



education

Department:
Education
North West Provincial Government
REPUBLIC OF SOUTH AFRICA



ANNUAL REPORT

Department of Education
North West Province

2021 / 2022





DEPARTMENT OF EDUCATION

PROVINCE OF NORTH WEST

VOTE NO. 08

ANNUAL REPORT

2021/2022



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PART A: GENERAL INFORMATION



1. DEPARTMENT GENERAL INFORMATION

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2. LIST OF ABBREVIATIONS/ACRONYMS

| | | | |
|------|--|---------|---|
| APP | Annual Performance Plan | NWDoE | North West Department of Education |
| DBE | Department of Basic Education | POI | Programme Output Indicator |
| DDM | District Development Model | PPI | Programme Performance Indicator |
| | | PFMA | Public Finance Management Act |
| ECD | Early Childhood Development | PYEI | Presidential Youth Employment Initiative |
| EFAL | English First Additional Language | QLTC | Quality Learning and Teaching Campaign |
| EGRA | Early Grade Reading Assessment | SA-SAMS | School Administration and Management system |
| EIG | Education Infrastructure Grant | SDIP | Service Delivery Improvement Plan |
| EMIS | Education Management Information System | SIAS | Screening Identification Assessment and Support |
| EPWP | Expanded Public Works Programme | SIP | School Improvement Plan |
| FSS | Full-Service schools | SETA | Sector Education and Training Authority |
| GLIP | Girl Learner Improvement plans | SACE | South African Council for Educators |
| IIAL | Incremental Introduction of African Language | SAPS | South African Police Services |
| ICT | Information and Communication Technology | SASA | South African Schools' Act |
| MTEF | Medium-Term Expenditure Framework | SGB | School Governing Body |
| NQF | National Qualifications Framework | SMT | School Management Team |
| NSNP | National School Nutrition Programme | SOI | Standard Output Indicator |
| NSC | National Senior Certificate | | |

| | | | |
|-------|--|--|--|
| NGO | Non-Governmental Organisation | | |
| LSPID | Learners with Severe to Profound Intellectual Disability | | |
| LTSM | Learning and Teaching Support Materials | | |
| MST | Mathematics, Science and Technology | | |

3. FOREWORD BY THE MEC:

Ms ML Matsemela
Hon. MEC for Education
Department of Education



I present this Annual Report as an account of what we have achieved amidst the increasing fiscal constraints. We remain committed to doing everything within our power to improve the lives of our youth, while creating greater opportunities for them.

We made a commitment to provide a quality basic education for every child, in every classroom, in all school in the North West. The Class of 2021 faced the stark realities of living side-by-side with the Coronavirus pandemic. For two consecutive years, they had to adapt and cope with the dictates of a pandemic that dramatically changed their conventional ways of doing things at home and at school. The outbreak of Covid-19 with its numerous variants and ensuing lockdown restrictions had devastating impact on schooling, particularly on the delivery of curriculum.

Predominantly, learners experienced unprecedented learning losses which will take ages to recover. Despite its inherent limitations, the implementation of rotational timetabling model in most schools benefitted the department in two main ways: It helped to stem the spread of the pandemic in schools and gave learners an opportunity to return to the classroom, where our strength, as a department, lies.

In the year under review, we continued to implement LAIP and put more emphasis on


- Improving subject performance by offering additional classes during camps for progressed learners, schools presenting Grade 12 for the first time and underperforming schools
- Tracking learner performance quarterly and isolating struggling learners and poorly performing subjects for focused attention.
- Implemented mentoring programme for underperforming schools

This is evidence by our move to position 4 Nationally. The Class of 2021 made us proud by obtaining 78.24% pass rate in the National Senior Certificate (NSC) examinations, an increase of 2.04% from 76.2% of 2020 .

Infrastructure development has over the years been a challenge for the Department. This year, we have strengthened the human resource capacity of that unit, improved monitoring and support of the implementing agents and tracked our performance on regular basis. This led to an improvement in the expenditure in this programme.

My gratitude goes to all our NWDoE officials, school staff, School Governing Bodies, parents and learners who have responded positively and constructively to the delivery of quality education.

To all our stakeholders, we are appreciate your continued support, “Ngana sejo o a tlhakanelwa”.



29 July 2022

HON M.MATSEMELA

DATE

MEC: NORTH WEST DEPARTMENT OF EDUCATION

4. REPORT OF THE ACCOUNTING OFFICER:

Mrs SM Semaswe
Accounting Officer
Department of Education

**Overview of the operations of the department:**

This Annual Performance Report reflects the work that was done in the financial year 2021/22. It should be read with the understanding and the recognition of factors that impacted on the performance: The advent of Covid-19 in 2020 and its impact on the Matric class of 2021; the change of the Acting CFO and Accounting Officer Mid- year; Socio-economic conditions that adversely affect teaching and learning in the classroom.

Overview of the results and challenges for the department, briefly commenting on significant events and projects for the year.**Analysis of results**

The Class of 2021 is the eighth cohort of learners to write the CAPS-aligned NSC Examinations. They enrolled for Grade 1 in 2010, the same year that the NSC Examination was written for the second time in Grade 12. They constituted 42 152 (Forty-Two Thousand and One Hundred and Fifty-Two) full time registered learners who were accommodated in 439 public and independent schools. 41081 (Forty-One Thousand and Eighty-One) candidates sat for the 2021 NSC Examination. Of the above number, 2 025 (Two Thousand and Twenty-Five) learners were progressed from Grade 11 in 2020. Due to multiple examination opportunity abolished in 2021, these candidates had to write all seven subjects as required

In 2016, the Department obtained 82.5% (Position 4), 2017 – The Province dropped to 79.4% but maintained its position 4, 2018 we improved to 81.1% (position 4), 2019, obtained a pass rate of



86.8% (position 4) then in 2020 we dropped to 76.2% then relegated to position 5 on the national ranking. The North West Class of 2021 obtained a pass rate of 78.2%, (which is an increase of 2% from 76.2% of 2020) and moved to position 4.

Out of 439 schools that presented Grade 12 in 2021, 325 (that is 74,2% of the schools) performed at 70% and beyond. In total, the number of candidates who achieved Bachelor passes was 13 875 (33.8%) which is more than 11 820 of the Class of 2020. The number of passes with a Diploma was 10 794 (26, 3 %) higher than 9 983 of 2020. Passes with Higher Certificates is 7 470 (18, 2%) which is an improvement from last year's is 6 279 (17.3%); and four candidates in our Special Schools doing the National Curriculum Statement passed with endorsed NSC.

A total 32 143 candidates have passed. 6 478 distinctions were achieved in various subjects excluding in Life Orientation.

Review of the 2020/21 financial years

Teacher Development

Teacher Development in the North West Province has implemented development programmes that are targeting improvement of teacher capacity and practices through teacher training. The programmes that were rolled out are in sync with curriculum changes. We pride ourselves of subject specialists who are mostly the drivers of teacher training in their areas of specialisation as practitioners in education.

In addressing the challenge of reading at early grades, a total number of 1 224 teachers were trained in language content and methodology. Besides, 1 100 teachers were trained in the teaching on Mathematics in the same grades. This is done with the view to establish a solid foundation for learners in these subjects. Other programmes targeted FET subjects such as Mathematics, Physical Sciences, Accounting and Economics. In piloting Coding and Robotics, 111 schools with grade 7 took part in the pilot. In addition, 15 schools with Foundation phase and 59 MST secondary schools took part in the pilot.

North West Department of Education is a force to reckon with pertaining to Teacher Excellence and recognition.

In 2021, we emerged with the following at National Teachers Awards:

- Four number ones in Excellence in teaching Mathematics Mr. A. Mohihli of Dr RSM, Kader Asmal won by Ms D Masilo of Bojanala, Primary school Leadership won by Mr. S. Mphahlele of Bojanala and Primary school Teaching won by Ms Richter also of Bojanala.
- Three position twos in Excellence in Grade R teaching by Mr. L. Adell of Bojanala, Lifetime achievement by Mr. C. Casper Jeremiah of Bojanala and Ms A. Rasesemola of Bojanala won the National Best Teacher Award.
- One position three won by Mr. W. Combrink of Dr KK in Excellence in Special Needs Teaching.
- The great achievement of the province in the teachers Awards is the AU Award that was won by Ms A. Rasesemola, of Sun rise view Secondary school in Bojanala.

School Enrichment

This programme is very instrumental in supporting social cohesion. Several activities were held throughout the year:

- School Democracy Week was held on the 19th of April 2021 at MM Sebitloane Special School in Taung.
- Provincial HESOP workshop held on the 22 May 2021 in Vryburg with 84 learners, 16 teachers and 07 officials.
- Afrika Day celebration held on the 26 May 2021 in Mafikeng with 4 schools representing African countries.
- Schools Moot Court workshop held on the 07th of June 2021 with 40 learners and 20 teachers: Virtual platform. This was then followed by a Provincial Schools Moot Court Competition held on the 17-18 Sept 2021 at Rustenburg magistrates Court, where four teams were selected to go through to the national competitions.
- June 16 Uprising celebration held on the 18 June 2021 at Ratshidi Barolong Secondary School.
- Provincial Oral History Workshop was held on the 10-12 sept. 2021 in Rustenburg with 30 subject specialists and 8 officials. Provincial Oral History Competition held on the 26-27 Sept. 2021 in Klerksdorp. 10 learners were selected through adjudication to represent the province at the national rounds. National Schools Moot Court held on the 06-10 Oct. 2021, virtually and Zeerust Secondary School was eliminated in the Quarter finals.
- The province hosted National Primary Schools Athletics Championship on the 24-26 March 2022 in Potchefstroom and the province obtained position 3.



ECD Function Shift

On the 1st of April 2022 the Department received the ECD function. 89 ring- fenced posts were transferred to NWDoE. 10 of these Posts were vacant, 3 at Head Office and 7 in Bojanala district.



Figure: ECD is everyone's responsibility

FUNDING AND SUBSIDY STATUS AS AT 20 MAY 2022

- Number of ECD centres applied for Funding and Subsidy was 551

NUMBER OF CHILDREN

- Total Number of Children in all 1 223 registered ECD Centres is 74 507

Total Number of children benefitting from Subsidised and Funded ECD Centres: 33 419

- 13 810 Equitable Share
- 19 609 Conditional Grant

NSNP

The National School Nutrition Programme managed to feed on average, 627 565 of the targeted 748 112 learners during 2021/2022 financial year. Deviation from the target was caused by normal learner absenteeism and few schools which did not account fully. Furthermore, some schools used rotational timetable during lock down and learners did not come to school to collect meals.

The province appointed 4 558 Volunteer Food Handlers to prepare and serve meals to learners. These food handlers were paid a stipend of R1 566 .00 per month for the whole year as per Conditional Grant Framework. The food handlers have been registered with the Department of Labour for UIF purposes.

The province trained Food handlers on the following topics: Meal planning, preparation, and portion sizes as well as food safety and hygiene. Food handlers were further trained on food poisoning and rodent and pest control. The purpose of these trainings was to ensure that learners receive healthy meals.

The province successfully celebrated combined National Nutrition and Obesity Week, Milk day and Hand Washing day at Mmatlhome Primary School in Moretele Local Municipality. The event was used to convey important messages around – good nutrition, milk safety and the importance of hand washing. Presenters also used the opportunity to deliver Covid 19 protocol messages.

Officials from the **Department of Health** and Education conducted advocacy campaigns on deworming of learners in schools. The purpose was to prepare for deworming of learners which would be administered to primary school learners. The Department of Health was also part of National Nutrition Week Celebrations in Moretele Local Municipality.

Tiger Brand Foundation (TBF) is providing breakfast and top up VFHs' stipend for 5 schools, in the Madibeng Area Office schools around Bapong. It has also built a kitchen and dining hall facility at Tebogo Primary School. The Foundation also sponsored accredited training for food handlers and educators at the same schools.

Department of Agriculture and Rural Development assisted with sustainable food production in schools (SFPs) issues and capacity building workshops. The department has donated 250 indigenous trees to the Department of Education for NSNP schools. **Department of Labour** is assisting with labour compliance issues e.g., UIF and capacity building workshops.



Overview of the financial results of the department:**Departmental receipts**

| Departmental receipts | 2021/2022 | | | 2020/2021 | | |
|--|-----------|-------------------------|-------------------------|-----------|-------------------------|-------------------------|
| | Estimate | Actual Amount Collected | (Over)/Under Collection | Estimate | Actual Amount Collected | (Over)/Under Collection |
| | R'000 | R'000 | R'000 | R'000 | R'000 | R'000 |
| Tax Receipts | | | | | | |
| Casino taxes | | | | | | |
| Horse racing taxes | | | | | | |
| Liquor licenses | | | | | | |
| Motor vehicle licenses | | | | | | |
| Sale of goods and services other than capital assets | 16 419 | 15 223 | 1 196 | 15 585 | 14 732 | 853 |
| Transfers received | | | | | | |
| Fines, penalties and forfeits | | | | | | |
| Interest, dividends and rent on land | | | | | | |
| Sale of capital assets | | | | | | |
| Financial transactions in assets and liabilities | 7 543 | 18 399 | (10 856) | 7 150 | 3 710 | 3 440 |
| Total | 23 962 | 33 622 | (9 660) | 22 735 | 18 442 | 4 293 |

The department charges for reprinting for lost matric certificates and sells the tender documents to bidders at a fixed rate as approved by the accounting officer of the department



The department has under collected revenue on sales of goods and services R1, 196 million as it sold less matric certificates and tender documents as anticipated and over collected on financial assets and liabilities because Development Bank of South Africa is building some schools on behalf of the department and money is transferred to them in advance as to pay the suppliers building the schools. While the money is awaiting suppliers' invoices to be paid interest was generated and paid back to the department, hence the over collection of R10, 856 million.

Programme Expenditure

| | 2021/22 | | | 2020/21 | | |
|---|---------------------|--------------------|--------------------------|---------------------|--------------------|--------------------------|
| | Final Appropriation | Actual Expenditure | Over)/ Under Expenditure | Final Appropriation | Actual Expenditure | Over)/ Under Expenditure |
| | R'000 | R'000 | R'000 | R'000 | R'000 | R'000 |
| Programme | | | | | | |
| ADMINISTRATION | 934 017 | 911 983 | 22 034 | 861 710 | 853 813 | 7 897 |
| PUBLIC ORDINARY SCHOOL EDUCATION | 14 482 898 | 14 393 703 | 89 195 | 13 356 953 | 13 301 907 | 55 046 |
| INDEPENDENT SCHOOL SUBSIDIES | 39 194 | 39 120 | 74 | 35 076 | 35 071 | 5 |
| PUBLIC SPECIAL SCHOOL EDUCATION | 789 311 | 783 039 | 6 272 | 734 702 | 722 141 | 12 561 |
| EARLY CHILDHOOD DEVELOPMENT | 671 090 | 651 853 | 19 237 | 634 356 | 611 208 | 23 148 |
| INFRASTRUCTURE DEVELOPMENT | 1 192 807 | 1 192 185 | 622 | 894 785 | 865 391 | 29 394 |
| EXAMINATION AND EDUCATION RELATED SERVICES | 1 186 063 | 1 147 134 | 38 929 | 1 171 215 | 1 091 809 | 79 406 |
| TOTAL | 19 295 380 | 19 119 017 | 176 363 | 17 688 797 | 17 481 340 | 207 457 |

Virements/roll overs

The department request virement of funds from compensation of employees to offset over expenditure on goods and services caused by payment of screeners and cleaners. Virement were affected between program 2 and program 4; 5 and 7 for moving funds from compensation of employees to goods and services.

Conditional Grant Roll-overs was R36.529 million. The Department was granted a rollover in the sum of R36,529 million from the previous financial year. These funds were allocated as follows:

- **Math's, Science and Technology grant: R1.071 million, this** amount is for payment of invoices for the supply and delivery of 762 Tablets for Maths, Science and Technology to identified participating schools. The Service provider was unable to deliver the consignments before the end of financial year due shortage of Tablets from the



manufacturer, which was because of COVID 19 restrictions.

- **National School Nutrition Programme grant R1.927 million:** The roll over amount represents invoices that could not be processed before closure of the previous financial year, for supply and delivery of kitchen equipment, procurement of 2500 NSNP guidelines books for schools and Personal protective equipment.
- **Learner with Profound Intellectual Disability (LSPID) grant: R1.210 million, the** rollover will be used for payment of invoices for procurement of assistive devices and tool kits which were submitted after the cut-off date of payment, March 2021.
- **Education Infrastructure Grant: R36.529 million, this** amount is earmarked for the servicing of multi-year infrastructure projects.

Equitable Share Roll-overs – R62.515 million

Learner Teacher Support Material: R36.281 million, Part of textbooks and supplementary materials ordered was delivered towards the end March 2021, as a result some of the invoices received from publishers and distributors could not be processed for payment before financial year-end.

Top-up school furniture: R5.042 million, the roll over amount represents outstanding orders for school furniture that could not be finalized before closure of the previous financial year due to high volumes of official orders placed with the Suppliers at the beginning of the year.

Grade 12 Teacher Laptops: R5.570 million, the roll over amount represents outstanding orders for procurement of Grade 12 Teachers laptops. The Suppliers experienced shortage on the ordered ICT gadgets due to the pandemic since the consignments are to be delivered from overseas.

Sanitary Dignity Project: R1.868 million, the roll over amount to provide sanitary towels to girls' learners in quintile 1-3 schools for orders that were not paid by the end of financial year 2020/21.

Presidential Employment Initiative: R13.754 million, the roll over will be used for payment of Education Assistants (EAs) School General Assistants (GSAs) contracts extended for the month of April 2021 for the financial year 2021/22.

- **Unauthorised, fruitless, and wasteful expenditure and the amounts involved as well as steps taken to address and prevent a recurrence.**

No unauthorised expenditure in the current year

- Fruitless and wasteful expenditure for the current year amounts to R140 000 (One hundred and forty thousand rand) due to late payments of accounts for Telkom, Eskom, and Municipalities.
- Relevant steps will be taken after the investigations have been finalised.

Public Private Partnerships

None

Discontinued activities / activities to be discontinued

None

New or proposed activities

- ECD Function Shift from the Department of Social Development to Department of Education with effect from 1 April 2022.
- Presidential Proclamation
- The scope of the operations of the department is increased
- Total Budget of R 191,169 million for the 2022/23 financial year.

Supply chain management

- There were no unsolicited bids concluded within the financial year
- Supply Chain Management has systems and processes established to prevent irregular expenditure, such as:
 - Appointment of SCM Committees to recommend the approval of Bid Specifications, to evaluate and adjudicate bids.
 - Segregation of duties for the sourcing, closing, evaluating, and adjudicating quotations, which is also accompanied by financial delegations.
 - The department has developed Standard Operating Procedure for each process within Supply Chain Management and conducted SCM training to all officials of the



department involved in the SCM process, to understand the process and prevent irregular expenditure.

- ***Challenges experienced in SCM and how they were resolved***
 - Supply Chain Management has experienced challenges of cancellation of identified bids by the North West Provincial Treasury. The department had a discussion with the Provincial Treasury and the cancellation was lifted by the Provincial Treasury.
 - Supply Chain Management had capacity challenges, and the department filled some of the vacant positions, contracted interns to upskill them and assist in administrative capacity constraints. SCM Provincial Treasury also assisted by seconding an official to the department.

Gifts and Donations received in kind from non-related parties

None

Exemptions and deviations received from the National Treasury

None

Events after the reporting date

- No Adjusting events

Other

- None

Acknowledgement/s or Appreciation

I wish to acknowledge the hard work and dedication of Team Education that tirelessly served the department and the learners of this province in the 2021/22 reporting period. It is appreciated and highly valued.

Approval and sign off



Ms. S.M. Semaswe

Superintendent General



5. STATEMENT OF RESPONSIBILITY AND CONFIRMATION OF ACCURACY FOR THE ANNUAL REPORT

To the best of my knowledge and belief, I confirm the following:

All information and amounts disclosed throughout the annual report are consistent.

The annual report is complete, accurate and is free from any omissions.

The annual report has been prepared in accordance with the guidelines on the annual report as issued by National Treasury.

The Annual Financial Statements (Part E) have been prepared in accordance with the modified cash standard and the relevant frameworks and guidelines issued by the National Treasury.

The Accounting Officer is responsible for the preparation of the annual financial statements and for the judgements made in this information.

The Accounting Officer is responsible for establishing and implementing a system of internal control that has been designed to provide reasonable assurance as to the integrity and reliability of the performance information, the human resources information and the annual financial statements.

The external auditors are engaged to express an independent opinion on the annual financial statements.

In my opinion, the annual report fairly reflects the operations, the performance information, the human resources information and the financial affairs of the department for the financial year ended 29 July 2022

Yours faithfully



Mrs SM Semaswe

Superintendent General

Department of Education

Date: 29 July 2022

6. STRATEGIC OVERVIEW

5.1 Vision

A caring and supportive community for excellence in Basic Education.

5.2 Mission

To protect and promote the right of every LEARNER to quality, equitable, culture-based, and complete basic education where:

- ❖ Learners learn in a child-friendly, gender-sensitive, safe, and motivating environment.
- ❖ Teachers facilitate learning and constantly nurture every learner.
- ❖ Administrative staff ensure an enabling and supportive environment for effective learning and teaching; and
- ❖ Family, community, and other stakeholders are actively engaged and share responsibility to support and inculcate life-long learning

7. Values

Key corporate values the North West Department of Education intend to comply with include:

| | |
|-----------------------|--|
| Inclusion | We recognize diversity for redress and equity |
| Excellence | We move beyond compliance by going an extra mile |
| Integrity | We respond to our fellow employees and other stakeholders with honesty, fairness and respect |
| Transparency | We are open in our functions and operations for public interest and comment |
| Innovation | We will continually strive for better and new ways of doing things |
| Empathy | We appreciate the context in which people operate and express themselves |
| Accountability | We take responsibility of the consequences of our actions |



8. LEGISLATIVE AND OTHER MANDATES

A. Legislative Mandates

The following list of Acts elaborates the legislative mandate of the Department: -

| Act | Brief Description |
|---|--|
| The Constitution of the Republic of South Africa, 1996. (Act 108 of 1996) | <p>Section 29 of the Constitution, Act 108 of 1996 [Bill of Rights], makes provision for everyone to have the right to a basic education, including adult basic education, and to further education, which the state, through reasonable measures, must make progressively available and accessible.</p> <p>Schedule 4 of the Constitution states that education at all levels, excluding tertiary education, is an area of national and provincial legislative competence.</p> <p>The legislative competence of the provincial legislature is derived from Section 126(1) of the Constitution, which empowers provinces to make laws regarding all matters listed in Schedule 6 of the Constitution, and education is a Schedule 6 functional area.</p> |
| The National Education Policy Act (NEPA), 1996 (Act 27 of 1996) | <p>This Act provides for the determination of national education policy for planning, provision, financing, co-ordination, management, governance, programmes, monitoring, evaluation, and wellbeing of the education system by the Minister, subject to the competence of the provincial legislatures in terms of section 146 of the Constitution, principles listed in section 4 of the Act, and the relevant provisions of provincial law relating to education. It further provides for consultative structures for the determination of national education policy and legislation in the form of the Council for Education Ministers (CEM), Heads of Education Departments Committee (HEDCOM), and other consultative bodies on any matter the Minister may identify, as stated in section 11 of the Act and, where applicable,</p> |

| Act | Brief Description |
|--|--|
| | the Education Labour Relations Council. |
| South African Schools Act, (SASA), 1996. (Act 84 of 1996 as amended) | This Act provides for a uniform system for the organisation, governance, and funding of schools. It ensures that all learners have the right of access to quality education without discrimination and makes schooling compulsory for children aged 7-14 years. |
| The Employment of Educators Act, 1998. (Act No. 76 of 1998) | This Act provides for the employment of educators by the state and regulates the conditions of service, discipline, retirement, and discharge of educators. |
| The South African Council for Educators Act, 2000 (Act 31 of 2000) | This Act deals with the registration of educators in the teaching profession with the South African Council for Educators (SACE), and further provides for promotion, development, and enhancement of the teaching profession as well as the enforcement of the Code of Professional Ethics for educators to protect the dignity of the profession on continuous basis. |
| Public Finance Management Act, 1999 (Act 1 of 1999) | This Act applies to departments, public entities listed in Schedule 2 or 3, constitutional institutions, and provincial legislatures subject to subsection 3(2) of the Act, and regulates accountability, transparency and sound management of the revenue, expenditure, assets and liabilities of institutions listed in section 3 of the Act, and also contains responsibilities of persons entrusted with financial management. |
| Public Service Act, 1994 as amended [Proclamation No. 103 of 1994]. | This Act provides for the organisation and administration of the public service and regulates the conditions of employment, terms of office, discipline, retirement and discharge of members of the public service. |
| Labour Relations Act & Basic Conditions of Employment Act 75 of 1997 | These are the leading legislations in matters of labour. They give effect to section 27 and 23 (1) of the constitution. These legislations recognise the right to a fair labour practice and to comply with international standards of employment |



| Act | Brief Description |
|--|--|
| The Promotion of Administrative Justice Act [PAJA], 2000 (Act 3 of 2000) and the Promotion of Access to Information Act [PAIA], 2000 (Act 2 of 2000) | These Acts are essential legislative instruments and apply, in the case of PAJA, to all administrative acts performed by the state administration that have an effect on members of the public. In particular, it deals with the requirements for procedural fairness if an administrative decision affects a person (section 3) or public (section 4), reasons for administrative action and grounds for judicial review (sections 5 and 6). PAIA on the other hand deals with section 32 of the Constitution, the right of access to information ‘records’ held by public and private bodies such as all documents, recordings and visual material, but does not apply during civil and criminal litigation. |
| Promotion of Equality and Prevention of Unfair Discrimination Act 4 of 2000 | This Act gives effect to section 9 read with item 23 (1) of Schedule 6 of the Constitution, to prevent and prohibit unfair discrimination and harassment; to promote equality and eliminate unfair discrimination; to prevent and prohibit hate speech; and to provide for matters connected therewith. |
| State Liability Act 20 of 1957 as amended | This Act consolidates the law relating to the liability of the state in respect of acts or omissions of its servants or officials. |

B. POLICY MANDATES

| Act | Brief Description |
|-------------------------|---|
| Education White Paper 2 | EWP 2 deals with decisions on a new structure for school organisation, including a framework of school categories, proposals concerning school ownership and governance, and observations on schoolfunding. The policy sought to address the huge disparities among South African schools by providing for a new structure of school organisation and system of governance which would be, inter alia, workable and transformative; uniform and coherent; and yet flexible enough to take into account the wide range of school contexts, the |



| Act | Brief Description |
|----------------------------|---|
| | availability or absence of management skills, parents' experience or inexperience in school governance, and the physical distance of many parents from their children's school. |
| Education White Paper 5 | EWP 5 proposes the establishment of a national system of Reception Year provision that will comprise three types: Reception Year programmes within the public primary school system; Reception Year programmes within community-based sites; and independent provision of Reception Year programmes. The White Paper undertakes to provide grants-in-aid, through provincial departments of education, to school governing bodies who respond effectively to the early childhood education (ECED) challenge outlined in the White Paper. With regard to pre-school or early childhood development, the Department of Education plays a supportive role to the Department of Social Development, the lead department in terms of the Children's Act, 2005. The National Education Department, regarding the Reception Year, determines policy and plays a monitoring role, while provincial departments provide the services with independent providers. The Reception Year, Grade R (for children aged 4 turning 5), is being implemented through programmes at public primary schools, at community-based sites and through independent provision. |
| Education White Paper 6 | This EWP 6 deals with critical constitutional rights to basic and further education and equality in the provision of education and educational opportunities for learners who experience and have experienced barriers to learning and development, or who have dropped out of learning because of the inability of the education and training system to accommodate their needs. It recognises a vision of an inclusive education and training system and funding requirements which include the acknowledgment that: all children and youth can learn and need support; the creation of enabling education structures, systems and learning methodologies to meet the needs of all learners; |



| Act | Brief Description |
|------------------------------------|---|
| | <p>acknowledging and respecting differences in learners, whether due to age, gender, ethnicity, language, class, disability, HIV or other infectious diseases; the overhauling of the process of identifying, assessing and enrolling learners in special schools, and its replacement by one that acknowledges the central role played by educators and parents; the general orientation and introduction of management, governing bodies and professional staff to the inclusion model, and the targeting of the early identification of diverse learning needs and intervention in the Foundation Phase; the establishment of district- based support to provide co-ordinated professional services that draws on expertise in further and higher education and local communities, etc.; the launch of the national advocacy and information programme in support of the inclusion model, focusing on the roles, responsibilities and rights of all learning institutions, parents and local communities; and highlighting the focal programmes and reporting on their progress.</p> |
| <p>Education White Paper 7</p> | <p>EWP 7 is about e-Education and revolves around the use of information and communication technology (ICT) to accelerate the achievement of national education goals. It is about connecting learners and teachers to each other and to professional support services and providing platforms for learning. It seeks to connect learners and teachers to better information, ideas and one another via effective combinations of pedagogy and technology in support of educational reform. The White Paper is premised on the recognition that learning for human development in the learning society requires collaborative learning and a focus on building knowledge. ICTs create access to learning opportunities, redress inequalities, improve the quality of learning and teaching, and deliver lifelong learning. ICTs further play an important role in the transformation of education and training, transform teaching and learning, and shift the focus to an inclusive and integrated practice where learners work collaboratively,</p> |

| Act | Brief Description |
|-----|---|
| | develop shared practices, engage in meaningful contexts and develop creative thinking and problem-solving skills. |

C. UPDATES TO INSTITUTIONAL POLICIES AND STRATEGIES

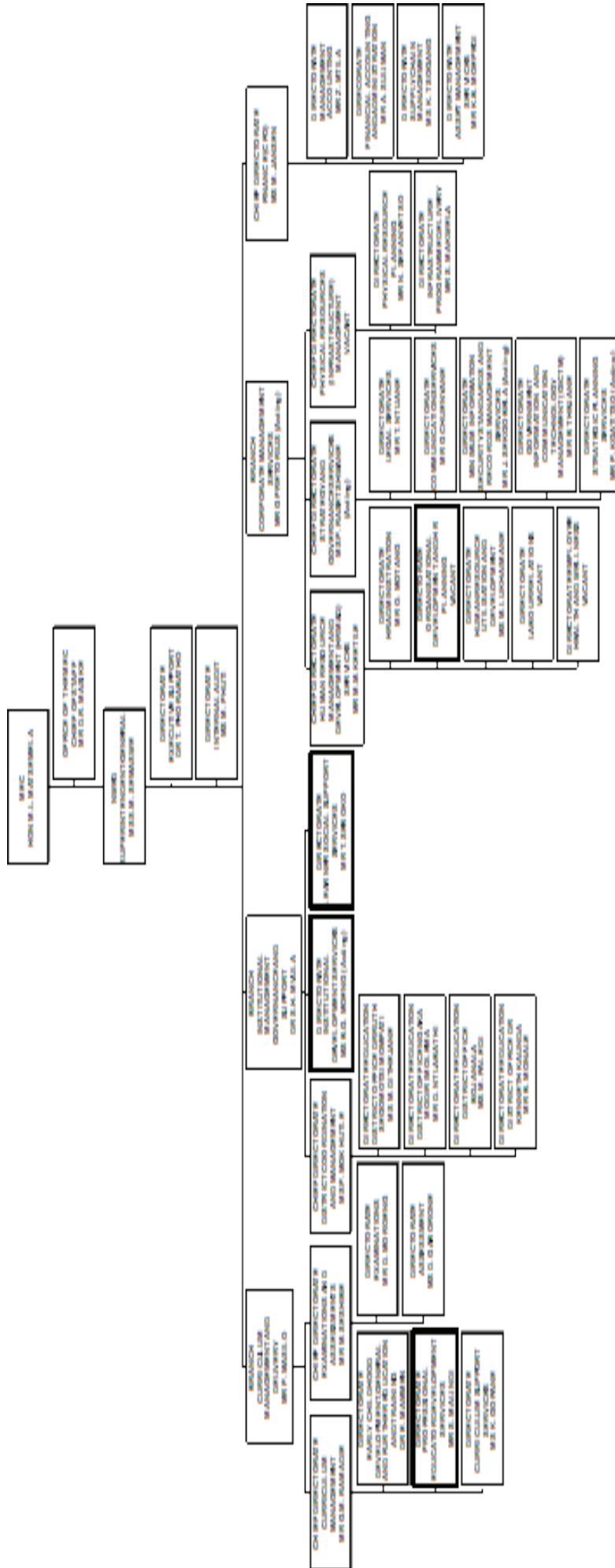
The following departmental policies will support our strategies: -

- Gazette 7806 of 2018 – provincial SGB election regulations
- National Norms & Standards Funding Policy (NNSF): Basic School Financial Records.
- Government Notice No. 17 of Government Gazette No. 38397 – Amended National Norms and Standards for School Funding which were published in Government Notice No. 890, Government Gazette No. 29179 of 31 August 2006
- Education Sector ICT Strategy
- National Strategy for Learner Attainment
- National Curriculum Statement (NCS)
- Circular 31 of 2010: Grade R Policy on Subsidy Payment to Grade Practitioners in Community Centres
- National integrated Early Childhood Development Policy, 2015
- National Policy on HIV/AIDS for Learners and Educators in Public Schools.
- Regulations pertaining to the conduct, administration, and management of assessment for the National Senior Certificate (11 December 2006)
- Addendum to FET Policy document, National Curriculum Statement on the National Framework regulating Learners with Special Needs
- National Planning on an Equitable Provision of an Enabling School Physical Teaching and Learning Environment (21 November 2008)
- National Policy of Whole School Evaluation (July 2001)

- D. National Policy Framework for Teacher Education and Development in South Africa (26 April 2007)



E. ORGANISATIONAL STRUCTURE



Number of BMS Posts
 MEC's 1
 DD's 1
 Chief Directors 17
 Directors 28
 Total Staff Posts = 47

F. ENTITIES REPORTING TO THE MEC

- None



PART B: PERFORMANCE INFORMATION



1. AUDITOR GENERAL'S REPORT: PREDETERMINED OBJECTIVES

The AGSA currently performs certain audit procedures on the performance information to provide reasonable assurance in the form of an audit conclusion. The audit conclusion on the performance against predetermined objectives is included in the report to management, with material findings being reported under the Predetermined Objectives heading in the Report on other legal and regulatory requirements section of the auditor's report.

Refer to page 246 of the Report of the Auditor General, published as Part E: Financial Information.

2. OVERVIEW OF DEPARTMENTAL PERFORMANCE

2.1. Service Delivery Environment

North West Province is one of the inland provinces, sharing borders with five provinces as well as Botswana. This has provided the province with business opportunities as well as threat of uncontrollable influx of learners and high attrition by educators. The province is home to 4,1 million people (Mid-year population estimates 2021). An estimated 28,6% of the population is aged below 15 making a portion of those at compulsory school going age.

North West is largely a rural province comprising of four districts, with most schools clustered in Bojanala and Ngaka Modiri Molema. This is because of people flocking to urban and peri-urban areas for employment and access to various amenities including education opportunities. The high concentration of Children is found in Rustenburg, Madibeng and Matlosana local municipalities. It can therefore be deduced that this is because most of the people in the province have since migrated or are migrating to these areas in search of better employment opportunities in the mines and other industries found in these areas. Subsequently, most people settle there for permanent residential purposes. Over and above these municipalities, Mahikeng local municipality also registered high concentration of children, probably because it is the capital city of the North West Province and a seat of the Provincial legislature and government administration. Moses Kotane and Greater Taung local municipalities also respectively demonstrated high concentration of children to some degree but lesser than the three mentioned before.



In the academic year 2021, the department had 1482 schools with a total of 856 890 learners enrolled in Grade R-12. The provincial average teacher learner ratio is 1: 30 Secondary schools and 1:35 for Primary Schools.

In terms of poverty ranking more than 80% of our schools, are in quintile 1-3. Learners at these schools benefitted from pro-poor programmes, such as National School Nutrition Programme, learner transport, sanitary towels for girls and No fee school's policy. There are 79 independent schools and 31 of them are subsidized.

The shrinking fiscal purse has greatly impacted the department, especially in filling of vacant posts. During the pandemic, the Department lost several employees who could not be replaced because of budget pressures. The dedicated workforce, made up of officials and educators, worked tirelessly to deliver on the mandate of quality basic education. This is evident in the improved learner performance in the end-of-year results, as well as the achievements recorded in the Annual report. This was notwithstanding various constraints, including amongst others, the aftermath of the pandemic, its psychological and economic impact and low morale in learners and communities. The fact that 2021 was a year of Local Elections also did not make matters better, because schools remained the bargaining chip for communities, which greatly affected learning and teaching.

The Department is still under Section 100 (1)(b) Intervention. Under this intervention, the Department continued to attain successes in delivery of quality education. This is evident in the infrastructure delivery and maintenance, Curriculum enhancement and delivery, training and development of officials and Educators.

The province had a total of 43 494 undocumented learners, with Bojanala sitting with 21 716-followed by Ngaka Modiri Molema with 8 257. This shows migration patterns. Bojanala is the worst affected due to the mining industry and Modiri Molema due to its proximity to northern African states. This puts a lot of pressure on planning because this population is on the move and allocation of resources becomes a challenge.

2.2. Service Delivery improvement Plan

The Department completed a Service Delivery Improvement Plan (SDIP) 2019 – 2021, which was duly submitted to the Department of Public Service and Administration (DPSA). The new SDIP is in the process of being developed.

2.3. Organisational environmental

The Department is still under Section 100 (1)(b). The Accounting officer is an Administrator who reports to the Minister of Department of Basic Education. The AO is supported by a team operating at Head office. The Department is headed by a Superintendent General.

The NWDoE comprises of the provincial Head Office (Corporate Centre), District offices, Circuits, public ordinary and public special schools, ECD centers and independent schools. The Department has three branches, each headed by a Deputy Director General. The branches are Curriculum Management and Delivery, Institutional Management Governance and Support and Corporate Services. Each branch comprises chief directorates supported by directorates.

Corporate Centre and the four district offices are structured to provide quality service and support to schools and educators. There is continuous training for officials to improve their knowledge to provide quality support to schools through provisioning of bursaries and in-house training.

Quality Learning and Teaching Campaign continues to yield results in mobilizing the private sector, Non-Governmental Organizations and Departments to collaborate with the department to deliver its mandate. The learner and educator distribution across districts in the 1482 schools is shown below:

| Districts | Learners | | Educators | | Total Learners | Total Educators |
|---------------------------|----------------|----------------|---------------|---------------|----------------|-----------------|
| | Primary | Secondary | Primary | Secondary | | |
| BOJANALA | 208532 | 122848 | 6565 | 4214 | 331380 | 10779 |
| DR KENNETH KAUNDA | 101904 | 57927 | 3368 | 2122 | 159831 | 5490 |
| DR RUTH S MOMPATI | 87070 | 52301 | 2863 | 1830 | 139371 | 4693 |
| NGAKA MODIRI MOLEMA | 146523 | 79785 | 4661 | 2755 | 226308 | 7416 |
| Grand Total | 544 029 | 312 861 | 17 457 | 10 921 | 856 890 | 28 378 |



2.4. Key policy developments and legislative changes

- None

3. ACHIEVEMENT OF INSTITUTIONAL IMPACTS AND OUTCOMES

| MTSF PRIORITY 2: EDUCATION, SKILLS AND HEALTH | | | | | |
|---|---|-------------|-------------|------------------|----------|
| Outcome | Outcome indicator | | Baseline | Five Year Target | Progress |
| 1. Improved learning and teaching | 1. Proportion of Grade 3 learners reaching the required competency levels in Literacy and Numeracy | Literacy | 75% | 80% | 88.38% |
| | | Numeracy | 70% | 75% | 88.40% |
| | 2. Proportion of Grade 6 learners reaching the required competency levels in Maths and Language | Mathematics | 65% | 75% | 69.7% |
| | | Language | 75% | 80% | 89.0% |
| | 3. Proportion of Grade 9 learners reaching the required competency levels in Maths, Natural Science, Technology and EMS | Mathematics | 30% | 55% | 20.53% |
| | | Language | 75% | 80% | 75.1% |
| | 4. Proportion of school leavers ready to participate in the economy of South Africa | | 86.8% | 90% | 78.24% |
| | 5. Proportion of educators meeting the required content knowledge and methodology | | 5% | 40% | 24% |
| | 6. Extent to which pro poor programmes are implemented | | No baseline | 100% | 100% |
| | 7. Extent to which the curriculum of schools responds to a changing world | | No baseline | 100% | 24% |

| MTSF PRIORITY 2: EDUCATION, SKILLS AND HEALTH | | | | |
|--|---|--------------------------------------|---|-----------------|
| Outcome | Outcome indicator | Baseline | Five Year Target | Progress |
| | 8. Proportion of schools compliance to school safety norms and standards (NSSF) | No baseline | 100% | 98.75% |
| | 9. Extent to which social cohesion has been implemented in schools | No baseline | 100% | 100%+ |
| | 10. Extent to which the school environment is conducive for learning and teaching | No baseline | 100% | 70% |
| 2. Sound Governance practices | 1. Improved Audit Opinion | Unqualified with matters of emphasis | Unqualified with no matters of emphasis | Qualified |
| | 2. Improved Data Quality Management | 96% | 100% | 100% |
| | 3. Sound Stakeholder Relations | No baseline | Labour peace/ Functional QLTC structures/ Public Private Partnerships | 51% |



PROGRAMME 1: OUTCOMES, OUTPUTS, PERFORMANCE INDICATORS, PLANNED ANNUAL TARGET AND ACTUAL ACHIEVEMENT

| Outcome | Outputs | Output Indicators | Planned Annual Target: 2021/22 | Actual Achievement 2021/22 |
|----------------------------|------------------------------|--|--------------------------------|----------------------------|
| Sound governance practices | Reliable data | SOI 101: Number of public schools that use the South African School Administration and Management System (SA-SAMS) or any alternative electronic solution to provide data. | 1473 | 1484 |
| | Electronic access to schools | SOI 102: Number of public schools that can be contacted electronically (e-mail) | 1473 | 1483 |
| | Non-personnel expenditure | SOI 103: Percentage of expenditure going towards non personnel items | 10% | 10,9% |

| Outcome | Outputs | Output Indicators | Planned Annual Target: 2021/22 | Actual Achievement 2021/22 |
|---------|---|---|--------------------------------|----------------------------|
| | Functional SGBs | POI 1.1: Percentage of SGBs in sampled schools that meet the minimum criteria in terms of functionality | 70% | 70% |
| | 30-day turnaround achieved | POI 1.2: Percentage of invoices paid within 30 days | 100% | 94% |
| | Bids processed on time | POI 1.3: Percentage of bids processed within 90 days | 100% | 14% |
| | Schools have access to information through connectivity | POI 1.4: Percentage of schools having access to information through Connectivity | 75% | 24% |
| | Functional QLTC structures | POI 1.5: Percentage of functional QLTC structures at four levels | 50% | 10% |



| Outcome | Outputs | Output Indicators | Planned Annual Target: 2021/22 | Actual Achievement 2021/22 |
|--------------------------------|--|---|--------------------------------|----------------------------|
| | Skilled employees | POI 1.6: Number of office-based employees trained | 500 | 551 |
| | Skills transferred to unemployed youth | POI 1.7: Number of unemployed youth participating in internship, learnerships and/or skills programme | 50 | 75 |
| Improved learning and teaching | Schools integrate ICT in teaching and learning | POI 1.8: Number of schools monitored on the integration of ICT in teaching and learning | 120 | 119 |
| | Schools monitored | POI 1.9: Percentage of schools monitored at least twice a year by district officials | 100% | 98,9% |

| Outcome | Outputs | Output Indicators | Planned Annual Target: 2021/22 | Actual Achievement 2021/22 |
|---------|-----------------------------|--|--------------------------------|----------------------------|
| | Social cohesion implemented | POI 1.10: Number of Advocacy campaigns that promote mainstreaming of children, gender, youth and people with disabilities. | 8 | 8 |

PROGRAMME 2: OUTCOMES, OUTPUTS, PERFORMANCE INDICATORS, PLANNED ANNUAL TARGET AND ACTUAL ACHIEVEMENT

| Outcome | Outputs | Output Indicators | Planned Annual Target: 2021/22 | Actual Achievement 2021/22 |
|--------------------------------|--|---|--------------------------------|----------------------------|
| Improved learning and teaching | Schools resourced with multi-media | SOI 201: Number of schools provided with multi-media resources | 25 | 23 |
| | Learners benefit from no-fee school policy | SOI 202: Number of learners in public ordinary schools benefiting from the No Fee School Policy | 716 542 | 733 705 |
| | Young educators | SOI 203: Percentage of Funza Lushaka Bursary | 100% | 68% (148/224) |



| Outcome | Outputs | Output Indicators | Planned Annual Target: | Actual Achievement |
|---------|---|--|------------------------|-------------------------|
| | | | 2021/22 | 2021/22 |
| | placed | Holders placed in schools within six months upon completion of studies or upon confirmation that the bursar has completed studies. | | |
| | Learners are funded at minimum level | SOI 204: Percentage of learners in schools that are funded at a minimum level. | 100% | 100% |
| | Reduction of female learners' absenteeism | POI 2.1: Number of learners provided with sanitary towels | 55 000 | 94 642 |
| | Learners benefit from learner transport | POI 2.2: Number of learners benefiting from learner transport | 64 437 | 61 342 |
| | Human resource capacity ensured | POIU 2.3: Percentage of schools where allocated teaching posts are filled | 100% | 63% (933/1487*100) |
| | Grades 3, 6, 9 and 12 Learners have EFAL textbooks. | POI 2.4: Percentage of learners having English First Additional Language (EFAL) textbooks in Grades 3,6, 9 and 12 | 100% | 84% (9070 / 10793 *100) |

| Outcome | Outputs | Output Indicators | Planned Annual Target: 2021/22 | Actual Achievement 2021/22 |
|---------|--|--|-----------------------------------|-------------------------------|
| | Grades 3, 6, 9 and 12 Learners have Mathematics textbooks. | POI 2.5: Percentage of learners having Numeracy/Mathematics textbooks in Grades 3,6, 9 and 12 | 100% | 83.45% |
| | Adequate stationery provided | POI 2.6: Percentage of Public ordinary schools that received their stationery by January | 100% | 100% |
| | Adequate textbooks provided | POI 2.7: Percentage of targeted public ordinary schools that received their textbooks by January. | 100% | 98% |
| | Schools are implementing EGRA | POI 2.8: Number of sampled Grade 3 schools where learners are tracked through EGRA tool for Home Language (HL) | 56 | 56 |
| | Skilled educators in Language | POI 2.9: Number of educators trained in Literacy/Language content and methodology | 1 500 | 1220 |
| | Skilled educators in Mathematics | POI 2.10: Number of educators trained Numeracy/Mathematics content and methodology in | 1 100 | 1 100 |



| Outcome | Outputs | Output Indicators | Planned Annual Target: 2021/22 | Actual Achievement 2021/22 |
|--------------------------------|--|--|-----------------------------------|-------------------------------|
| | Skilled educators on inclusion | POI 2.11: Number of educators with training on inclusion | 600 | 622 |
| | Skilled educators on other interventions | POI 2.12: Number of school-based educators trained on other interventions excluding Mathematics and Languages (excluding POIs 2.9 and 2.10 respectively) | 3 000 | 3322 |
| Sound governance practices | Improved management | POI 2.13 Percentage of schools producing a minimum set of management documents. | 100% | 21% $308/1484*100$ |
| | African languages introduced | POI 2.14: Number of sampled schools monitored for the programme of “Incremental introduction of An African Language” (IIAL) | 12 | 12 |
| Improved learning and teaching | Social cohesion improved | POI 2.15: Number of advocacy campaigns coordinated by school enrichment programme | 4 | 6 |



| Outcome | Outputs | Output Indicators | Planned Annual Target: 2021/22 | Actual Achievement 2021/22 |
|---------|--|---|-----------------------------------|-------------------------------|
| | Three stream model implemented | POI 2.16: Percentage of learners who offer at least one subject in the technical Vocational and agricultural fields | 40% | 23% |
| | Economically relevant learners | POI 2.17: Number of learners enrolled in technical occupational subjects | 1800 | 1923 |
| | Improved performance of Agricultural focus schools | POI 2.18: Number of Agricultural focus schools that meet minimum requirements for conducting Practical Assessment Tasks | 13 | 13 |
| | Safe schools | POI 2.19: Number of schools provided with extra support for the achievement of safety measures | 120 | 120 |
| | Reduced violence in schools | POI 2.20: Number of reported transgressions of school-based violence | 120 | 600 |



PROGRAMME 3: OUTCOMES, OUTPUTS, PERFORMANCE INDICATORS, PLANNED ANNUAL TARGET AND ACTUAL ACHIEVEMENT

| Outcome | outputs | Output Indicators | Planned Annual Target: 2021/22 | Actual Achievement 2021/22 |
|--------------------------------|---|---|--------------------------------|----------------------------|
| Improved learning and teaching | Registered independent schools subsidised | POI 3.1: Percentage of registered independent schools receiving subsidies | 36% | 39% $31/79*100$ |
| | Improved access to independent schools | POI 3.2: Number of learners at subsidised registered independent schools | 10 200 | 10200 |
| | Registered independent schools monitored (subsidised) | POI 3.3 (a): Percentage of registered independent schools monitored (Subsidised) | 100% | 100% |
| | Registered independent schools monitored (non-subsidised) | POI 3.3(b): Percentage of registered independent schools monitored (non-subsidised) | 100% | 100% |

PROGRAMME 4: OUTCOMES, OUTPUTS, PERFORMANCE INDICATORS, PLANNED ANNUAL TARGET AND ACTUAL ACHIEVEMENT

| Outcome | outputs | Output Indicators | Planned Annual Target: 2021/22 | Actual Achievement 2021/22 |
|--------------------------------|---|---|--------------------------------|----------------------------|
| Improved learning and teaching | Improved access in special schools | SOI 401: Number of learners in public special schools | 7450 | 7 839 |
| | Therapists/ specialist staff are appointed in Special schools | SOI 402: Number of therapists/ specialist staff in public special schools | 35 | 25 |
| | Public special schools serve as resource centers | POI 4.1: Percentage of Public Special schools serving as resource centers | 13% | 13% |
| | Special schools have assistive devices | POI 4.2: Number of Special schools provided with assistive devices | 32 | 32 |



PROGRAMME 5: OUTCOMES, OUTPUTS, PERFORMANCE INDICATORS, PLANNED ANNUAL TARGET AND ACTUAL ACHIEVEMENT

| Outcome | Outputs | Output Indicators | Planned Annual Target: 2021/22 | Actual Achievement 2021/22 |
|--------------------------------|--------------------------------|--|--------------------------------|----------------------------|
| Improved learning and teaching | Improved access at entry level | SOI 501: Number of public schools that offer Grade R | 1002 | 1 015 |
| | Qualified Grade R educators | POI 5.1: Number of Grade R educators with NQF level 6 and above qualification. | 1693 | 1 401 |
| | Resourced Grade R schools | POI 5.2: Number of Grade R schools provided with resources | 300 | 0 |
| | Skilled Grade R educators | POI 5.3: Number of Grade R educators trained | 200 | 199 |
| | Qualified Practitioners | POI 5.4: Number of practitioners trained on NQF 4 and or above | 200 | 0 |
| | | | | |

PROGRAMME 6: OUTCOMES, OUTPUTS, PERFORMANCE INDICATORS, PLANNED ANNUAL TARGET AND ACTUAL ACHIEVEMENT

| Outcome | outputs | Output Indicators | Planned Annual Target: 2021/22 | Actual Achievement 2021/22 |
|--|------------------------------------|---|--------------------------------|----------------------------|
| School environment that inspires learners to learn and teachers to teach | Schools have water | SOI 601: Number of public schools provided with water infrastructure | 64 | 61 |
| | Schools have electricity | SOI 602: Number of public schools provided with electricity infrastructure | N/A | N/A |
| | Schools have sanitation facilities | SOI 603: Number of schools supplied with sanitation facilities | 44 | 31 |
| | Schools have boarding facilities | SOI 604: Number of schools provided with new or additional boarding facilities. | 1 | 1 |
| | Improved school infrastructure | SOI 605: Number of schools where scheduled maintenance projects were completed. | 138 | 94 |

