* Implement the national integrated assessment framework which will ensure rigorous assessment of all primary schools.
* Strengthening and improving the performance of primary education in Gauteng.
* Delivering quality education that equips children with skills for the future.
* Increase the number of Schools of Specialisation from 17 to 35.
* Build new schools for learners with special educational needs at a higher rate.

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

* A new grant for Learners with Profound Intellectual Disabilities Grant is introduced over the MTEF to provide educational opportunities,
* R319 million over the next three years to improve the quality of public schooling system,
* R476.3 million to improve the Grade-12 performance and to increase the bachelor pass rates,
* R586.9 million for teacher development and support initiatives to provide training on subject content, etc.,
* R630.9 million for Early Childhood Development in the 2022/23 FY, and
* R1.9 billion over the next three years to roll out the E-Learning strategy.
* **Departmental Priorities**

The Department’s approach and plan for the five year term is aligned to the goal of eradicating the social, economic and spatial legacies of the country. GDE’s four 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.

According to the Department, its major sub-outcomes in the National Development Plan (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.
* **Millennium Development Goals**

**MDG 2: Universalise primary education.**

Essentially, the goals of the Department as well as are in agreement with national and provincial priorities concerning education. They strive to improve access to quality basic education in the province in order to enhance the outcomes of public ordinary schools, increase and enhance schools of specialization, universalize Grade R, improve Human resources including management of school, infrastructure and LTSM, amongst others. The analysis will explore whether the Department’s performance in the year under review is moving towards achieving these national and provincial priorities as well as its goals and MDGs.

**6. OVERSIGHT ON TECHNICAL PERFORMANCE**

**6.1 Micro analysis (programmatic performance): performance against the targets**

1. **Programme 1: Administration**

Programme 1: Administration received a total budget of **R4, 753,641, 000. 00** and it has spent **R4, 112, 616, 000. 00.** This shows that the programme has spent 94% of its budget in the year under review.

* **Education Management**

The Department undertook a physical verification in 2 087 schools during each term of the academic year to consistently monitor readiness of schools for teaching and learning and further assess the level of accountability of school Principals.

Additionally, the Committee noted that the Department conducted a Special School hostel blitz in all Special Schools with hostels.

In an effort to improve the recruitment processes, the guidelines for the appointment of public service employees (temporary and permanent) were published on the GDE information portal. These guidelines ensured that managers, School Governing Body (SGB)’s and officials always execute their duties whilst upholding the principles of integrity and honesty.

* **Human Resource Development**

The Department has improved the human resource functions in the processing of appointment transactions for posts advertised and published three Vacancy Circulars with a total of 1 623 promotional and therapist posts.

The Committee also noted that 466 misconduct and disciplinary cases were conducted. Accordingly, 64 out of all cases were completed and finalised within 90 days.

* **Education Management Information Systems**

During the year under review, the Department conducted a verification exercise across all the 15 districts in an effort to verify the number of personnel in schools against the number reported on the South African School and Administration System.

The Department also implemented the Education Management Information System to analyse the registration certificates of ECD Centres that migrated from GDSD as a result of the ECD Function Shift.

* **Performance Indicators**

For Programme 1: Administration, the Department achieved its targets in line with the annual performance plan. For instance, the Department recorded an over- achievement on the target of schools that can be contacted electronically wherein 2 213 schools complied with the submission of data.

1. **Programme 2: Public Ordinary School Education (POSE)**

Programme 2: Public Ordinary School Education received a final appropriation of **R43 216 715,00.00**

and spent **R43 210 561,000.00**. This indicates that POSE has utilised 100% of the allotted budget.

The Committee noted that all sub-programmes within this programme have spent within the prescripts.

* **Public Primary Level**

In the year under review, the Department continued with efforts to improve learner test scores for School Based Assessments in Literacy and Numeracy across all schools. These efforts were aided using available e-content that was made available to schools. In order to further ensure development of the General Education and Training Strategy in Grades 1-9, the INTERSEN Strategy continued and was aimed at improving teacher competencies regarding subject content and pedagogical knowledge.

Although this is an indication that the Department is committed to invest in expanding access to quality basic education and improving the outcomes of public primary schools, the report is scanty on details about the academic performance of learners in primary schools. The Department should provide additional details on how the use of e-content and INTERSEN strategy supported the teaching and learning to ultimately improve learner performance.

* **Public Secondary Level**

The Committee noted that the Grade 8 and 9 Mathematics Strategy, was enhanced with the aim of improving Mathematics performance in Grades 1-9 through the relevant resources to support teachers, such as Mathematics Charts, worksheets, and mainly focuses on the learner, teacher as well as SMT support.

In achievement of the objectives of the Transformation, Modernization and Reindustrialization agenda (TMR), the Committee noted that the report is silent on the optimal losses incurred as a result of loss, theft and damage of ICT equipment in schools. The Committee requested a report detailing the number of schools that have SMART classrooms in terms of grade distribution as well as the number of SMART classrooms that were either damaged or equipment stolen during the period under review. In response the Department indicated that it has 604 schools in the ICT project, and below is the distribution and installation per grade in fee-paying, no-fee paying, Full ICT schools and Teacher Centres (NB: more than one grade have received classrooms in the same school):

|  |  |  |
| --- | --- | --- |
| **Installations** | **Classrooms** | **Schools** |
| Grade 7 | 7 | 4 |
| Grade 8 | 18 | 5 |
| Grade 9 | 425 | 83 |
| Grade 10 | 1425 | 204 |
| Grade 11 and 12 | 4814 | 391 |
| Grade 7 – 12 Full ICT Schools | 1508 | 89 |
| Teacher Centres | 77 | 15 Districts |

* A total number of 19 schools reported the stolen of LED Boards during the period under review (2022/23 FY).
* Out of the 19, 10 schools LED Boards were recovered.

The Secondary School Improvement Programme took the form of residential camps and walk-in tuition at schools. Residential camps were implemented in all 15 Districts and were provided with catering, transport and material. Tuition in all the centres were monitored by the Provincial Subject Specialists.

The 2022 academic year Grade 12 results are a testimony that SIPP Programme and other programmes are effective in improving matric academic performance in the province, though more efforts are required in order to meet the planned target in this regard.

* **Conditional Grant**

The Department implemented various programmes through the conditional grants during the year under review. The report focuses on the Department’s efforts in Resourcing technical schools to improve the learning environment. It illustrates that six quintile 1 to 3 schools implanting the CAT/IT curriculum were in the process of being resourced with refurbished computer laboratories to improve the learning environment. This demonstrates the Department’s commitment to providing quality teaching and learning in order to improve learners’ academic performance. While the Department has recorded notable advances with Programme 2 (Public Ordinary School Education), there is a need for a heightened efforts to achieve the objectives of Outcome 7 (Create safe Schools that embody social cohesion. Patriotism and non-violence). This is evidenced through the number of school violence acts recorded during the year under review. The Committee posed questions concerning the GDE assessment with regard to the effectiveness of School Safety interventions in fighting against crime in schools in Gauteng and implementation of the school safety strategy. The Department reported that it has a School Safety Strategy to ensure that learners, educators as well as infrastructure are safeguarded and also encompasses strategies to ensure patriotism and non-violence; learning and teaching takes place in a safe and conducive environment; and every member of the school community are protected at all costs, and this also includes all GDE assets and property i.e. immovable and moveable.

* The overall aim of the strategy during the launch of Operation Kgutla Molao is to reduce incident of violence, suicide, substance abuse, sexual harassment in schools in order to work together with police, government departments, members of community and NGO’s.
* The strategy encompasses proactive and reactive measures that includes early warning and awareness for learners, educators and other staff and it clearly outlines areas where affected schools and learners may seek help.
* Finally, the strategy has a strong Inter-departmental collaboration:
  + - GDSD deploys 120 social workers to assist with risk assessment of learners.
    - 500 Ke Moja coaches are deployed in schools by GDSG to assist with substance abuse awareness.
    - GDCS deploys 5 000 patrollers in schools that are at High Risk.
* As part of Operation Kgutla Molao GDE has deployed security guards at 75 schools at risk across the province.

1. **Programme 3: Independent Schools**

Programme 3: Independent Schools received a total allocation of **R1,099, 548, 000.00** and has spent **R1,098, 666, 000.00** indicating that 99.9% of funds received were spent.

• **Primary and Secondary Phase**

The Department reports that during the year under review, it continued to assist schools with accreditation by UMALUSI and provided schools with letters to confirm their registration with the Department. Inspection, verification and oversight capacity visits were conducted on a number of aspects including headcounts, curriculum monitoring, case management, post-registration requirements monitoring, illegally operating schools, and strategic interventions on reported cases. Additionally, the School Readiness Report was presented to Principals and covered compliance regarding curriculum policy documents such as examination guidelines.

The Department clarified that selected subsidised schools were taken through due diligence verification by external service providers and 90% of the schools received a clean report while those who did not receive a clean report where mainly due to schools employing teachers that were not professionally qualified and not registered with SACE. The Department tried to mitigate this by explaining various SACE registration categories to schools and the impact that non-registration with SACE has on the accreditation process of schools with Umalusi. The Committee noted that the department is committed to ensuring that subsidised schools utilize resources adequately.

In the period under review, the Department achieved all but one planned Performance indicator within Programme 3. In terms of the outputs and service delivery, the Department managed to achieve and exceed a target of 123 000 number of subsidised learners in Independent Schools, the Department has recorded 136 946 number of learners in subsidised independent schools.

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

Programme 4:Special School Education received an allocation of **R4, 495, 667, 000.00** and has spent **R4, 373, 684, 000.00**, which represents 97.3%. This shows that Department is improving on its outputs within PSSE.

* **Schools**

The Department reports that during the year under review, it conducted Special School Readiness verification process in 125 Special Schools to ensure that schools were optimally utilised and that learners are sufficiently placed. Additionally, support was provided to 45 designated Full-Service School (FSS) to ensure that specialised LTSM is in place to support learners with low to moderate support needs.

In an effort to support literacy development in Deaf learners, English teachers in the Intermediate Phase at the seven Schools for the Deaf were supported with English Literacy workshops that were presented by Deaf academics.

The Committee noted that the LSEN sport programme has commenced with a planning meeting assessing progressing progress and challenges encountered as well as the 2023 programmes.

The Department was requested to report on what specific interventions were made to upgrade service offering of Special Schools in the townships and reported on the following:

* **Itireleng Special School:**
* A service provider was appointed for general upgrades and additions to the administration block and classroom. The project has been completed.
* **Thabo Vuyo Special School:**
* A general building maintenance project was completed in March 2023 and the scope entailed roof replacement, ceilings and replacement of plumbing fittings at the ablutions.
* Electrical repairs were also undertaken and completed in January 2023.
* An upgrades and additions project was completed in June 2023 and the scope entailed installation of a septic tank, paving, fencing, repairs to mobile classrooms and rehabilitation of a dilapidated classroom block with structural defects.
* **Reinotswe Special School:**
* The Department appointed a service provider to undertake electrical maintenance after the school was vandalised. The scope entailed replacement of wiring, fittings an installation of solar lights. This project was completed in September 2023.
* Currently, there is a service provider appointed for replacement of the roof.
* **Qhaqholla Special School**:
* The Department initiated maintenance projects for general building and plumbing at the school.
* The scope entails replacement of the roof, ceiling, floors, doors, plumbing fittings and general painting.
* These projects are currently undergoing procurement processes towards appointment of service providers.
* **Human Resource Development**

The Committee noted that Special Schools Resource Centres (SSRC) provided training that focused on ensuring identification and support of learners with barriers. In the period under review, the Department trained approximately 2 700 Readers, Scribes and Prompters to support learners with challenges, such as being disorganised and anxious during tests and examinations, or some unable to follow instructions set out in the question paper.

Additionally, the Department shows that it has achieved 2 of its 3 planned targets in terms of its annual performance plan for the year under review. According to the Department the non-achievement in terms of the employment of therapists and Specialist staff is due to schools not attracting and recruiting targeted personnel within the sector.

1. **Programme 5: Early Childhood Development (ECD)**

Programme 5: Early Childhood Development received **R2, 022, 177, 000.00** in allocation and spent **R2, 000, 622, 000.00** indicating a percentage expenditure of 98.9%. The transfer of funds to most Early Childhood Development Centres (ECD) that were transferred to the GDE could not be carried out as planned because of the inaccuracies of the ECD database and the non-compliance with the procurement policies and procedures by beneficiaries. In terms of expenditure relating to sub-programmes, the report shows that all sub-programmes spent their allocation within the permitted prescripts.

The Department was requested to provide the number of schools that received and installed outdoor equipment against the planned target; and plans to ensure that all planned targets are achieved. The Department responded that the process for installation of outdoor equipment commenced in 2009 on a phased in basis. All primary schools received Outdoor Equipment in phases over several years. Currently the Department is replacing the old, dilapidated and broken Outdoor with the new and revamped outdoor equipment.

* + 2020 - Phase 1- 140 schools
  + 2021 - Phase 2- 266 schools
  + 2022 - Phase 3 –151 schools
  + 2023 - Phase 4 - 68 schools (in progress)

The Department reported on the following to ensure that all planned targets are met:

* The Department identifies schools with dilapidated outdoor equipment on an annual basis and develops a Procurement Plan of outdoor equipment based on the available budget.
* This ensures that targeted schools achieve the required resources within the allocated budget.
* **Grade R in Public Schools**

The Department implemented a number of interventions in order to expand access to Grade R in Public Schools such as conducting ECD Roadshows to encourage districts and schools with no Grade R classes to apply and register their Grade R Sites with GDE. Additionally, Schools with no Grade R classes were encouraged to apply and register their Grade R sites with GDE. The Committee was pleased to note that the number of Primary schools offering Grade R has thus reached 1 406 with more than 4 300 practitioners with NQF L4 to NQF L6, during this period. Grade R learner enrolment in Public Primary Schools and Independent has reached 130 574.

* **Grade R in Community Centres**

The Department reports that the ECD Function has successfully been migrated from the Gautegn Department of Social Development (GDSD) as of 1st April 2022 and this was celebrated through a handover event. The Department indicated that amongst the achievements in relation to the migration process was the conversion of qualified Grade R educators wherein a total of 2 011 qualified Grade R practitioners were converted into Post Level 1 posts during the year under review. The Department was requested to indicate the number of Grade Rs in Community Centres per district that were provided with curriculum support and training, and the number of practitioners who received training and responded that in the year under review, the Department supported a total of 75 Grade R Sites in the ECD Community Based Centres. They were supported on implementation of CAPS in Grade R, Classroom Layout, Daily Programmes and Utilisation of resources. In respect of the number of practitioners who received training, the Department provided the following information:

* **FULL PROGRAMMES**
  + 176 registered for B.Ed. (Foundation Phase) at various years of study (NWU and UNISA);
  + 115 registered for 4th year of B.Ed. (Foundation Phase) (NWU);
  + 153 registered for 3rd year of B.Ed. (Foundation Phase) (NWU);
  + 80 registered for 1st year of B.Ed. (Foundation Phase) (NWU);
  + 153 registered for 1st year Diploma Gr R Teaching 2023 intake; and
  + 7 registered for NWU UNIPREP (Bridging course to Diploma in Grade R Teaching).
* **SHORT PROGRAMMES**
* Implementation of Grade R Home Language & Maths Improvement Programme:
* The focus of the programme is to improve content and methodology for teaching early grade Mathematics and Home Language, targeting Grade R practitioners in public ordinary schools, ECD centres and Special schools;
* To date, the programme has been implemented incrementally, one Subject component per year (2021 – 2023), in public schools;
* Session of Home Language was completed in 2022 and Mathematics continues in 2023; and
* An average attendance of 3000 practitioners over the 12 sessions.
* **Human Resource Development**

In the 2022/23 FY, training of Grade R practitioners was conducted to improve the quality of early education in the Foundation Phase. The Department further indicates that 3 200 Practitioners completed six sessions of the Grade R Numeracy and Literacy Improvement programme. In addition, a Pre-Grade R NQF Level 4 Further Education and Training certificate in ECD specialization was offered to almost 500 practitioners in the programme and in attendance.

In terms of **performance indicators**, the Department achieved on the number of public schools that offer Grade R. The Department made significant progress on the target of increasing the number of learners in Grade R. The target was 126 000 and 130 574 was achieved. According to the Department this was due to increased access to recognised Grade R sites in Public Schools. This suggests that the Department is making progress in terms of universalising Grade R in all public ordinary schools in the province.

1. **Programme 6: Infrastructure Development (ID)**

Programme 6: Infrastructure Development had received **R2, 162, 086, 000.00** and has spent **R2, 162,077,000.00** which represents a spending of 100% of the budget. According to the Department, Current Payments line item over expenditure is related to the need for additional mobile classrooms in addressing school admission pressures.

* **Administration**

During the year under review, the Department produced a prototype that will ensure that all new schools that are planned for and under construction are provided with an admin block as well as other facilities in line with the norms and standards.

* **Public Ordinary Schools**

During the year under review, various interventions were put in place to improve the conditions of school facilities in the province. These interventions according to the Department included an adoption of a grade-based approach in converting ordinary classrooms to smart classrooms. The Committee is concerned that the report did not mention the actual progress made regarding conversion of classrooms to smart classrooms despite this being a project that has been in existence for more than 3 years.

The Department further reports that through the Department of Infrastructure Development and also working with Gauteng Infrastructure Financing Agency, eight schools were under construction and one school known as Mapenane Secondary School was completed. The construction of new and replacement schools continues to plague the Department’s efforts to ensure that projects are completed within reasonable time. In response to the Committee question related to the Department’s plans regarding infrastructure development, the Department reported the following:

* The exploration of other modes of delivery has been done on a phased approach.
* **PHASE 1:**
* introduction of the self-build programme for the construction of classrooms.
* These projects are managed by school Governing Bodies and have yielded better results compared to any other implementing agent.
* **PHASE 2:**
* The Framework for Infrastructure Delivery and Procurement Management (FIDPM) of 01 October 2019 provides that an Implementing Agent:
  + - is an organ of state that is responsible for the implementation of projects or programmes on behalf of another organ of state and/or the same organ of state;
    - whereas, the Provincial Department of Education as an organ of state appoints implementing agent(s),
    - An organ of state is further defined in Section 239 of the Constitution of South Africa, as an Implementing Agent where such entity will undertake management of construction or maintenance projects in relation to the schools infrastructure programme.
* However, in terms of the provisions made in the Infrastructure Delivery Management System (IDMS), an EXCO approved (2012) mode of the delivery, the client Departments may also deliver projects in-house.
* The GDE currently has a panel of professional service providers in place (3-year fixed term contract), whereby appointments can be made for the monitoring and oversight of the programme.
* The GDE is working on a capacitation process for the infrastructure and supply chain units to build up appropriate capacity for the delivery of infrastructure projects.
* A framework database is going through bid specification processes with 3 panels proposed:
* Grade 1 – 3 (to address minor maintenance works);
* Grade 4 – 6 (to address upgrades and additions and classroom rehabilitative work); and
* Grade 7 – 9 (to address major capex works including new and replacement schools)
* Once all these are in place the GDE will be in a position to implement major infrastructure projects in house.

The Department during the year under review, further reports that day to day maintenance in targeted schools as well as scheduled maintenance projects were completed in over 500 schools some ACT schools were also completed. While the achievements of the Department are noted in this regard, schools such as Thulaganyo Secondary, Thubelihle Secondary, Elizabeth Matsemela Secondary, Brakpan Primary School and Lethabong Secondary School are yet to benefit despite commitments to these schools being made and their overall conditions being inadequate for quality teaching and learning to take place.

The Department was requested to report on progress made in the for projects that are 5 years overdue, at least 1-3 years overdue as well as names and progress of projects that are stalled due to disputes and related factors and responded as follows:

* Names and Progress of Infrastructure Projects that are more than 5 years overdue

|  |  |  |  |
| --- | --- | --- | --- |
| Project Name | Project Description | Challenges | Mitigations |
|  |  |  |  |
| **Mayibuye Primary** | **Construction of a new Brick and Mortar Primary School.** | **Contractor terminated with incomplete works.** | **Two completion contractors have been appointed and are currently at 15% progress.** |
| **Nancefield Primary School** | Construction of a Brick-and-Mortar Replacement Primary School. | Defective works from previous contract. | Awaiting revised Procurement Documentation for completion contract from DID. |
| **Birch Acres Primary** | Construction of Alternative Construction Technology Primary School.l | Contractor cashflow issues, unpaid subcontractors and works disruptions. | Procurement Documentation for completion contract has been completed. Project at procurement stage. |

* Names and Progress of Infrastructure Projects that are at least 1 – 3 years overdue

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Project Name | Project Description | IDMS Gate  (latest) | Challenges | Mitigations |
| **Mogobeng Primary** | **Conversion of an ordinary Primary School into a Full ICT School.** | **Works @ 75% - 99%** | **The contractor’s progress is very slow. Several risk reduction meetings have been held with the project team to resolve issues on site. Both PSP and service provider failed to submit the revised programme and implement the remaining scope of works.** | **Termination processes as well as the final account for the previous PSPs and Contractor has been finalized.**  **The GDE has appointed a new PSP team who are working on a Condition Assessment report that will inform the scope of work and estimated costing for the completion contract.** |
| **Ahanang Primary School** | Rehabilitation of a Primary School. | Works @ 50% - 75% | Project was delayed by non- payment of subcontractors. The contractor has failed to pay outstanding monies and the project has been stopped.  PSPs have requested review on fees since the project was initiated in 2014 there has not been any revisions of the fees. | Termination processes as well as the final account for the previous PSPs and Contractor has been finalized.  Awaiting appointment of the new PSP team to conduct a Condition Assessment on the school. |
| **Hillcrest Primary School** | Rehabilitation of a Primary School. | Works @ 25% - 50% | Scope revision for the project was approved in March 2020. The condition of the roof trusses was worse than anticipated requiring a revision of scope. The school was vandalized during lockdown and the professional team was requested to do assessment and costing of the remedial works which was more than 20% of the contract amount.  The contract has lapsed and there are mobiles on site that requires payment. This has resulted in the mobile supplier threatening to collect the mobiles. Legal letters were received from the service provider and subsequently collected the mobiles from site. | The Condition Assessment for the completion contract has been approved by the GDE and are awaiting Procurement documentation. |
|  |  |  |  |  |
| **Braamfisherville Primary School** | **Construction of a Brick-and-Mortar Replacement Primary School.** | **Works @ 50% - 75%** | **Encroachment onto the site, compensation events, contractor non-performance as well as community disruptions.** | **GDE has confirmed additional funding requested by DID and awaiting completion of the contract.** |
| **Rust -Ter- Vaal Secondary** | Construction of a Brick-and-Mortar Replacement Secondary School. | Works @ 50% - 75% | Contractor terminated without completing the works. | Awaiting appointment of a completion contractor. |
| **Krugerlaan LSEN School** | Rehabilitations. | Works @ 75% - 99% | * PSP’s battling to finalise information required to bring remaining SoW to completion. * Portions of Sectional Complete defective due to soil settlement. * Unpaid sub-contractors removed some installations from site. | Project is completed. |
| **Transoranje LSEN (Completion contract)** | Rehabilitation of a Special School. | Works @ 50% - 75% | Slow progress  Project has experienced delays for over four months period. Delays are attributed to COVID 19 pandemic, community challenges, performance by the contractor, scope change due to alignment to compliance issues. | Project is completed. |
| **Thubelihle Intermediate** | Rehabilitations. | Works @  25% - 50% | Initial contractor terminated due to poor performance. | New PSP team has been appointed recently for planning and appointment of completion contract. |

* Names and Progress of Infrastructure Projects that are stalled due to disputes and related matters

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Project Name | Project Description | IDMS Gate  (latest) | Challenges | Mitigations |
|  |  |  |  |  |
| **Semphato Combined** | **Conversion of an ordinary Primary School into a Full ICT School.** | **Works @ 25% - 50%** | **Non-performance of main contractor due to non-payment of subcontractors, CLO and poor cashflow of main contractor. Possible termination of contractor.** | **Awaiting termination of the contractor.** |
| **Ribane Laka Secondary** | Rehabilitation of a Primary School. | Works @ 50% - 75% | Project stalled because of intermittent site shutdowns caused by unresolved CPAP claim. | Approval letter issued to GDID. |

The Department’s report on Infrastructure also does not mention the Department’s efforts to deal with the challenges of Asbestos schools in relation to commitments made to eradicate asbestos schools in the province.

* **Special Schools and Early Childhood Development**

The Department provided mobile classrooms for the ECD sector which were of acceptable standards and in line with applicable legislation as well as adapted to cater for young children. The Department further states that a total of 35 LSEN schools are in the Estimates of Capital Expenditure and are due for renovations and rehabilitation and upgrades. The Department is commended in this regard.

1. **Programme 7: Examination and Education Related Services**

Programme 7: Examination and Education Related Services received **R2, 916, 599, 000.00** in allocation and **R2, 972, 017 000.00** was spent during the year under review. This represents a percentage expenditure of 98.1%. The Department indicated that the reasons for under expenditure in Programme 7 is as a result of delays in the Departmental financial planning processes of Presidential Youth Employment Initiative (PYEI) including no procurement could be finalised during the month of February and March and delay by some schools in submitting their stipend database for February and March.

Three sub-programmes spent their allotted budget within the relevant prescripts, for instance, External Examination has spent R608, 425, 000 (98.4%) while Professional Services was allocated a budget of R337, 571, 000.00 and R320, 035, 000.00 (94.8%) expenditure was recorded.

* **Professional Services**

The school readiness verification visits by District Officials at all Public Ordinary Schools, Special Schools, ECD/Grade R were conducted at more than 2000 schools and school readiness verification data was compiled during the period under review. These visits served to to monitor the level of readiness of the schools for teaching and learning in each term and further assessed the level of accountability of school Principals.

Additionally, the Department implemented the Whole School Improvement Circular 01/2020 to provide guidance to all Public Schools on the completion of management and schools also engaged in a process of School Self Evaluation (SSE) and School Improvement Planning (SIP).

The Department further indicates that more than 250 Independent Subsidised Schools were monitored for school readiness by cluster leaders, subject specialists and other District Officials during the year under review.

* **Special Projects**

The Department reports that GCRA continued to use the Master Skills Plan to respond to specific transversal skills gaps within the province.

A total number of 100 000 youth benefited through exposure to careers in plumbing, carpentry and joinery. According to the Department, there were partners that covered the training costs with confirmed placement for these youth for the work experiential learning which forms a critical component of the apprenticeship.

In addition, 3 916 learners were offered bursaries against the target of 2 500, this demonstrates that the Department through the GCRA is achieving in its target for more potential students to benefit from its bursary programme.

The Committee noted that in terms of performance indicators the Department performed fairly towards its annual targets:

• SOI 701: Percentage of learners who passed the National Senior Certificate, the target was 85% and 84.43% was achieved.

• SOI 705: Number of secondary schools with NSC pass rate of 60% and above, the target was 842 and 880 schools attained on the target.

• SOI 704: The percentage of Grade 12 learners achieving 60% or more in Physical Sciences. The target was 18.50% and 21.20% was achieved.

1. **Auditor General’s report**

The Auditor General (AG) reports that the Department received a clean audit. The Department has been obtaining an unqualified audit for the previous five FYs (2018/19 to 2021/22 FYs) with matters of emphasis. However, the Department has subsequently obtained a clean audit opinion for the 2022/2023 annual report. The Committee requested details on what experience can the Department share with the portfolio committee and how will they sustain operation clean audit going forward. The Department explained that:

* The department robustly engaged the AGSA on the basis of the issues of concern raised to the GDE position, standard and legislation the department was purported not to have complied with.
* The Department engaged robustly on interpretations of legislation / accounting or auditing standards / polices. The AGSA tended to only consider one element and not consider the full impact of standards or legislation.
* Always borne in mind and ready to argue that PFMA is not the superior legislation especially when compared to constitutional rights e.g. rights of the child.
* AGSA best practice recommendations did not always consider the reality of the public-sector processes e.g. public tender evaluation, hence always ready to sit around and make time for AGSA to get them to see GDE point of view.
* Prioritised resources to clear material findings.
* Pressurise AGSA to provide auditors conclusions after management responses have been provided. This assisted the department in identifying findings that will have an impact on the audit report and focused on clearing those.
* Willingness to test the validity of the findings raised and argued them with AGSA (in a professional manner).
* The Treasury (Provincial or National) plays a critical role on the implementation of accounting standards, hence timeously communicated with the Treasury to clear accounting treatment for new standards or prior year accounting findings.
* Procurement processes are critical to prevent, identify and limit irregular expenditure. Focused on improving the control environment to address all transactions.
* Department managed the audit to ensure AGSA is on track with completing execution on time. This allowed the department to get findings timeously and time to clear the findings but engaging with the AG (robustly).
* Managed the risk of new audit team members as they may not know the business processes or have a different interpretation of issues. Additionally, tried to have timeous induction sessions with the audit team to assist with knowledge of the business process.
* Knowledge of audit and accounting principles assisted to engage with the auditor to understand the rationale for decisions
* Always reminded the auditors of common sense when concluding on findings with theoretical recommendations.

In order to sustain operation clean audit going forward, the Department will implement the following:

* Senior Management will instil a healthy control environment in their monitoring and oversight responsibilities and ensure that such maintained consistently throughout the year.
* A healthy control environment is the foundation that sets the scene for an effective internal control system and plays a crucial role in supporting the organization’s risk management, financial reporting and compliance efforts towards a favourable audit outcome.
* The following factors of the control environment include:
  + Organisational structure;
  + Integrity and ethical values;
  + Commitment to competence;
  + Audit Committee and other oversight bodies (Portfolio committee);
  + Management philosophy and operating style;
  + Assignment of Authority and responsibility; and
  + Human resource policies and practices.
* In addition, focus is on implementation of audit action plans.
* **Expenditure Management**

According to the AG’s report, the Department did not record new irregular expenditure and wasteful expenditure save for balance from the previous years. However, the AG has indicated that the Department has a possible irregular expenditure that is currently under assessment to the tune of R1,099, 000.00.

The report further indicates that the Department has suffered material losses or debt write off to the tune of R38, 752,000.00 in the year under review which has increased from the previous reporting period.

* **Compliance with laws and regulations**

The AG points out that the Department had fulfilled applicable legislation regarding financial matters, financial management and other related matters.

* **Financial Information**

The AG has noted that the Department is a defendant in several high value litigation claims which have arisen from lack of adequate controls or unsatisfied service providers. The Department was requested to provide details on litigation claims against the Department arising from the 2022/23 financial year and responded that:

* A total of 295 matters were handled during the 2022/23 Financial year.
* 74 matters were finalised.
* 70 were in favour of the Department, whilst 04 were against the Department.
* The Department has 221 matters in progress.

1. **Health promotion and HIV/AIDS issues**

According to the Department the following health related programmes have been implemented during the FY under review to support its employees:

* The Department has reviewed its employment policies and practices to ensure that these do not unfairly discriminate against employees on the basis of their HIV status. There is a Workplace Policy on Employee Health and Wellness Programmes which has been reviewed to incorporate the four functional pillars (wellness and management; HIV/AIDS and TB management; Health and productivity as well as occupational health and safety) as prescribed by DPSA.
* The Department has introduced measures to protect HIV- positive employees or those perceived to be HIV- positive from discrimination. There is a Workplace Policy on Employee Assistance, Health, and Wellness Programmes.
* Employees are encouraged to undergo Voluntary Counselling and Testing. On a quarterly basis, wellness days are held to encourage HIV counselling and testing. Over 4000 employees have been tested for HIV in GDE.
* The Department has developed measures to monitor and evaluate the impact of its health promotion programmes. It reports that the impact indicators are increased number of employees testing for HIV, ARV treatment adherence, and increase in number of employees testing for chronic illnesses.
* **Human Resource Management**

A total of 536 disciplinary cases were handled which comprised of a total of 144 cases related to assault, this is up from 127 recording in the previous reporting period. This further remains one of the high disciplinary challenges faced by the Department. Moreover, this infers that corporal punishment is still being administered in schools. The Department indicated that it has implemented strategies to ensure that corporal punishment is discouraged in schools:

* In terms of General Notice 2591 of 2001, all serious misconduct acts by learners at schools are viewed in a serious light and Learners are subjected to a disciplinary hearing process that may lead to suspension or a dismissal.
* The Department is mediating the DBE Protocol for the Management and Reporting of Sexual Abuse and Harassment in Schools with district officials to intensify the reporting of Sexual Assault incidents.
* Capacity building on Provincial Protocol on the reporting of suspected and confirmed cases of Child Abuse (including Corporal punishment) is done to ensure the officials comply with the mandatory reporting requirements as prescribed by the Children`s Act, 2005 (Act No. 38 of 2005).
* Cases of corporal punishment are handled through formal disciplinary hearings and the sanction of a fine is monthly pronounced. This sanction serves as a deterrence.
* Posters of Corporal Punishment are being developed for distribution in all schools.
* Update on a progress report on all finalised assault and sexual misconduct cases processed during the 2022/23 FY:
* **LEARNERS:**
* Fifty-two (52) assault cases were reported and processed, of which 1 case was withdrawn, 19 cases reinstated, and 32 learners expelled.
* Thirteen (13) sexual misconduct cases processed, of which 12 learners were expelled and 1 case mediated.
* **EMPLOYEES:**
* One hundred and seventy-nine (179) assault and sexual misconduct cases were processed during the 2022/23 FY.
* The report further shows that during the year under review, 29 employees have been on suspension which exceeded 30 days, while the average number of days suspended is 163. Additionally, the number of employees that have been on suspension since the 2022/23 FY is 26. Reasons for the delay in concluding matters:
* The dates are determined by ELRC as the cases involve leaners and are set down as inquiry by arbitrator in terms of Collective Agreement 3 of 2018.
* The disciplinary hearings cannot sit when the schools are on recess.
* The length of forensic investigations.

With regards to skills development, the Department’s contribution towards identified training needs achievement was achieved wherein 47 234 employees out of 93 580 staff members participated in skills programme or short courses.

**7. OVERSIGHT ON BUDGET EXPENDITURE**

The Department’s total budget during the 2022/23 FY was **R60, 286,142 000. 00** and recorded a total expenditure of **R59, 819, 643 000.00** (99,2%)to align and contribute towards the objectives of Transformation, Modernisation and Reindustrialisation (TMR) strategy in the province including the National Development Goals (NDP).

* Expenditure trends over the past three financial years (2020/21 to 2022/23 FY)



With regard to virement of funds, the Department states that during the year under review, there was pressure experienced in Goods and services such as, scholar transport, schools’ municipal accounts, computer services and other essential services. The Department indicated that the virements and shifting of funds focused mainly on the movements between and within the programmes to address the pressure realised. Moreover, the Department reports that funds from Programmes 1, 4 and 7 were used to minimise pressure identified in Programme 2 as a result of insufficient funding allocated for personnel costs.

The Committee noted that for the past four financial years, funds have been moved from other programmes to Programme 2 due to personnel costs pressures. The Department ascribes this to growing immigration with little budgetary response. However, the Department states that virements of funds do not impact on service delivery as it is still able to achieve the same outputs.

Programme 1: Administration and Programme 4: PSSE have under spent by R 260 734 000. 00 (6%) and R121 983 000. 00 (2.7%) respectively. The underspending as a result of transfers in relation to Presidential Employment Initiative to schools wherein, the programme started late and some schools were not participating as anticipated.

**8. OVERSIGHT ON PUBLIC INVOLVEMENT**

The Committee held a public meeting on the 09th of November 2023 at Clayville Community Hall in the Ekurhuleni Region. The following inputs were received from Committee Stakeholders:

* District Offices should have people in place in District Offices to assist parents with online admissions.
* More information was requested regarding tightening of admission regulations.
* Refurbishment of ICT classrooms was welcomed, however raised a concern if any of the ICT classrooms were mobile structures.
* The Gauteng Department was congratulated for achieving clean audit for the financial year under review.
* Schools should be able to generate electricity to mitigate loadshedding challenges.
* Clayville Development Community raised concerns that they need a school in the Clayville area and the area qualifies for 3 schools. There is a longstanding matter of the acquisition of identified land for a school and the challenge has been ongoing for over 10 years.
* It was suggested that communities should contribute towards funding of internet access at homes.
* It was suggested that the Presidential Youth Employment Initiative should be rolled out to other Departments.

**9. OVERSIGHT ON RESOLUTION 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** |
| 3resolutions emanating from the Committee Oversight Report on the Gauteng Department of Education 1st Quarterly Report for the 2023/2024 FY | The Department to respond by the end of the quarter. | The Committee will continue to monitor the implementation of resolutions. |

**10. OVERSIGHT ON PERFORMANCE VERIFICATION**

The Committee conducted a Focused Intervention Study with respect to the Departmental performance for the period under review on "Assessing the implementation of the ICT and E-Learning Programme in Gauteng Schools”. A feedback session on the Focused Intervention Study was held on 23 November 2023.

**11. COMMITTEE CONCERNS AND PROPOSED COMMITTEE RECOMMENDATIONS**

1. **Committee Concerns**
2. **Programme 6: Infrastructure Development**  – The Committee is concerned that the report did not mention the actual progress made regarding conversion of classrooms to smart classrooms despite this being a project that has been in existence for more than 3 years.
3. **Programme 6: Infrastructure Development:** The Committee is concerned that there may not be effective monitoring and support by the Department for the self-build programme relating to construction of classrooms.
4. **Programme 6: Infrastructure Development:** The Committee is concerned about the overall conditions of Thulaganyo Secondary, Thubelihle Secondary, Elizabeth Matsemela Secondary, Brakpan Primary School and Lethabong Secondary School which require maintenance as the current conditions are not conducive for quality teaching and learning to take place.
5. **Committee Proposed Recommendations**
6. The Department to provide a report on the progress made regarding conversion of classrooms to smart classrooms by **28 February 2024.**
7. The Department to provide a report on the monitoring and support provided by the Department for the self-build programme relating to construction of classrooms by **28 February 2024.**
8. The Department to provide a progress report on provision of maintenance work for Thulaganyo Secondary, Thubelihle Secondary, Elizabeth Matsemela Secondary, Brakpan Primary School and Lethabong Secondary School by **28 February 2024.**

**12. ACKNOWLEDGEMENTS**

The Portfolio Committee on Education wishes to thank the MEC for Education, Hon. M Chiloane, and his senior officials for the presentation of the Annual Report and the substantial and sustained efforts they have made to inform the Portfolio Committee of the details of the report.

The Chairperson, Tshilidzi Munyai would like to thank the Honourable Portfolio Committee Members: L Makhubela; K Ramulifho; IE Mukwevho; S Dos Santos; A De Waal Alberts; L Masilela 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 Committee Co-ordinator, Ms. Sharlene Gaya, Committee Co-ordinator, Mr Pheello Mashiloane, Committee Administrator, Mr Thabo Kekana, Senior Researcher, Ms S Nenweli, Committee Researcher, Mr Joseph Makhura, Hansard Recorder, Ms. Raksha Singh and Service Officer, Ms Mavis Nhlapo, Public Participation Officer, Lentswe Mothob and intern, Siphuxolo Mthwazi , Media Officer, Mr. Takalani Ndou and Information Officer, Mr Jacky Letsoalo for the commitment they have shown during the Annual Report process.

**13. ADOPTION**

In accordance with Rule 117 (2) (c) read together with Rule164, the Portfolio Committee on Education hereby presents its Oversight report on the Gauteng Department of Education Annual Report for the 2022/23 FY to the House for adoption, taking into account concerns and proposed recommendations made in the report.