

*Tuesday, 23 July 2024]*

No 14—2024] FIRST SESSION, SEVENTH PARLIAMENT

**PARLIAMENT**  
OF THE  
**REPUBLIC OF SOUTH AFRICA**

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**ANNOUNCEMENTS,  
TABLINGS AND  
COMMITTEE REPORTS**

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TUESDAY, 23 JULY 2024

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**TABLE OF CONTENTS**

**ANNOUNCEMENTS**

**National Assembly and National Council of Provinces**

1. Assent to Bills..... 2

**National Assembly**

1. Membership of Committees ..... 2

**TABLINGS**

**National Assembly and National Council of Provinces**

1. Minister of International Relations and Cooperation..... 4  
2. Minister of Transport..... 4

**COMMITTEE REPORTS**

## National Assembly

1. Appropriations..... 5

## National Council of Provinces

1. Security and Justice..... 33
2. Education, Sciences and Creative Industries..... 46
3. Education, Sciences and Creative Industries..... 90

# ANNOUNCEMENTS

## National Assembly and National Council of Provinces

### The Speaker and the Chairperson

#### 1. Assent by President in respect of Bills

- (1) **National Small Enterprise Amendment Bill** [B16B–2023] – Act No 21 of 2024 (assented to and signed by President on 18 July 2024) (*Nasionale Kleinondernemingswysigingswet (Afrikaans)*).
- (2) **Climate Change Bill** [B9B–2022] – Act No 22 of 2024 (assented to and signed by President on 18 July 2024) (*Mulayo wa Tshanduko ya Kilima (Tshivenda)*).
- (3) **Public Procurement Bill** [B18D–2023] – Act No 28 of 2024 (assented to and signed by President on 18 July 2024) (*Molao wa Tshenkelo ya Dithoto le Ditirelo ka Puso (Setswana)*).
- (4) **Pension Funds Amendment Bill** [B3D–2024] – Act No 31 of 2024 (assented to and signed by President on 18 July 2024) (*Wysigingswet op Pensioenfondse (Afrikaans)*).

## National Assembly

### The Speaker

#### 1. Membership of Committees

- (1) The following committee membership changes have been made by the Democratic Alliance:

#### Portfolio Committee on Land Reform and Rural Development

Discharged: Labuschagne, Ms C  
 Appointed: Madikizela, Ms BS

#### Portfolio Committee on Cooperative Governance and Traditional Affairs

Appointed: Mabhena, Mr TB [Alternate]

**Portfolio Committee on Correctional Services**

Appointed: Breytenbach, Adv G [Alternate]

**Portfolio Committee on Justice and Constitutional Development**

Appointed: Engelbrecht, Mr J [Alternate]

**Portfolio Committee on Higher Education**

Discharged: Nodada, Mr BB

Appointed: van der Walt, Mrs D

Appointed: Khakhau, Ms KL [Alternate]

**Portfolio Committee on Planning, Monitoring and Evaluation**

Appointed: Krüger, Mr HCC [Alternate]

**Portfolio Committee on Science, Technology and Innovation**

Discharged: Madikizela, Mr BS

Appointed: Ramongalo, Mr TR

**Portfolio Committee on Sport, Arts and Culture**

Appointed: Ramongalo, Mr TR [Alternate]

**Portfolio Committee on Transport**

Discharged: Ramongalo, Mr TR [Alternate]

**Portfolio Committee on Tourism**

Appointed: Gouws, Mr R [Alternate]

**Portfolio Committee on Women, Youth and Persons with Disabilities**

Discharged: Khakhau, Ms KL

Appointed: Spies, Ms ERJ

**Standing Committee on Finance**

Appointed: Burke, Mr MJ [Alternate]

**Standing Committee on Public Accounts**

Appointed: Wakelin, Mr KH [Alternate]

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## TABLINGS

### **National Assembly and National Council of Provinces**

#### **1. The Minister of International Relations and Cooperation**

- (a) Strategic Plan of the Department of International Relations and Cooperation for 2020 – 2025.
- (b) Strategic Plan of the African Renaissance and International Cooperation Fund for 2020 – 2025 and Annual Performance for Plan for 2024/25.

#### **2. The Minister of Transport**

- (a) Revised Corporate Plan of the Airports Company South Africa (ACSA) for 2023/24 – 2025/26.
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## COMMITTEE REPORTS

### **National Assembly**

# **1. REPORT OF THE STANDING COMMITTEE ON APPROPRIATIONS ON THE APPROPRIATION BILL [B5 – 2024] (NATIONAL ASSEMBLY – SECTION 77), DATED 23 JULY 2024**

Having considered the Appropriation Bill [B5 – 2024], referred to in terms of section 10(1)(a) of the Money Bills Amendment Procedure and Related Matters Act No. 9 of 2009 (as amended by the Money Bills Amendments Procedure and Related Matters Amendment Act, No. 13 of 2018), the Standing Committee on Appropriations reports as follows:

## **1. Introduction**

Section 27(1) of the Public Finance Management Act No. 29 of 1999 (PFMA) requires that the Minister of Finance (the Minister) tables the annual budget for a financial year in the National Assembly before the start of that financial year or, in exceptional circumstances, on a date as soon as possible after the start of the financial year, as the Minister may determine. Section 213(2) of the Constitution of the Republic of South Africa provides that money may be withdrawn from the National Revenue Fund only in terms of an appropriation by an Act of Parliament. The Appropriation Bill proposes to appropriate money from the National Revenue Fund for the requirements of the State and to prescribe conditions for the spending of funds withdrawn. Section 26 of the PFMA requires that Parliament and each Provincial Legislature appropriate money for each financial year for the requirement of the State and the Province, respectively.

In executing this mandate, the Standing Committee on Appropriations, hereinafter referred to as the Committee, is established in terms of section 4(3) of the Money Bills Amendment Procedure and Related Matters Act, 2009, and herein referred to as the Act. In line with section 10(1)(a) of the Act and after the adoption of the Fiscal Framework, the Act enjoins the Committee with a responsibility to consider the Appropriation Bill, hereinafter referred to as the Bill, and report thereon to the National Assembly. The national budget for the 2024/25 financial year was tabled on 21 February 2024 by the Minister of Finance and was referred to the Committee on 13 March 2024. However, the Bill lapsed after the last sitting of the National Assembly prior to the 2024

general elections and was revived by the National Assembly on 2 July 2024. The Committee was briefed on the Bill by National Treasury on 12 July 2024. In processing the Bill, section 4(4)(c) of the Act also requires the Committees on Appropriations of both Houses to consult with the Financial and Fiscal Commission (FFC). In addition to the FFC commenting on the Bill, the Committee also invited the Parliamentary Budget Office (PBO) for comments.

In terms of sections 10(5) and 10(6) of the Act, Parliamentary Portfolio Committees may advise the Appropriations Committee on appropriations related matters. No submissions were received from the Portfolio Committees on the Bill. Section 10(8) (a) and (b) of the Act also requires the Committee to hold public hearings on the Bill and proposed amendments; and for the Committee to report to the House on the comments on and amendments to the Bill. To this end, the Committee sent out invitations to interested parties and published advertisements on Parliament's website and social media platforms on 12 July 2024 inviting them to provide their inputs/comments on the Bill. The Committee held public hearings on the Bill on 19 July 2024 in Parliament. In response to the Committee's advertisements, the following six submissions were received by the Committee:

- Youth Capital;
- Congress of South African Trade Unions;
- Indaba Foundation;
- Equal Education and Equal Education Law Centre;
- South African Geomatics Institute; and
- Dr Inderan Naidoo.

## **2. Overview of the 2024 Budget proposals**

The 2024 Budget reiterates government's fiscal strategy as set out in the 2023 Medium Term Budget Policy Statement (MTBPS) where government aims to achieve a primary budget surplus in 2023/24, with debt stabilising by 2025/26. Stabilising debt remains a central objective of government. The consolidated budget deficit is projected to continue declining over the MTEF period, narrowing from 4.9 per cent in 2023/24 to 3.3 per cent of GDP in 2026/27. Gross loan debt will stabilise at 75.3 per cent of GDP in 2025/26. Debt-service costs will rise from R356.1 billion

in 2023/24 to R440.2 billion in 2026/27. As a result of the fiscal strategy, debt-service costs will peak at 21.3 per cent of revenue in 2025/26 and decline thereafter. Furthermore, Government has decided to further mitigate fiscal risks by reducing borrowing over the medium term using a portion of valuation gains in the Gold and Foreign Exchange Contingency Reserve Account (GFECRA). As a result, debt-service costs will decline by R30.2 billion over the 2024 MTEF period compared with the 2023 MTBPS estimate.

Government remains committed to a fiscal consolidation that balances the needs of the most vulnerable in society and protects the public finances for future generations, while recognising that high and rising government debt hampers service delivery and investment by draining ever-larger amounts of taxpayer resources for debt service. The 2024 Budget strikes a careful balance between fiscal consolidation and development. On average, 60.2 per cent of consolidated non-interest spending will continue to be spent on the social wage (health, education, social protection, community development and employment programmes). Proposed additional spending of R18.6 billion in 2024/25, R19.2 billion in 2025/26 and R19.8 billion in 2026/27 will ensure that the salaries of teachers, nurses, doctors, police and many other public servants are catered for. Spending on social transfers will rise from R283.4 billion in 2023/24 to R331.5 billion in 2026/27. The 2024 Budget also prioritises capital budgets, with a 7.3 per cent increase in capital investment over the medium term.

The 2024 Budget is premised on government's clear and stable macroeconomic policies, structural reforms and restoring the capacity of the state. In pursuit of higher economic growth, the 2024 Budget remains anchored on the objectives of ensuring a stable macroeconomic framework to create a conducive environment for savings, investment and growth; the implementation of growth-enhancing reforms in key sectors, particularly in energy, freight rail and ports, continuing to reduce barriers to economic activity and strengthening the capacity of the State to deliver quality public services, investment in infrastructure and fighting crime and corruption. The 2024 Budget proposes adjustment to government spending plans and these adjustments affect the expenditure ceiling as follows:

- Relative to the 2023 Budget, the main budget non-interest spending decreases by a net R80.6 billion, and this consists of:
  - Proposed reductions of R206 billion to departmental baselines and provisional allocations not assigned to votes.
  - A proposed total of R125.9 billion drawdown of the 2023 Budget unallocated reserve, partially offset by an increase in the contingency reserve.
  - Spending additions of R251.3 billion, mainly for the carry-through costs of the 2023/24 wage increase and wage bill pressures in labour-intensive departments, including basic education, health and police.
- The social protection function receives R33.6 billion to fund the extension of the Covid-19 social relief of distress grant until March 2025, with further provisional allocations in 2025/26 and 2026/27.

Over the medium term, total consolidated spending is expected to increase from R2.37 trillion in 2024/25 to R2.6 trillion in 2026/27. Government's priority is to enhance spending quality and minimise inefficiency while ensuring sustainable public finances – in other words, to increase the value for money from this spending.

### **3. Overview of the 2024 Appropriation Bill**

The Bill provides for the appropriation of money by Parliament from the National Revenue Fund (NRF) in terms of section 213 of the Constitution of the Republic of South Africa and section 26 of the PFMA. Spending is subject to the PFMA and the provisions of the Appropriation Act. The Bill deals with proposed national appropriations. To effect spending on conditional allocations from national's equitable share to provincial and local government, the Division of Revenue Act sets out specific provisions on spending conditions.

The Bill proposes a total appropriation by vote of R1.1 trillion in 2024/25 financial year (or R3.4 trillion over the next three years). Total direct charges against the National Revenue Fund (NRF) amounts to R1 trillion in 2024/25 financial year (or R3.3 trillion over the MTEF period). Direct charges against the National Revenue Fund includes amongst others; salaries of the President and

the Deputy President, Members of Parliament’s remuneration, Provincial Equitable Share (PES), debt-services costs, general fuel levy sharing with metropolitan municipalities, skills levy and sector education and training authorities. Including direct transfers to provinces and local government, direct charges and total vote appropriation, (Appropriation Bill), provisional allocations not assigned to votes and the contingency reserve, total Estimates of National Expenditure amounts to R2.1 trillion for the 2024/25 financial year or R6.8 trillion over the MTEF period (see Table 1 below). Table 2 shows proposed allocation of funds by vote for the 2024/25 financial year.

**Table 1:** Expenditure by national vote: 2024/25

<b>R million</b>	<b>2024/25</b>
Total appropriation by vote (Appropriation Bill)	1 102 797,9
Total direct charges against the National Revenue Fund	1 027 598,5
Provisional allocation not assigned to votes	570,2
Contingency reserve	5 000,0
<b>Total National Expenditure Estimates</b>	<b>2 135 966,6</b>

*Source: National Treasury (2024 Estimates of National Expenditure)*

**Table 2: Appropriated funds per vote - 2024 Appropriation Bill**

<b>Vote</b>	<b>Department (s)</b>	<b>Main Division</b>
		<b>R'000</b>
1	The Presidency	604 496
2	Parliament	2 770 963
3	Cooperative Governance	125 183 266
4	Government Communication and Information System	740 178
5	Home Affairs	10 495 471
6	International Relations and Cooperation	6 566 231
7	National School of Government	218 724
8	National Treasury	33 222 065
9	Planning, Monitoring and Evaluation	450 189
10	Public Enterprises	296 490
11	Public Service and Administration	539 521
12	Public Service Commission	288 499
13	Public Works and Infrastructure	7 612 081
14	Statistics South Africa	2 646 160
15	Traditional Affairs	187 283
16	Basic Education	32 258 698
17	Higher Education and Training	113 015 292
18	Health	62 218 899
19	Social Development	275 141 088
20	Women, Youth and Persons with Disabilities	1 007 712
21	Civilian Secretariat for the Police	155 964
22	Correctional Services	27 757 635
23	Defence	51 810 353
24	Independent Police Investigative Directorate	370 557
25	Justice and Constitutional Development	21 612 039
26	Military Veterans	863 766
27	Office of the Chief Justice	1 222 428
28	Police	113 597 115
29	Agriculture, Land Reform and Rural Development	16 708 158
30	Communications and Digital Technologies	3 968 611
31	Employment and Labour	3 854 842
32	Forestry, Fisheries and Environment	8 740 937
33	Human Settlements	33 145 558
34	Mineral Resources and Energy	8 839 029
35	Science and Innovation	9 468 497
36	Small Business Development	2 436 545

37	Sport, Arts and Culture	6 105 744
38	Tourism	2 380 908
39	Trade, Industry and Competition	9 600 229
40	Transport	80 621 141
41	Water and Sanitation	24 074 579
	<b>Total</b>	<b>1 102 797 941</b>

*Source: National Treasury (2024 Appropriation Bill)*

The Bill also proposes the allocation of funds by economic classifications (see Table 3 below). It should be noted that even though the Bill proposes the allocation of resources across the national sphere of government, 73 per cent of these allocations go into transfers and subsidies. These are transfers to provinces, municipalities, public corporations and other non-profit making entities. Current payments, payments for capital assets and payments for financial assets take up 25.4 per cent, 1.3 per cent, and 0.1 per cent respectively. It is worth noting that the economic classifications for Vote 2 (Parliament) are determined by Parliament in terms of the Financial Management of Parliament Act, 2009 as amended. Table 3 below provides an overview of the proposed vote allocations in terms of economic classification.

**Table 3:** Allocation per economic classification - 2024 Appropriation Bill

	Main Division	Current payments			Transfers and Subsidies	Payments for Capital Assets	Payments for Financial Assets
		Compensation of employees	Goods and Services	Interest and Rent on Land			
	R'000	R'000	R'000	R'000	R'000	R'000	R'000
Total	1 102 797 941	201 556 759	78 175 728	269 282	804 310 453	14 660 703	1 054 053

*Source: National Treasury (2024 Appropriation Bill)*

#### 4. Comments and hearings on 2024 Appropriation Bill with identified stakeholders

The sections below provide a summary of the comments that were made by the invited stakeholders on the Bill.

##### 4.1 National Treasury

National Treasury outlined the legislative process governing the passing of the Appropriation Bill as outlined in Money Bills Amendment Procedure and Related Matters Act of 2009, as amended. Furthermore, National Treasury outlined the provisions made in section 29 of the PFMA, which make provision for spending of government funds before the Appropriation Bill is passed. The Bill provides for the appropriation of money from the National Revenue Fund with spending subject to provisions contained in the PFMA (as amended). Finally, National Treasury presented an overview of the 2024 Appropriation Bill relative to the 2023 budget estimates as well as provisional allocations for the 2024/25 financial year.

#### **4.2 Financial and Fiscal Commission**

The Financial and Fiscal Commission provided an overview of the 2024 fiscal framework, revenue trends, tax proposals and State-owned Entity performance as a background to its submission. The FFC highlighted the following in terms of the proposed allocations of selected departments.

<b>Department</b>	<b>FFC Comments</b>
Social Development	Whilst welcoming the extension of the SRD grant to support those in need, government should finalise with clarity a stance on an impactful and sustainable support structure to relieve socio-economic distress.
Cooperative Governance	The protection of the equitable share allocation is welcomed and the reprioritisation from the direct to indirect components of the MIG and the RBIG were noted. The FFC reiterated its call for the use of indirect grants to be a measure of last resort, with a clear timeline for the indirect component of these grants to be phased out set against monitoring and evaluation measures.
Higher Education and Training	Whilst welcoming the loan scheme for the missing middle in the new Comprehensive Student Funding Model, the FFC feared it would be successful given the decreasing resource envelope and the National Student Financial Aid Scheme's (NSFAS) ongoing challenges.
Basic Education	Poor educational outcomes bring into question the quality of basic education in South Africa. The FFC welcomed the 34 per cent increase in the ECD grant for 2024/25. It however questioned the shifting of R1 billion from the ECD grant to national Department of Basic Education and whether this constituted an indirect component within the grant.

Health	The FFC supported the principle of universal health coverage and advised government to consider the full implications for provinces. Also, strategies must be put in place to support provinces in transitioning to the new system of public health care delivery.
Transport	The FFC welcomed the approval of the Freight Logistics Roadmap and the introduction of private sector participation to the freight rail network in May 2024. The success of the Freight Logistics Roadmap hinges on efficient and coordinated implementation, which thus made the oversight role of the National Logistics Crisis Committee (NLCC), critical.
Water and Sanitation	The FFC lauded interventions by government aimed at improving water supply and enhancing water resource management. It however noted that outstanding issues that required further attention included the need to address technical capacity issues at the plant level, infrastructure maintenance backlogs, and implementing climate-resilient water infrastructure.
Mineral Resources and Energy	The FFC supported the allocations of R80 million in 2024/25 and R120 million in 2025/26 to the Mining, Minerals and Energy Policy Development programme. This bodes well for providing opportunities to marginalised groups to enter the mining sector and in turn support mining activity in the country.
Agriculture, Land Reform and Rural Development	The FFC expressed concerns about the reduction in funds for the Ilima Letsema grant given its emphasis on food production. The FFC called for greater assistance to be provided to smallholder farmers to enable them to take advantage of technological advancements to improve their potential for success and in so doing, to transform the sector away from its current dual nature.
Trade, Industry and Competition, Employment and Labour and Small Business Development	The FFC reiterated its view on the duplication of mandate evident in the role that departments within the economic development space were playing. Within the context of the national macro-organisation of government, consideration should be given to better aligning the mandates of these departments to minimise the extent of duplication and costs.
Police	The FFC welcomed the increases in financial and human resources, which were expected to assist in improving safety and security in the country.

	However, it raised concerns regarding the efficiency of the police department in combating increasing crime rates.
Justice and Constitutional Development	The FFC welcomed the focus on accelerating the implementation of the recommendations from the Zondo Commission and the Financial Action Task Force and building capacity in the Office of the Legal Services Ombud.
Office of the Chief Justice	The FFC submitted that it was unclear to what extent modernisation efforts aimed at processes and infrastructure will be prioritised within the declining resource envelope of this budget vote.
Home Affairs	The FFC supported the additional funds provided for the record digitisation project in 2023/24 as it had the potential to enhance service delivery. It was however unclear how the proposed budget reductions in 2024/25 would affect the implementation and completion of this project.

In summary, the FFC made the following observations and recommendations in terms of the Bill;

- It appreciated the strides that have been made in terms of access to basic services since 1994, however, there was room for further improvement across a range of sectors. For substantive change and transformation to occur, there was a need to complement the hitherto emphasis on quantity of access with a focus on the quality of such access.
- It reiterated its previous call for indirect grants to be used as a measure of last resort. Further, to ensure that the capacity of municipalities was being strengthened to conduct their own affairs. Also, national sector departments implementing indirect grants must devise plans and timelines for building the capacity of the affected subnational department/municipality to take on the implementation responsibility associated with an indirect grant. Timelines for the phasing out of indirect grants was vital and finally, a stronger monitoring framework should be devised for indirect grants to facilitate improved performance management.
- It welcomed the investigation and efforts made at turning around the performance of the NSFAS. However, it recommends that national sector departments must strengthen proactive oversight over subnational governments and entities to ensure that early warning systems are developed to identify risks and implement appropriate mitigation strategies.
- It welcomed the approval of the Freight Logistics Roadmap by Cabinet in December 2023 and was of the view that the three areas of intervention outlined in the roadmap were key to

alleviating the woes of the country's freight rail and port logistics system. It recommended that the National Logistics Crisis Committee (NLCC) ensure efficient and coordinated implementation of the roadmap with all stakeholders involved. In addition, the roadmap should be enacted in a coordinated manner with Transnet's own recovery plan to ensure alignment in the objectives and timelines of both interventions.

### **4.3 Parliamentary Budget Office**

In its submission, the PBO, highlighted the shocking impact of the Covid-19 and climate change on the general lives of the South African population. It submitted that the cost of living in households had increased, thus making many families struggle for survival. The PBO highlighted that there had been an increase in the annual average of the household food basket by 64 per cent from R3 103 to R5 098 in 2023. The PBO indicated that the poor people survived through the safety net initiatives by government in the form of the Social Relief of Distress Grant (SRD), despite this being limited.

Whilst the PBO highlighted the deteriorating state in the livelihood in most households, it welcomed the allocation of R7.4 billion in the 2024 national budget for the Presidential Employment Initiative. Regarding economic security, the PBO submitted that unemployment posed a serious challenge which made the lives of the South African households difficult. The PBO highlighted that the country's average annual unemployment rate has increased from 27.3 per cent in 2018 to 33.3 per cent in 2023. To this effect, the PBO highlighted that the unemployment level among the youth was a serious challenge due to a total of 4.7 million youth being without jobs.

The PBO noted the additional amount of R350 million to Police and Defence for supporting the recent general elections. Furthermore, 10 thousand new police recruits would be trained during the next financial year. However, it indicated that it is disheartening that the budget was silent on funding to implement the National Strategic Plan on Gender Based Violence and Femicide.

Regarding Higher Education, the PBO recorded a concern about disparities regarding access based on race despite strides made to fund this sector. Demonstrable evidence extracted from Statistics South Africa (STASA) showed that in 2022, the enrolment of Indians/Asians at institutions of higher learning stood at 19.6 per cent and whites at 17.7 per cent for the students ranging from 18 to 29 of age. By comparison, 5.2 per cent of the Coloured and 5.5 per cent of the Black population groups were enrolled in institutions of higher education. The PBO pointed out, that R480.6 billion was set aside for learning and culture in the current budget, with 30 per cent specifically earmarked for post-school education and training.

Regarding education and health, PBO submitted that the baseline reduction of R23.7 billion over the medium term was likely to cause a decline in the delivery of services in these sectors. Regarding Basic Education, it highlighted the fact that the reduced allocation of R17 304 per learner in real terms was not adequate. The PBO noted the increase on the ECD grant to 24 per cent over the medium term. It highlighted that this initiative would enable approximately 1.1 million children to access early childhood education.

The PBO cautioned against inadequate support towards stimulating economic growth in the 2024 national budget and therefore, recommended for the transformation of the economy, instead of fiscal consolidation. The PBO expressed the view that a transformative and inclusive economy can be achieved if resources are directed towards the poor households, public services and the development of infrastructure. Over and above, it cautioned that the current fiscal framework by the National Treasury limited economic development and worsened the level of unemployment, poverty and inequality and lowered the possibilities of achieving the National Development Plan (NDP) targets.

The PBO made the following recommendations to address some of the challenges:

- Parliament should reflect and consider the macroeconomic, societal and public finance implications before approving the budget.
- Parliament should ensure that the budget addresses the plight of the poor and it must include their voice in the budget process.

- Parliament should ensure that there is alignment between the budget and the National Development plan.

## **5. Public submissions on the 2024 Appropriation Bill**

The sections below provide an overview of the submissions that were made in response of the advertisement that was published in print media.

### **5.1 Youth Capital**

In its submission, Youth Capital highlighted the threat posed by the high level of youth unemployment, poverty and inequality. It advised that to address these challenges, the country must introduce a budget that is aimed at creating employment, encouraging industrialization and to create a productive society. Youth Capital submitted that there was a need to increase the GDP at least to 4 per cent and introduce meaningful economic policies. On the other hand, it acknowledged initiatives by government to create job opportunities for young people. Among the initiatives, it lauded government for the introduction of the Extended Public Works Programme (EPWP), however, it underscored the lack of sustainability of the types of jobs offered to the young people through the programme.

Youth Capital submitted that the 2024 national budget cuts would retard GDP growth and that these impacted negatively on programmes that were aimed at creating public employment. Youth Capital made recommendations on how the current challenges of poverty, unemployment and inequality could be addressed, as follows:

- Government should introduce of a policy framework that is geared towards increasing the GDP to at least 6 per cent.
- The budget should be structured in a manner that will ensure that there is permanent investment in public employment programmes.
- There must be an alignment between the current industrial policies and the existing challenges of poverty, inequality and unemployment in all sectors.

## 5.2 Congress of South African Trade Unions

The Congress of South African Trade Unions (COSATU) submitted that it was disappointed by the tabled Appropriation Bill and stated that it failed to seize the moment to respond decisively to the myriads of challenges faced by the workers, society, the economy and the state. It submitted that the reason for South Africa's crisis was due to the economy not growing and unemployment which remained dangerously high. The increase in debt was a symptom and not the cause of this. COSATU submitted that the solution was to stimulate the economy, reduce unemployment, provide relief to the poor, rebuild the state and tackle crime and corruption.

COSATU submitted that it expected government to table detailed plans on how it will rebuild front line services that have been painfully weakened by ill-considered budget cuts over the years. Society depended upon well-functioning public services, yet, below inflation increases were proposed for health, industrial and exports programmes, agriculture and defence. In addition to this, there were proposed cuts to the Commission for Conciliation, Mediation and Arbitration (CCMA), Home Affairs, Metro Rail and the electrification programme which will have a dire impact on their ability to deliver upon their mandates. COSATU welcomed the above inflation increases for schools, police, courts, housing, roads and especially water infrastructure. It also welcomed the tax incentives for the local manufacturing of electric vehicles and an additional R1 billion in industrial financing and stated that this will be a positive injection for motor manufacturing jobs. COSATU also emphasised that the public service wage bill was not out of control at 31 per cent of the budget. COSATU stated that the wage bill has decreased from 35 per cent and this was because of rising vacancies amongst doctors, nurses, teachers, police and other essential frontline workers. COSATU made the following proposals:

### Revenue Proposals:

- Government should utilise the South African Reserve Bank's R150 billion relief over the MTEF to alleviate Eskom and Transnet of their debt burdens.
- Substantially increase allocations to the South African Revenue Services with a performance agreement for it to increase tax compliance from 64 per cent to 70 per cent over the next two years.

- Compel the Department of Transport to place the Road Accident Fund (RAF) under administration and expedite the RAF and Road Accident Benefits Scheme Bills to place the RAF on a sustainable path and ensure its funds are directed to the poor and not pilfered by lawyers.

### **State-owned Enterprises:**

- Provide additional support to Eskom to ensure we turn the corner on loadshedding, including easing the debt relief conditions, support from law enforcement organs to tackle corruption and other criminal acts, appoint of competent persons and fast tracking the roll out of the 14 000 kms transmission lines.
- Urgent package of interventions to stabilise and modernise Transnet, including easing debt relief, support from law enforcement organs to tackle corruption and other criminal acts.
- Revising the turnaround plans for other embattled SOEs, the Metro Rail, Denel, SABC, the Post Office and the Postbank, this needs to include debt relief, financial recapitalisation, appointing competent persons, law enforcement support and infrastructure investments as well as new business models. They should not be based upon pickpocketing staff of their salaries and benefits or sending them to the unemployment queue.

### **Relief for the poor and working class:**

- Parliament should consider amending the Appropriation Bill to adjust the SRD Grant for inflationary erosion and set a path to raise it to the Food Poverty Line over the MTEF.
- Parliament should consider amending the Budget to extend the Presidential Employment Stimulus to accommodate 2 million by November 2024.
- Parliament should request The Presidency to conclude assenting to the Pension Fund Amendment Bills by the end of July to ensure that they can be implemented by 1 September 2024.

### **Infrastructure Programmes:**

Parliament holding much more aggressive approach to oversight over the performance of municipalities, provinces and SOEs towards the implementation of the infrastructure programme, including the horrifying findings of the Auditor-General's reports.

### **5.3 Indaba Foundation**

Indaba Foundation's (the Foundation) submission focused on ECD and it commented that if government does not invest carefully, wisely and qualitatively in the women of early childhood care and the education sector, the country will not meet the needs of its future development. It emphasised that the training of ECD teachers, particularly women, was important to give every child a fair start to life and to ensure critical workforce development and future economic growth. The Foundation submitted that ECD was a human right, however, millions of children in South Africa were currently being denied this in one of the worst performing education systems in the world. In 2021, there about 8 million children under the age of six years in South Africa, from which only 25 per cent attended ECD centres on a regular basis thus the majority of children did not have the right learning foundations before starting school.

The Foundation submitted that the total allocation towards education for the 2023/24 financial year was R457 billion from which only R3.7 billion or 0.81 per cent was allocated towards ECD. South Africa as a member state of UNESCO committed to invest at least 10 per cent of the total education budget towards ECD thus the allocation for the previous year should have been at least R45.7 billion. The Foundation, in summary, submitted that the enablement of women teachers in the early years of education was the most powerful way to improve the quality childhood education and the future of society.

### **5.4 Equal Education and the Equal Education Law Centre**

Equal Education and the Equal Education Law Centre (EE&EELC) highlighted matters related to the challenges faced by learners in the basic education sector in its submission. The sections below provide recommendations for each identified challenge by EE&EELC.

### **Poor infrastructure in Schools**

In its submission, EE&EELC cautioned against the proposed budget cuts on school infrastructure and indicated that the cuts in the Schools Infrastructure Grant posed a challenge to the rights of children to learn in a conducive environment. EE&EELC recommended that, among others, Parliament should repeal the proposed cuts to the Education Infrastructure Grant and the Schools Infrastructure Backlogs Grant; increase the value of both infrastructure grants to comply with the minimum norms and standards; and to conduct a rigorous oversight on the implementation of the grants.

### **Overcrowding in the classrooms and unfilled teacher posts**

EE&EELC highlighted that the teacher learner ratio does not allow for a conducive platform for the culture of learning and teaching to take place. It indicated that this challenge was worsened by unfilled teacher vacancies in most schools. This challenge was reported to persist despite the Department of Basic Education's intervention through the Special Intervention Programme on overcrowding in schools in 2022. The EE&EELC indicated that it was disappointed that the National Treasury did not fund the intervention and recommended made the following recommendations to government:

- Revise post-provisioning norms so that the budget is more progressive and prioritise spending on schools serving poorer communities.
- Amend the budget to fund the Special Intervention Programme on Overcrowding in Schools.
- Allocate additional funding to increase personnel budgets.
- Increase funding to the Funza Lushaka Bursary Scheme in order to make it more accessible to teachers.
- Repeal cuts to the education sector presidential employment initiative.

### **Learner Teacher Support Material (LTSM)**

EE&EELC highlighted that the budget used to provide learners with workbooks has been reduced by R97 million. The indiscriminate budget cuts have weakened possibilities of having well-resourced schools that will be able to provide education services to the learners. The EE&EELC recommended that the National Treasury should revise the cost-containment measures for learners to have access to high-quality printed educational material.

### **Early Childhood Development**

The following recommendations were made in respect of ECD:

- Increase the value of the ECD subsidy to at least R46 by 2029.
- Provide adequate funding for pre-registration support and improvements to infrastructure.
- Phase in nutrition support for children at all ECD programmes, whether registered or unregistered.

### **Budgeting for Human Rights**

EE&EELC submitted that education was an immediately realisation right therefore budget cuts and other retrogressive measures must be subject to a greater level of scrutiny. It was recommended that the Committee should ensure that the 2024/25 budget withstands Constitutional scrutiny by reversing proposed cuts and to ring-fence the children's budget.

## **5.5 South African Geomatics Institute**

The South African Geomatics Institute's (SAGI) focused on the funding allocation towards underfunding and the need to increase the budget allocation under programme 6 of Vote 29 (Agriculture, Land Reform and Rural Development). SAGI's submission related specifically the sub-programme allocation which the National Geomatics Management Service (NGMS) would receive. SAGI submitted that the NGMS undertook services and products that were important to government services, allocating resources, planning infrastructure, society, policymakers as well as businesses and the data made it possible to monitor, measure, predict and adapt effectively.

SAGI submitted that NGMS comprised of two sub sections, i.e. Chief Surveyor General and Surveyor Generals Offices (Cadastral Records) and the Mapping and position services under the

Chief Director National Geo-Spatial Information. It further highlighted that the NGMS sub-programme was underfunded and under resourced as it was not able to fill vacant positions and unable implement some aspects of current legislation. SAGI submitted that it made no sense to underfund NGMS as it would actually cost the state and society more money to continue do so (multiple billions in costs). Underfunding NGMS caused direct losses to the fiscus, undermining doing business, leading to poor information for decision makers, and leading to productivity delays in the entire value chain of almost every sector of the economy.

In light of the above, SAGI recommended Vote 29 (Agriculture, Land Reform and Rural Development) Programme 6 should be increased by R398 million (R298 million for Cadastral and R100 million for National Geo-Spatial Information) and the additional adjustment allocated for the use of NGMS over and above its allocation from the current envisioned appropriation. It concluded that the said amounts were needed to provide for the filling of vacancies, updating of IT systems and associated matters, providing for maintenance of the TRIGNET system and expansion thereof, and allowing for the modernization to start on cadastral and mapping services.

## **5.6 Dr Inderan Naidoo**

Dr Inderan Naidoo's submission focused on his patent, the Responsible Indulgence Systems (RSI) Programme. The RSI program was a secure digitalised system affording a user or entity the choice on the quantity and frequency of their alcohol consumption. It comprised of an interprovincial and nationally integrated database availed to the end-user as a simple access card, the RSI card (RSIc). To the user, it would afford them the privilege of responsible indulgence of a psychoactive substance – in this case alcohol. To the various arms of service, the program would provide a live record of alcohol sales, societal and retail purchase patterns as well as analysis of risky behaviour. The personal identities of consumers would remain confidential and undisclosed, unless legal or informed consent was granted. Dr Naidoo indicated that once implemented, the RSI Program was estimated to stimulate fiscal savings of R22 billion annually - calculated at a tentative 10 per cent program operational efficacy.

## **6. Committee Findings and Observations**

Having deliberated and considered all the submissions made by the above stakeholders on Appropriation Bill [B5 - 2024], the Standing Committee on Appropriations makes the following findings and observations:

- 6.1** The Committee notes and welcomes the Bill proposed total Vote allocation of R1.1 trillion for the 2024/25 financial year, excluding direct charges against the National Revenue Fund (NRF), provisional allocation not assigned to votes and the contingency reserves. The Committee is of the view that this Bill is crucial if government is to continue to deliver on its mandated services to South Africans.
- 6.2** The Committee notes and welcomes that 73 per cent of these proposed Vote allocations goes towards transfers and subsidies. These are transfers to provinces, municipalities, public corporations and other non-profit making entities mainly for the payment of social grants, conditional grants allocations, transfers to public entities, university subsidies and NSFAS. The Committee notes that the review of the equitable share formula is currently underway and views this as essentially critical given the perennial underspending by municipalities and failures identified in a number of them.
- 6.3** The Committee notes with concern the continuous underfunding of Statistic South Africa (StatsSA) and notes the recent criticism regarding its latest census report. Whilst noting the recent criticism, the Committee is of the view that StatsSA must be better funded in order for it to maintain a high standard and accuracy of the data provided to government.
- 6.4** The Committee notes that relative to the 2023 budget, the main budget non-interest spending decreases by a net R80.6 billion due to lower than anticipated revenue collection and other expenditure pressures in key service delivery department which necessitated government to make two sets of adjustments during the 2023/24 financial year.

- 6.5** The Committee notes and welcomes the proposed additional allocation of R33.6 billion to fund the extension of the Covid-19 Social Relief of Distress (SRD) grant until March 2025. On the SRD grant, the Committee emphasises the need for government to always protect the most vulnerable groups against any unexpected shocks that negatively impacts on their livelihoods. Furthermore, the Committee implores government to accelerate and finalise the social protection policies in as far as basic income grant is concerned. This will in turn bring about stability and certainty to both current and potential beneficiaries of this crucial government interventions. Furthermore, the Committee notes the submission by the FFC that while it supports the extension of the SRD grant to support those in need, government should finalise with clarity a stance on an impactful and sustainable support structure to relieve socio-economic distress, a sentiment shared by the Committee. The debate is however on whether South Africa is a welfare state given the 60.2 per cent allocation to the social wage. It will thus be crucial that focus is given to initiatives that will improve GDP growth.
- 6.6** The Committee notes and welcomes the submission by the FFC that in principle it supports the provision of universal health coverage, while government should consider the full implications for provinces and that strategies should be put in place to support provinces in transitioning to the new system of public health care delivery.
- 6.7** The Committee notes and supports the recommendation of the FFC that indirect grants must be used as a measure of last resort. Further, to ensure that the capacity of municipalities is being strengthened to conduct their own affairs, national sector departments implementing indirect grants must devise plans and timelines for building the capacity of the affected subnational department/municipality to take on the implementation responsibility associated with an indirect grant with a stronger monitoring framework should be devised for indirect grants to facilitate improved performance management. The Committee strongly believe that if the state is to be fully capacitated as envisaged in the 2024 Budget, building the required capacity within local government is critical not only because they are the centre of service delivery, but also because there is a dire need for all

municipalities to be capacitated to be able carry out their mandates as envisioned in the South African Constitution.

- 6.8** The Committee notes and welcomes the submission by the PBO that Parliamentary Committees should ensure that information on how the budget addresses unemployment, poverty and inequality is included in proposed budgets. Given the high levels of unemployment, poverty and inequality in South Africa, the Committee strongly believe that public resources should be at the centre of addressing these three societal ills.
- 6.9** The Committee notes and welcome the submission by the PBO that the passing of the Budget is one of the most important oversight mechanisms that Parliament may use to transform the economy and society. The Committee also shares the same sentiments with the PBO that Parliament must satisfy itself with the alignment between the proposed budget and the National Development Plan and other policy priorities of government. Furthermore, the Committee is of the view that all Committees of Parliament must exercise their legal rights as provided for in the Money Bills Act and recommend the amendment of the Budget to the Appropriations Committees of Parliament where they hold a view of a misalignment between the budget and government policy priorities.
- 6.10** The Committee notes and welcomes the proposed provisional allocation of R570 million, not assigned to any vote but to be confirmed after certain requirements met and details of these provisional allocations to be finalised either during the 2024 Adjustments Budget or the 2025 Budget, and thereafter allocated to specific votes.
- 6.11** The Committee notes and welcomes the proposed allocation of R5 billion in 2024/25 to the contingency reserve to accommodate changes in the economic environment and meet unforeseeable spending pressures. However, the Committee is of the view that given the recent history of unforeseeable events experienced by the country, like the Covid-19 pandemic, the July 2021 unrest experienced particularly in Kwazulu-Natal and Gauteng Provinces, and the recent floods across the country, this proposed allocation is not sufficient. The Committee implores government and the National Treasury to consider allocating

sufficient resources to the contingency reserve to avoid the consistent utilisation of Section 16 of the PFMA in cases of emergency. The Committee is of the view that even though Section 16 of the PFMA is desirable, however it must be avoided as far as possible because decisions taken through section 16 of the PFMA lacks the necessary Parliamentary scrutiny and limit public participation due to its nature being post facto.

**6.12** The Committee notes the joint submission by Equal Education and the Equal Education Law Centre which proposes that Parliament should repeal cuts to both the Education Infrastructure Grant and the School Infrastructure Backlogs grant, while also proposing an increase in these grants allocation. The Committee is fully aware of the backlog in schools' infrastructure and the fact that most public schools fall short in meeting the minimum norms and standards for school infrastructure. The Committee remains concerned about the persistent underspending of appropriated funds towards these grants, which makes it even difficult to recommend for additional allocations when existing allocations are not spent. However, the Committee welcomes and is in agreement with the Equal Education and the Equal Education Law Centre that Parliament should exercise stringent oversight over the implementation of these grants.

**6.13** The Committee notes and welcomes COSATU's proposal that Parliament should increase its oversight on the roll-out of government infrastructure programme. The Committee agrees with the well-known empirical evidence that infrastructure investments is a catalyst to both job creation and economic growth and shares this strong view that successful roll-out of government infrastructure can have a far greater impact on both job creation and on the current low level of projected economic growth. The Committee equally notes the important role played by trade unions in ensuring the alignment between remuneration and employee productivity in the public sector.

**6.14** The Committee notes the submission by COSATU, Youth Capital and Equal Education and the Equal Education Law Centre who welcome the start of Parliamentary reconstruction, while also encouraging Parliament to maintain the virtual committee systems to ensure Parliament is accessible to public, reduce costs and give sufficient time for Members of Parliament to attend to their Constituency work. The Committee shares the same sentiments

with COSATU in that the earnest commencement of the reconstruction of the Parliament building is not only good for the image of the country but also in allowing the public to have unimpeded access to Parliamentary activities.

- 6.15** The Committee notes and welcomes the submission by COSATU that Parliament should hold government accountable for the spending on Parliament's appropriated funds and avoid billions of rands in roll overs. The Committee is of the view that all Parliamentary Committee should efficiently use the PFMA Section 32 reports to hold the executive accountable on the spending of Parliament's appropriated funds. Furthermore, the Committee would also like to encourage Portfolio Committee of Parliament to use their Budget Review and Recommendations Reports (BRRR) to influence budgetary decisions as envisaged in the Money Bills Act.
- 6.16** The Committees notes the submission by the FFC that poor educational outcomes bring into question the quality of basic education in South Africa, while also welcoming the 34 per cent increase in ECD grant for 2024/25. Furthermore, the Committee notes the submission by the FFC which questions the motive for the shifting of R1 billion from the ECD grant to national Department of Basic Education and whether this constitutes an indirect component within the grant.
- 6.17** The Committee notes and welcomes the submission by the FFC that supports the allocations of R80 million in 2024/25 and R120 million in 2025/26 to the Mining, Minerals and Energy Policy Development programme to provide opportunities to marginalised groups to enter the mining sector and in turn support mining activity in the country. The Committee is also of the view that providing mining opportunities to the marginalised groups will go a long in ensuring their participation in the sector but also in uplifting their economic conditions and brings dignity and pride to the marginalised groups.
- 6.18** The Committee notes and welcomes the proposed additional allocation to the Police department, given the high levels of crime currently facing South Africa, a sentiment shared by the FFC. However, the Committee would like to implore on the Police department to begin justifying these allocated public resources by reducing all the levels of crime,

particularly crime against children, women and the elderly. The Committee strongly feels that there should be tangible and measurable plans in place in terms of how this proposed allocation will help to reduce the crime levels and begin to justify Parliament's approval of the allocation to the department.

## **7 Recommendations**

The Standing Committee on Appropriations, having considered the above submissions and inputs on the Appropriation Bill [B5 - 2024], recommends as follows:

- 7.1** That the Minister of Finance ensures the following:
  - 7.1.1** That Parliament's appropriated funds through this Appropriation Bill are utilised in a manner as envisaged in the Constitution, the Bill and in compliance with all laws and regulations government the country's public finances.
  - 7.1.2** That government and the National Treasury consider allocating sufficient resources to the contingency reserve to avoid the consistent utilisation of Section 16 of the PFMA in cases of emergency. The Committee is of the view that even though Section 16 of the PFMA is desirable, however it must be avoided as far as possible because decisions taken through section 16 of the PFMA lack the necessary Parliamentary scrutiny and limit public participation due to its reporting nature being post facto.
  - 7.1.3** That National Treasury reports to the Committee on a bi-annual basis on the progress made in relation to the debt relief given to municipalities who owed Eskom and plans put in place to arrest this situation of increasing municipal debt to Eskom.
  - 7.1.4** That National Treasury reports on a bi-annual basis to the Committee on the financial status of all municipalities including cash reserves.
  - 7.1.5** That National Treasury reports urgently to the Committee on the latest developments in respect of the Integrated Financial Management System. This must be inclusive of how many people have been charged, those found guilty of misconduct, and the funds recovered in this regard.

- 7.2 That the Office of the Chief Justice provides a detailed report on the proposed funding allocation for process and infrastructure modernisation and sequencing within the context of declining public resources.
- 7.3 That the Minister of Police ensures that the Department of Police provides a comprehensive report on how the planned 10 thousand new police recruits would help in reducing the high crime rate faced by South Africans. Furthermore, provides a detailed report on how these proposed baseline allocations aim to deal with crime against women, children and the elderly and the overall implementation of the National Strategic Plan on Gender Based Violence and Femicide.
- 7.4 That all Parliamentary Committees of Parliament exercise their legal rights as provided for in the Money Bills Act and recommend the amendment of the Budget to the Appropriations Committees of Parliament where they hold a view of a misalignment between the budget and government policy priorities. This would in turn strengthen Parliament oversight over the Executive's expenditure decisions on Parliament's appropriated funds. The Committee also encourages Portfolio Committee of Parliament to use their Budget Review and Recommendations Reports (BRRR) to influence budgetary decisions as envisaged in the Money Bills Act.
- 7.5 Given the fact that the current crisis facing the country relates mostly to unemployment, poverty and inequality, Parliamentary Committees are encouraged to ensure that information on how the Budget addresses unemployment, poverty and inequality is included in proposed Budgets. This will ensure that there is a concerted effort by Parliament to address these three societal ills and improve the overall quality of life for South Africans, the poor majority in particular.
- 7.6 That government ensures that there is alignment between priorities of the new administration and the National Development Plan objectives, and that these must cascade down to performance targets in departmental Annual Performance Plans (APPs).

## **8 Committee Recommendation on the Bill**

The Standing Committee on Appropriations, having considered the Appropriation Bill [B5–2024] (National Assembly: Section 77) referred to it and classified by the Joint Tagging Mechanism; recommends that the Bill be adopted, without amendments.

## **9 Conclusion**

The Committee appreciates the valuable contributions and advice made by the public and different organisations when processing the Bill. The Committee acknowledges that there was insufficient time to process this Bill due to the recent National General Elections and the subsequent formation of government. However, the Committee appreciates and values all the contributions made by all the stakeholders. Given the availability of time, the Committee will better engage with all the stakeholders in the future and take all the recommendations made by the stakeholders and discuss those with the relevant Ministries and line departments. Furthermore, the Committee would like to emphasise the need for government departments to always ensure efficient, economic and effective use of appropriated funds in line with the principles set out in Section 195 of the Constitution and other relevant legislations governing the use of public funds, and applicable to the Republic of South Africa.

The relevant Executive Authorities must send the responses to the recommendations as set out in section 7 above to Parliament as well as the Committee within 60 days of the adoption of this report by the National Assembly.

Report to be considered.



## **National Council of Provinces**

### **1. POLICY ASSESSMENT AND RECOMMENDATIONS REPORT OF THE SELECT COMMITTEE ON SECURITY AND JUSTICE ON THE 2024/25 BUDGET VOTE 28, ANNUAL PERFORMANCE PLAN (APP) OF THE DEPARTMENT OF POLICE (SAPS), DATED 23 July 2024.**

#### **1. Introduction**

The National Council of Provinces represents the provinces to ensure that the provincial interests are considered in the national sphere of government as stated in section 42(4) of the Constitution. One of these functions is to hold the government to account in respect of how the taxpayers' money is used. It detects waste within the machinery of government and public agencies. Thus, it can improve the efficiency, economy and effectiveness of government operations.

This report serves to assess the strategic plans, annual performance plans and budget of the Department of Police for 2024/25 against the backdrop of service delivery. It is with this in mind that the Select Committee presents this report on the budget briefing by SAPS. The Select Committee on Security and Justice, on 17 July 2024, held a briefing on the 2024 Budget and APPs of the Department of Police and reports as follows:

#### **2. Strategic Priorities of the Department of Police for the 2024/25 financial year**

There are various policy priorities which inform the Departmental strategic plans, APPs and budgets. The various policy documents are aligned to the work which the Department intends undertaking in 2024.

##### **2.1 National Development Plan (NDP)**

Chapter 12 of the National Development Plan (NDP) titled "Building Safer Communities" outlines the responsibilities of the policing portfolio in South Africa. The vision of Chapter 12 is that:

"In 2030, people living in South Africa feel safe at home, at school and at work, and they enjoy a community life free of fear. Women walk freely in the streets and children play safely outside.

The police service is well-resourced and professional, staffed by highly skilled officers who value their work, serve the community, safeguard lives and property without discrimination, protect the peaceful against violence, and respect the rights to equality and justice."

To achieve this vision, the NDP sets out five focus areas, including:

- Strengthen the criminal justice system;
- Make the police service professional;
- Demilitarise the police;
- Build safety using an integrated approach; and
- Build community participation in safety.

## **2.2 Medium Term Strategic Framework (MTSF)**

The MTSF 2019–2024 aims to address challenges of unemployment, inequality and poverty through, 1) driving a strong and inclusive economy, 2) building and strengthening the capabilities of South Africans, and 3) achieving a more capable state. These underpin the seven priorities of the MTSF –

- **Priority 1:** Building a capable, ethical and developmental state
- **Priority 2:** Economic transformation and job creation
- **Priority 3:** Education, skills and health
- **Priority 4:** Consolidating the social wage through reliable and quality basic services
- **Priority 5:** Spatial integration, human settlements and local government
- **Priority 6:** Social cohesion and safe communities
- **Priority 7:** A better Africa and world

*Over the medium-term the SAPS will focus on the following priorities:*

- building capacity in the South African Police Service;
- reducing the levels of violent crime, gender-based violence and femicide; and

- reducing crimes and offences that have a direct impact on economic activity, such as fraud, corruption, money laundering and terrorist financing

### **2.3 MTEF Focus Areas**

- Building capacity in the SAPS to improve police visibility, enhance community responsiveness and build public confidence through the recruitment of additional police members.
- Modernisation initiatives to support visible and specialized policing capabilities.
- Reducing gender-based violence and femicide.
- Reducing crimes that have a direct impact on economic activity, through the establishment of Economic Infrastructure Task Teams (EITTs).
- Enhancing crime detection, focusing on contact crimes, corruption, commercial crimes and cybercrime.

### **2.4 State of the Nation Address (SONA)**

#### **(i) Realising the vision that citizens walk freely and without fear in their neighbourhoods and public spaces**

- The Visible Policing Programme gets the largest proportion of the SAPS budget and adequate resources are required at all police stations and operational units, to ensure that a visible and responsive police service can be provided. The Programme includes *inter alia* Tactical Response Teams (TRTs), Canine and Mounted Units; 10111 Command Centres; the Special Task Force, National Intervention Units and Public Order Policing (POP) units. It also provides for border policing and specialised uniform policing functions. Thus, resource allocation to the Visible Policing Programme should ensure greater police visibility in public spaces.

#### **(ii) Reducing crime**

- Operation Shanella was initiated in May 2023 as a collaboration between the SAPS and other law enforcement agencies, key Departments in the JCPS Cluster and civil society partners, to combat violent crime and improve feelings of safety in communities.

**(iii) Addressing Gender-based Violence and Femicide (GBVF) and the implementation of the Domestic Violence Act**

- In 2023/24, the FCS Units nationally conducted (a) 1 614 awareness campaigns to educate learners in schools, churches and the broader public about GBVF-related crimes and (b) 11 683 suspect tracing operations, resulting in 19 306 arrests.
- In 374 cases, a total of 321 defendants were sentenced to 426 years of life imprisonment.
- The historical DNA backlog was eradicated in Quarter 3 of 2023/24.
- Expansion of the Eastern Cape DNA Analysis Laboratory, which was officially opened by the President on 31 August 2023. The laboratory was capacitated with 28 Forensic Analysts that underwent full training for DNA analysis.
- In terms of a partnership between SAPS and the National Prosecuting Authority (NPA), court related GBV exhibits are prioritised for analysis. 41 855 GBVF-related reports were provided to the NPA in 2023/24 and by 27 June 2024, no cases have been withdrawn due to a lack of DNA-related reports.
- Gender-Based Violence Desks were established at all 1 166 police stations to improve service delivery to victims of GBVF.
- SAPS developed a Departmental GBV and Sexual Offences Action Plan to support the implementation of the National Strategic Plan (NSP) on GBVF, from a policing perspective.

**(iv) Resourcing:**

- Addressing crime and insecurity through equipping law enforcement agencies, provision for an extra 5 000 police officers for Public Order Policing; and additional 10 000 members over the MTEF (in addition to 20 000 new members recruited in the past two years)
- The SAPS has undergone an extensive process to identify and enlist a total of 20 000 police officers, in the 2022/23 and 2023/24 financial years, and a planned intake of 10 000 new entry level police trainees for the 2024/25 financial year, of which a total of 4 500 police trainees have already commenced with training, effective from April 2024, for a period of nine months.

- Phase two will consist of the remaining 5 500 trainees which will commence during the 2024/25 financial year.

**(v) Combating cable theft, damage to critical infrastructure and illegal mining through the Economic Infrastructure Task Teams (EITTs) of the SAPS**

- Twenty (20) Economic Infrastructure Task Teams (EITTs) were established country-wide (18 at district level and two at provincial level).
- EITTs have been operational since 1 June 2022 and have dedicated personnel.

**(vi) Strengthening South Africa's ability to prevent money laundering and fraud to have South Africa removed from the Grey List of the Financial Action Task Force (FATF)**

- FATF and South Africa agreed to an Action Plan to improve areas of concern with Immediate Outcomes (IOs) allocated to Government entities or departments (or clusters of) to achieve by a predetermined date.
- The SAPS response is led by the Directorate for Priority Crime Investigation (DPCI) and is an active participant in the Law Enforcement Agency (LEA) and State Security Agencies (SSA) Group.
- The LEA group mainly deals with money laundering, while the SSA group deals with terrorist financing.

### **3. Performance Indicators and Targets**

The 2024/25 APP contains 93 performance indicators across the five budget programmes of the SAPS:

- Administration Programme: 22 targets
- Visible Policing Programme: 27 targets
- Detective Services Programme: 27 targets
- Crime Intelligence Programme: 10 targets
- Protection and Security Services Programme: 7 targets

During 2022 and 2023, the Office of the Auditor-General (AG) was very critical of the Department's performance indicators and noted that targets were set too low, indicators were too reactive in nature and indicators are inconsistent with lived experiences of citizens.

The Department reduced its indicators by 10 in the 2023/24 APP from 95 (in 2022/23) to 84 performance indicators, and various indicators were refined to enhance its measurability. The Department's indicators stand at 93 for the 2024/25 financial year.

The SAPS has consistently underperformed in the reduction of contact crimes and crimes against women and children. In 2022/23, the performance target for the reduction of crimes against women and children was removed, as the quantitative measurement could deter reporting by victims and proper recording of these crimes at police stations. The Department further failed to achieve planned detection rates for crimes against women and children. Over the period under review, the SAPS had further struggled with the reduction in contact and serious crimes.

The significant increase in the backlog of DNA analyses escalated in 2020/21 during which time the SAPS exceeded the planned target to achieve a backlog of 10% or less, by recording a backlog of 84.56%, which is significantly higher than the planned target. The negative deviation was reduced in subsequent years.

#### **4. SAPS Budget Allocation 2024/25**

##### **4.1 National Budget Allocations**

- In 2024/25, the Police receives an allocation of R113.59 billion, which is a 7.7% increase compared to the previous financial year.
- An additional R22 billion is allocated over the MTEF to implement the 2023 public sector wage agreement.
- Compensation of Employees (COE) R92.6 million comprises 81.6% of the 2024/25 budget.
- In 2024/25 the COE expenditure will increase by 10.6%.
- Allocation is made for an increase in posts from 183 708 in 2023/24 to 187 878 in 2024/25.

- The **Administration Programme** received an allocation of R21.96 billion in 2024/25, which is a nominal increase of 6.52 per cent compared to the previous financial year and represents 19.34 per cent of the SAPS' total budget. The Ministry subprogramme's allocation decreased with R1 million (nominally) compared to the previous fiscal year, representing a real decrease of 5.8 per cent.
- In 2024/25, **Visible Police** received an allocation of R60.1 billion, which is 52.9 per cent of the SAPS' total budget. The increases were applied to all subprogrammes, with the Specialised Interventions subprogramme receiving a nominal increase of 10.9 per cent. The Crime Prevention subprogramme continues to receive the largest portion of the Programme's budget at R46.2 billion or 76.9 per cent.
- The **Detective Services Programme** received a Main Appropriation of R22.58 billion in 2024/25, which is a nominal increase of R1.4 billion or 6.8 per cent compared to the previous financial year. In real terms the Programme's allocation increased by 2.0 per cent. The Programme receives 19.88 per cent of the SAPS' total budget. The Crime Investigations subprogramme received a nominal increase of 7.72 per cent to a budget of R15.49 billion, representing 68.6 per cent of the Programme's total budget.
- The **Crime Intelligence Programme's** 2023/24 allocation of R4.42 billion increased with R3.2 million to a Main Appropriation of R4.747 billion in 2024/25, which is a nominal increase of 7.29 per cent and a real increase of 2.47 per cent. The increase was relatively equally spread over both subprogrammes, with the Crime Intelligence Operations subprogramme receiving a nominal increase of 6.63 per cent and the Intelligence and Information Management subprogramme receiving a nominal increase of 7.75 per cent. However, this subprogramme continues to receive the largest portion of the Programme's total budget at 58.8 per cent.
- The **Protection and Security Services Programme** received a Main Appropriation of R4.09 billion in 2024/25, which is a nominal percentage increase of 6.65 per cent compared to the previous financial year and a real increase of 1.86 per cent. The VIP Protection Services subprogramme received the largest nominal increase of 7.5 per cent and receives 53.1 per cent of the subprogramme's total budget.

#### 4.2 Provincial Budget Allocations

PROVINCES	2022/23 PROVINCIAL BUDGET ALLOCATION	2023/24 PROVINCIAL BUDGET ALLOCATION	2024/25 ALL-INCLUSIVE BASELINE ALLOCATION	AMOUNT (%) INCREASE 2023/24 AND 2024/25
<b>EASTERN CAPE</b>	R 894 628 000	R 901 211 000	<b>R 953 572 000</b>	<b>R 52 361 000</b> <b>(5.81%)</b>
<b>FREE STATE</b>	R 496 513 000	R 500 154 000	<b>R 515 503 000</b>	<b>R 15 349 000</b> <b>(3.069%)</b>
<b>GAUTENG</b>	R1 446 012 000	R1 469 513 000	<b>R1 486 235 000</b>	<b>R 16 722 000</b> <b>(1,1379%)</b>
<b>KWAZULU- NATAL</b>	R1 144 964 000	R1 154 253 000	<b>R1 173 884 000</b>	<b>R 19 631 000</b> <b>(1,7008%)</b>
<b>LIMPOPO</b>	R 569 296 000	R 571 449 000	<b>R 571 868 000</b>	<b>R 419 000</b> <b>(0.07332%)</b>
<b>MPUMALANGA</b>	R 482 910 000	R 486 117 000	<b>R 506 609 000</b>	<b>R 20 492 000</b> <b>(4,2154%)</b>
<b>NORTHERN CAPE</b>	R 348 296 000	R 348 007 000	<b>R 366 062 000</b>	<b>R 18 055 000</b> <b>(5,1881%)</b>
<b>NORTH WEST</b>	R 529 723 000	R 537 207 000	<b>R 549 425 000</b>	<b>R 12 218 000</b> <b>(2,274%)</b>
<b>WESTERN CAPE</b>	R 807 415 000	R 809 795 000	<b>R 868 432 000</b>	<b>R 58 637 000</b> <b>(7,241%)</b>

- A province's population size is one of the main factors influencing resource allocation.
- In terms of the 2022 Census, South Africa's total population exceeds 62 million people.
- The provinces with the highest populations i.e. Gauteng (16.1 million), KwaZulu-Natal (11.5 million), Western Cape (7.2 million) and the Eastern Cape (6.7 million), receive the highest provincial budget allocations

## 5. Recommendations

5.1 The Department should ensure that the working relationship between SAPS and Community Policing Forums are improved and that the necessary budgets are allocated to the CPFs to be fully operational. The Committee recommended that the Department furnishes the Committee with quarterly reports on the funding, functionality, challenges experienced and how the Department is addressing all the challenges of CPFs in all provinces.

5.2 Considering the recent scourge of gang violence in various provinces, particularly in rural areas, the Department should strengthen the Anti-Gang units as well as crime intelligence to effectively combat gang violence.

- 5.3 The Committee recommends in respect of gang and taxi violence that a specialized task team is formed to address this and SAPS should make the necessary provision in the budget in support of such a task team.
- 5.4 The Department should revive the satellite offices in rural areas to ensure services are rolled out extensively to remote areas.
- 5.5 The Committee recommended that SAPS functions and services should be divided appropriately in police stations with a dedicated space and service for attending to GBV cases and another space for attending to the certification of documentation. Visible signage must be installed to direct the public to these areas.
- 5.6 The Committee recommended that the functionality of the 10111-call centre should be improved. The Department should within 30 days of adoption of the Committee report, furnish the Committee with a detailed plan of action, with timeframes to improve this service.
- 5.7 Committee members noted that the wage bill is substantial because of the need to have boots on the ground, but the quality of the recruitment process and the quality of the recruits is questionable. The Department must explain the recruitment, selection and training process in a detailed written response to the Committee within 30 days of adoption of the Committee report.
- 5.8 The Committee requested further information on the SAPS strategy to eradicate the phenomenon of the construction mafia. The Committee recommended that SAPS furnish the Committee with quarterly reports on how SAPS will resolve the construction mafia phenomenon.
- 5.9 The Department should work towards improving its forensic capacity as well as the capacity of detectives to accelerate the fight against crime. The Department should update the Committee on the progress in respect of backlogs on these matters, within 30 days of adoption of the Committee report.

- 5.10 The Department should work with all law enforcement agencies to combat crimes that have a direct impact on economic activity. The Committee recommends that the Department send quarterly reports to the Committee of the work undertaken by the Economic Infrastructure Task Teams (EITTs).
- 5.11 The Department should work collaboratively with the NPA towards the successful prosecution of crimes, in particular SAPS should ensure that investigations are thorough and that the requisite evidence is gathered to successfully prosecute those arrested.
- 5.12 The Department must strengthen the fight against GBVF and ensure that police stations in all provinces have the requisite victim friendly rooms. The Committee recommends public private partnerships for victim relief centres, to break the cycle of perpetuating the victim's trauma during the interview process. Further, police members should receive the necessary training in all the GBVF legislation from the frontline officers to those on the ground to ensure that a victim centered approach is adopted in policing in South Africa.
- 5.13 The Department should improve its civic education in rural and remote areas in order that citizens understand the relevant laws and procedures and are willing and trusting of the police to lay charges against those committing crimes. This is very important for women in domestic violence cases and other crimes committed against women and children, who generally are unwilling to report matters due to the fear of secondary victimization. The GBVF legislation must therefore be simplified, and education must be made available to all persons to ensure that victims feel safe, empowered and are able to lay charges at police stations.
- 5.14 The Department should ensure that each province has sufficient working vehicles and to repair the vehicles that are not currently in working order as expeditiously as possible. Further, consideration should be given to the specific requirements and terrain of each province, in the allocation of suitable vehicles. In respect of the repair of vehicles, the repairs process should be decentralized so that vehicle repairs and sourcing of parts can be done at provincial and station level to address long delays in vehicle repairs.
- 5.15 The Department should strengthen the regulation of firearms to curb the proliferation of illegal firearms used in criminal activity in South Africa. Firearms amnesty should be

declared on a regular basis to combat the number of illegal firearms circulating in the country. In addition, SAPS should not have any firearms that are stolen and the target in respect of stolen firearms should be zero. SAPS should work to ensure that there are no stolen firearms.

- 5.16 The Department should prioritize the safety and well-being of members of SAPS to ensure that the Department's members are effective and equipped mentally, physically and emotionally to fight crime. Employee wellness programmes must be accessible to all SAPS officials.
- 5.17 The Department must improve its efforts and implement effective measures to protect SAPS officials, there have been too many reports of SAPS officials being killed while on duty. The Department should ensure that police stations have CCTV cameras and that police officials are issued with bullet proof vests.
- 5.18 SAPS should work collaboratively with the Border Management Authority, as good working relationships will ultimately ensure the safety and protection of our borders.
- 5.19 The Committee noted that the holding cells at police stations are often dirty and run down and recommended that the Department should improve the conditions of holding cells at all police stations in all provinces.
- 5.20 The Committee emphasized the importance of discipline and professionalism within SAPS and recommended that SAPS should instill an ethos of discipline and professionalism in the training of new SAPS recruits.
- 5.21 The DPCI must continuously improve its capacity to increase the number of investigations in respect of State Capture, Corruption and Anti-Money laundering and work closely with the NPA to ensure successful prosecutions. The Committee recommends that the DPCI furnishes the Committee with quarterly reports on its progress herein.
- 5.22 The DPCI should work tirelessly with the FATF to address the strategic deficiencies as expeditiously as possible to remove South Africa from the grey list. By addressing these deficiencies speedily, the reputation of South Africa will be upheld internationally. Due to the importance of this matter and the passing of the POCDATARA Bill which is now an

Act, by this Committee, the Committee recommends that the DPCI furnishes the Committee with quarterly reports on progress herein.

5.23 The Committee encourages the Department to increase its efforts in combatting crime through ‘*Operation Shanela*’ and other strategic interventions to ensure the safety of our citizens. The Committee commends the Department on the implementation of ‘*Operation Shanela*’ and recommends that a bigger proportion of the budget is allocated to this initiative.

5.24 The Department should ensure that police officials conduct themselves in a respectable and disciplined manner in public and when they are in uniform. This will ensure that the image of SAPS is always upheld.

5.25 The Department should combat all crimes related to farm killings, taxi violence, crimes related to traditional circumcision, the attacks on traditional leaders, councilors and politicians. The Department should dedicate capacity to combatting these crimes.

5.26 The Committee undertakes to regularly engage the Department and to conduct oversight to ensure that there is evidence of combatting crime in all provinces.

5.27 The Department, with input from the CSPA and IPID (where relevant), must respond to the Committee, in writing, within 7 days of adoption of the report on the following matters:

- Detailed explanation of what informs the allocation of budgets to provinces.
- A detailed explanation of the allocation of funds to the VIP protection unit, given that the motorcade is large and consists of many vehicles.
- Funding of CPFs in all provinces.
- Update on the number and state of vehicles provincially.
- Buildings: A report on all building repairs, in particular the Deyselsdorp police station and Limpopo Province police stations.
- Explanation of the Secret Services Account.
- Detailed report on the measures being undertaken to address the high numbers of farm killings, traditional circumcisions, taxi violence, the deaths of traditional leaders (Induna), local councillors and politicians.

- Furnish the Committee with an update on disciplinary matters referred by IPID to the Department.

## **6. Conclusion**

The Select Committee on Security and Justice thanked the Department for the presentation and encouraged the Department to continue its efforts in fighting crime within the limits of the budget.

The Select Committee on Security and Justice supports Budget Vote 28.

**Report to be considered.**

## **2. Report of the Select Committee on Education, Sciences and Creative Industries on Budget Vote 16: Basic Education, dated 23 July 2024**

The Select Committee on Education, Sciences and Creative Industries, having considered Budget Vote 16: Basic Education, reports as follows:

### **1. Introduction**

The Department of Basic Education (the Department) derives its mandate from Sustainable Development Goal Number Four, National Development Plan, Action Plan to 2024 for Schooling 2030, and the Medium-Term Strategic Framework, to shape its plans such as the Strategic Plan and the Annual Performance Plans.

The Bill of Rights, states that all South Africans have the right to basic education, including adult basic education and access to further education. It further indicates that the state has an obligation, through reasonable measures, to progressively make education available and accessible.

The Select Committee on Education, Sciences and Creative Industries (the Committee) considered the Budget and the 2024/25 Annual Performance Plan (APP) of the Department of Basic Education (the Department) on Tuesday, 16 July 2024. The budget review briefing served to acquaint the 7<sup>th</sup> Parliament Select Committee with the mandate, programmes and priorities of the Department.

This report gives a brief summary of the presentation made by the Department to the Committee, focusing mainly on the 2024/25 Annual Performance Plan and the 2020 Medium Term Expenditure Framework (MTEF) allocations. The report also provides the Committee's key deliberations and recommendations relating to Vote 16.

### **2. Summary of the 2024/25 Annual Performance Plan**

The Department, in the five years (2019 to 2024) had planned to implement the following set of priorities, which are expressed as Medium Term Strategic Framework Outcomes:

- Outcome 1: Improved system of policies, including the curriculum and assessment, governing the Basic Education Sector to advance a quality and inclusive, safe and healthy basic education system.
- Outcome 2: Improved information and other systems which enable transformation and an efficient and accountable sector.
- Outcome 3: Improved knowledge, monitoring and research functions to advance more evidence-driven planning, instruction and delivery.
- Outcome 4: Advanced development of innovative and high-quality educational materials.
- Outcome 5: Enhanced strategic interventions to assist and develop provincial education systems.
- Outcome 6: Improved communication of information and partnerships with stakeholders.

However, the 2024-29 strategic plan of DBE is yet to be released and there are possibilities that it will present with similar or different outcomes. The Department outlined the following priorities in its 2024/25 Annual Performance Plan (APP)

- a) Improving foundational skills of Numeracy and Literacy, especially reading, which should be underpinned by a Reading Revolution.
  - b) Immediate implementation of a curriculum with skills and competencies for a changing world in all public schools;
  - c) Dealing decisively with quality and efficiency through the implementation of standardised assessments to reduce failure, repetition and dropout rates and introduce multiple qualifications, such as the General Education Certificate (GEC) before the Grade 12 exit qualification;
- Urgent implementation of two (2) years of Early Childhood Development (ECD) before Grade 1, and support for the migration of the responsibility for 0-4-year-olds from the Department of Social Development (DSD) to the DBE;

- Complete an integrated Infrastructure Development Plan (IDP), informed by infrastructure delivery and regular maintenance, which is resourced; and
- Work with the Departments of Sport and Recreation, Arts and Culture (DSRAC), Health (DoH), and the South African Police Services (SAPS) to teach and promote Social Cohesion, Health, Psycho-social Support and School Safety.

The annual performance plan (APP) set out what the Department intended doing in the 2024/25 financial year and during the medium-term expenditure framework (MTEF) period, to implement its strategic plan. Table 1 below is the summary of Programme Performance Indicators for the 2024/25 financial year.

**Table 1: Summary of DBE Programme Performance Indicators for the 2024/25 financial year**

<b>Programme</b>	<b>No. of Annual indicators per programme</b>	<b>Annual Targets</b>	<b>Quarterly Targets</b>	<b>Bi-Annual Targets</b>	<b>Biennially/ Targets</b>
1. Administration	6	2	4	-	-
2. Curriculum Policy, Support and Monitoring	31	29	1	1	-
3. Teachers, Education Human Resources and 4. Institutional Development	10	10	-	-	-
5. Planning, Information and Assessment	16	16	-	-	-
6. Educational Enrichment Services	6	3	3	-	-
<b>Total distribution</b>	<b>69</b>	<b>60</b>	<b>8</b>	<b>1</b>	<b>0</b>
<b>Percentage distribution</b>	<b>100%</b>	<b>87%</b>	<b>12%</b>	<b>1%</b>	<b>0%</b>

The above table presents a summary of indicators per programme for the DBE. The DBE has a total of 69 indicators; distributed as follow: 60/69 indicators have annual targets (i.e. 87 per cent); 8/69 indicators have quarterly targets (12 per cent); 1/69 indicators have biennial/biannual targets (1 per cent); and 0/69 indicator have biennial/biannual targets.

### 3. Budget of the Department

#### 3.1. Programmes Allocations over the 2024 MTEF

The table below reflects the budget allocation for 2024/25 and over the medium term.

**Table 2: Summary of the overall Budget allocation and medium-term estimates 2023/24– 2026/27**

R million		2023/24	2024/25	2025/26	2026/27
		Total	Total	Total	Total
<b>MTEF allocation</b>					
Administration	Purpose: Provide strategic leadership, management and support services to the department.	590,0	607,4	608,7	636,7
Curriculum Policy, Support and Monitoring	Purpose: Develop curriculum and assessment policies, and monitor and support their implementation.	3 523,9	4 088,8	4 525,3	4 733,8
Teachers, Education Human Resource and Institutional Development	Purpose: Promote quality teaching and institutional performance through the effective supply, development and use of human resources.	1 513,8	1 438,6	1 514,1	1 583,4
Planning, Information and Assessment	Purpose: Promote quality and effective service delivery in the basic education system through planning, implementation and assessment.	14 830,1	15 994,6	16 706,2	16 956,6
Educational Enrichment Services	Purpose: Monitor and support provinces to implement care and support programmes for learning and teaching.	9 570,6	10 129,1	10 660,1	11 147,9
<b>Total expenditure estimates</b>		<b>30 028,4</b>	<b>32 258,5</b>	<b>34 014,4</b>	<b>35 058,4</b>

Source: National Treasury ENE (2024)

Table 2 shows an overview of the 2024/25 Budget and Medium-Term Expenditure Framework (MTEF) Estimates: Total expenditure is set to increase at an average annual rate of 5.3 per cent, from R30 billion in 2023/24 to R35.1 billion in 2026/27. Transfers and subsidies, mostly for conditional grants to provinces, account for 85.3 per cent (R86.8 billion) of the department's allocation over the MTEF period, increasing at an average annual rate of 5.9 per cent, from R25.3 billion in 2023/24 to R30 billion in 2026/27. Cabinet-approved reductions of R2.8 billion over the medium term are effected on various programmes, including the school infrastructure backlogs grant (R1.2 billion), the education infrastructure grant (R611 million), the Funza Lushaka bursary scheme (R397.9 million) and workbooks (R97 million).

### 3.2. Economic Classifications Allocations over the 2024 MTEF

**Table 3: Budget Estimates under Economic Classification**

Economic Classification	Budget		Nominal Rand change	Real Rand change	Nominal per cent change	Real per cent change
	2023/24	2024/25	2023/24 – 2024/25		2023/24 – 2024/25	
R million						
Compensation of Employees	589,5	626,5	37,0	8,9	6,28 per cent	1,51 per cent
Goods and Services	2 594,9	2 664,7	69,8	- 49,8	2,69 per cent	-1,92 per cent
Interest on rent and land	36,2	35,9	- 0,3	- 1,9	-0,83 per cent	-5,28 per cent
Transfers and subsidies	25 267,7	27 633,2	2 365,5	1 125,0	9,36 per cent	4,45 per cent
Payments for capital assets	1 539,9	1 298,4	- 241,5	- 299,8	-15,68 per cent	-19,47 per cent
Payments for financial assets	0,3	0,0	- 0,3	- 0,3	-100,00 per cent	-100,00 per cent
<b>Total</b>	<b>30 028,5</b>	<b>32 258,7</b>	<b>2 230,2</b>	<b>782,1</b>	<b>7,43 per cent</b>	<b>2,60 per cent</b>

Table 3 shows the Departments overall budget allocation per economic classification. The allocation shows an increase in budget from R30 billion in 2023/24 to 32.3 billion in 2024/25, reflecting a nominal increase of 7.4 per cent and 2.6 per cent when inflation adjusted. The budget increases in Compensation of employees as well as Transfers and Subsidies were higher than adjusted inflation by 1.5 per cent and 4.5 per cent, respectively. There are decreases in allocation

in the interest on rent and land, payments for capital assets, and payments for financial assets as presented in Table 3.

#### 4. Budgetary allocations per programme

##### 4.1. Programme 1: Administration

This programme plays an important role in giving effect to first priority of the NDP, that is, to build a capable, ethical and developmental state. This includes capacity-building programmes for the financial year 2024/25 that will target officials who have identified training programmes for their professional development as well as officials who have identified programmes to assist them in addressing skills needs and competencies required to deliver the outcomes of the Department.

**Table 4: Programme 1 Budget Allocation 2023/24 – 2024/25**

Sub-programme	Budget		Nominal Rand change	Real Rand change	Nominal per cent change	Real per cent change
	2023/24	2024/25	2023/24 – 2024/25		2023/24 – 2024/25	
R million						
1: Ministry	40,8	36,5	- 4,3	- 5,9	-10,54 per cent	-14,56 per cent
2: Management	105,1	110,9	5,8	0,8	5,52 per cent	0,78 per cent
3: Corporate Services	103,8	103,9	0,1	- 4,6	0,10 per cent	-4,40 per cent
4: Office of the Chief Financial Officer	94,5	101,3	6,8	2,3	7,20 per cent	2,38 per cent
5: Internal Audit	12,8	11,3	- 1,5	- 2,0	-11,72 per cent	-15,68 per cent
6: Office Accommodation	233,0	243,5	10,5	- 0,4	4,51 per cent	-0,18 per cent
<b>TOTAL</b>	<b>590,0</b>	<b>607,4</b>	<b>17,4</b>	<b>- 9,9</b>	<b>2,95 per cent</b>	<b>-1,67 per cent</b>

Table 4 shows the budget allocation in programme one (1). There is an overall increase in the budget from R590.2 million to R607.4 million, which is a nominal increase of 2.9 per cent but however a 1.7 per cent decrease when adjusted according to inflation. Majority of the budget of R243.5 million is allocated towards office accommodation, reflecting a nominal increase of 4.5 per cent but a 0.2 per cent decrease when inflation adjusted. The highest increase in budget is to

sub-programme 4 of the office of Chief Financial Officer, showing a 7.2 per cent nominal increase. The highest decrease in the allocation was to sub-programme 5 of Internal Audit, showing a 11,7 per cent decrease.

#### **4.2. Programme 2: Curriculum Policy, Support and Monitoring**

Programme Objectives:

- Increase the number of learners who complete grade 12 by providing the Second Chance Matric programme for learners who failed to meet the National Senior Certificate and the Senior Certificate (amended) requirements annually.
- Improve the learning and teaching of critical foundational skills by developing, printing and distributing two (2) volumes of workbooks for Grade R, Grades 1 to 6 Literacy/Languages, Grades 1 to 3 Life Skills (quintile 1 to quintile 3), Grades 1 to 9 Numeracy/ Mathematics, and Grades 1 to 6 English First Additional Language to all learners in public schools annually.
- Improve learners' reading proficiency in the Foundation Phase in all underperforming rural and township schools by using the early grade reading assessment toolkit to assess learners' reading levels by 2024/25. This includes phonic knowledge, word recognition, and fluency and comprehension skills in the early grades.
- Fast track the rollout and implementation of ICT in schools by providing teacher training, ICT devices, digital content, software, connectivity, IT support to schools, and online learner and teacher support materials annually.
- Increase learner participation and success rates in Mathematics, Science and Technology by providing ICT equipment, machinery, subject specific resources and teacher development to schools each year over the medium-term by:
  - providing 485 schools, including those in the coding and robotics pilot project, with subject specific computer hardware and related software in accordance with the minimum specifications prescribed by the curriculum assessment policy statement;
  - repairing, maintaining or replacing workshop equipment and machinery for technology subjects at 232 technical schools;

- providing 232 schools with funds for the maintenance of equipment and machinery;
- providing 1 256 schools with laboratory equipment, apparatus and consumables, including manipulatives for Mathematics;
- supporting 50 000 learners in co-curricular services related to Mathematics, science and technology;
- supporting 1 500 teachers and subject advisers in curriculum assessment policy statement training; and
- supporting 1 000 teachers in structured teacher development programmes specific to Mathematics, science and technology.

**Table 5: Programme 2 Budget Allocation 2023/24 – 2024/25**

Sub-programme	Budget		Nominal Rand change	Real Rand change	Nominal per cent change	Real per cent change
	2023/24	2024/25	2023/24 – 2024/25		2023/24 – 2024/25	
R million						
1: Programme Management: Curriculum Policy, Support and Monitoring	4,0	3,8	- 0,2	- 0,4	-5,00 per cent	-9,26 per cent
2: Curriculum Implementation and Monitoring	377,7	382,6	4,9	- 12,3	1,30 per cent	-3,25 per cent
3: Curriculum and Quality Enhancement Programmes	1 745,5	1 738,7	- 6,8	- 84,9	-0,39 per cent	-4,86 per cent
4. Early Childhood Development	1 396,8	1 963,8	567,0	478,8	40,59 per cent	34,28 per cent
<b>TOTAL</b>	<b>3 524,0</b>	<b>4 088,9</b>	<b>564,9</b>	<b>381,3</b>	<b>16,03 per cent</b>	<b>10,82 per cent</b>

Table 5 shows the budget allocation for programme two (2). There is an overall increase in the budget from R3.5 billion in 2023/24 to R4.1 billion in 2024/25, which is an increase of 16 per cent and in nominal change and a 10.8 per cent increase when inflation adjusted. The highest increase was in sub-programme 4 of Early Childhood Development, increasing from 1.4 billion in 2023/24

to 1.9 billion in 2024/25, representing a nominal increase of 40.6 per cent and 34.3 per cent when inflation adjusted. The highest decrease in allocation is in sub-programme one of programme management: Curriculum, support, and monitoring, decreasing from R4 million to R 3.8 million, representing a nominal percentage decrease of 5 per cent and 9.3 per cent when inflation adjusted. This decrease may compromise the monitoring and evaluation function in the programme.

#### 4.3. Programme 3: Teachers, Education Human Resource and Institutional Development

Programme Objectives:

- Ensure an adequate supply of qualified teachers by securing 4 500 posts for Funza Lushaka bursary holders by June of the year after qualifying each year over the medium-term.
- Improve the quality of teaching and learning by ensuring an adequate supply of young and qualified teachers through awarding 36 400 Funza Lushaka bursaries to prospective teachers over the medium-term.
- Improve the quality of teaching and learning by monitoring and supporting the implementation of the policy on educator post-provisioning in all provincial education departments annually.
- Strengthen accountability by monitoring and supporting the implementation of educator performance management systems and school evaluations annually.

**Table 6: Programme 3 Budget Allocation 2023/24 – 2024/25**

Sub-programme	Budget		Nominal Rand change	Real Rand change	Nominal per cent change	Real per cent change
	2023/24	2024/25	2023/24 – 2024/25		2023/24 – 2024/25	
1: Programme Management: Teachers, Education Human Resources and Institutional Development	3,6	1,8	- 1,8	- 1,9	-50,00 per cent	-52,24 per cent
2: Education Human Resources Management	73,8	72,6	- 1,2	- 4,5	-1,63 per cent	-6,04 per cent

3: Education Human Resources Development	1 416,9	1 345,6	- 71,3	- 131,7	-5,03 per cent	-9,30 per cent
4: Curriculum and Professional Development Unit	19,5	18,6	- 0,9	- 1,7	-4,62 per cent	-8,90 per cent
<b>TOTAL</b>	<b>1 513,8</b>	<b>1 438,6</b>	<b>- 75,2</b>	<b>- 139,8</b>	<b>-4,97 per cent</b>	<b>-9,23 per cent</b>

Table 6 shows the budget allocation for programme three. There is an overall decrease in the budget allocation from R1.5 billion to R1.4 billion, with a nominal percentage decrease of 5 per cent and 9.2 per cent when inflation adjusted. There is also an overall allocation decrease in all the sub-programmes of this programme, with the highest decrease in sub-programme 1 of Programme Management: Teachers, Education Human Resources and Institutional Development decreasing from R3.6 million to R1.8 million, representing a 50 per cent nominal decrease. Allocation decrease in this programme may have a long-term negative impact on the training and placement of Educators in schools.

#### 4.4. Programme 4: Planning, Information and Assessment

Programme objectives:

- Improve the delivery of school infrastructure over the medium-term by providing oversight and support to provinces through quarterly reporting on schools' furniture needs and deliveries, the national education infrastructure management system, and the education infrastructure grant.
- Contribute to enhanced teaching and learning by improving and upgrading infrastructure by March 2024 by:
  - building nine (9) schools to replace unsafe structures;
  - providing water to one (1) school;
  - providing sanitation to 350 schools.
- Track improvements in the quality of teaching and learning by providing standardised national assessments for grade 3, grade 6 and grade 9 learners and administering credible public examinations for grade 12 learners each year over the medium-term.

- Strengthen the capacity of district offices on an ongoing basis to support schools through quarterly provincial visits that monitor, evaluate and make recommendations on curriculum oversight, institutional management, the provision of governance support and human resource management operations.

**Table 7: Programme 4 Budget Allocation 2023/24 – 2024/25**

Sub-programme	Budget		Nominal Rand change	Real Rand change	Nominal per cent change	Real per cent change
	2023/24	2024/25	2023/24 – 2024/25		2023/24 – 2024/25	
R million						
1: Programme Management: Planning, Information and Assessment	4,3	4,6	0,3	0,1	6,98 per cent	2,17 per cent
2: Financial Planning, Information and Management Systems	48,0	58,5	10,5	7,9	21,88 per cent	16,40 per cent
3: School Infrastructure	14 187,1	15 340,2	1 153,1	464,5	8,13 per cent	3,27 per cent
4: National Assessments and Public Examinations	410,1	425,3	15,2	- 3,9	3,71 per cent	-0,95 per cent
5: National Education Evaluation and Development Unit	20,3	19,9	- 0,4	- 1,3	-1,97 per cent	-6,37 per cent
6: Planning and Delivery Oversight Unit	160,3	146,0	- 14,3	- 20,9	-8,92 per cent	-13,01 per cent
<b>TOTAL</b>	<b>14 830,1</b>	<b>15 994,5</b>	<b>1 164,4</b>	<b>446,4</b>	<b>7,85 per cent</b>	<b>3,01 per cent</b>

Table 7 shows the budget allocation for programme four. There is an overall increase in the budget from R14.8 billion in 2023/24 to R16 billion in 2024/25, which is a nominal increase of 7.9 per cent and 3 per cent real change increase. The highest increase was in sub-programme 2 of Financial Planning, Information and Management Systems, which increased from R48 million in 2023/24 to R58.5 million in 2024/25, representing a nominal increase of 21.9 per cent and real percentage change increase 16.4 per cent. There highest decrease is in sub-programme six of planning and delivery oversight unit, decreasing from R160.3 million to R146 million, representing a nominal percentage decrease of 8.9 per cent. This decrease may compromise the monitoring and evaluation

function in the programme. This sub-programme works with provinces to ensure that provincial initiatives are aligned with national priorities, and provides institutional support for their effective delivery. The risk in reduction in budget could compromise the alignment of provincial initiatives from national priorities.

#### 4.5. Programme 5: Educational Enrichment Services

Programme Objectives:

- Ensure the holistic development of learners, enhance their learning experience, and maximise their school performance by implementing sport, safety and social cohesion programmes to reduce barriers to learning each year over the medium-term.
- Improve learner health and wellness by implementing school health programmes, including the provision of nutritious meals, to all learners in quintiles 1 to 3 primary, secondary and identified special schools annually.
- Mitigate the impact of HIV and AIDS, and TB by providing a caring, supportive and enabling environment for learners and educators annually.

**Table 8: Programme 5 Budget Allocation 2023/24 – 2024/25**

Sub-programme	Budget		Nominal Rand change	Real Rand change	Nominal per cent change	Real per cent change
	2023/24	2024/25	2023/24 – 2024/25		2023/24 – 2024/25	
R million						
1: Programme Management: Educational Enrichment Services	3,7	4,1	0,4	0,2	10,81 per cent	5,84 per cent
2: Partnerships in Education	39,9	41,0	1,1	- 0,7	2,76 per cent	-1,86 per cent
3: Care and Support in Schools	9 526,9	10 084,1	557,2	104,5	5,85 per cent	1,10 per cent
<b>TOTAL</b>	<b>9 570,5</b>	<b>10 129,2</b>	<b>558,7</b>	<b>104,0</b>	<b>5,84 per cent</b>	<b>1,09 per cent</b>

Table 8 shows the budget allocation for programme five (5). There is an overall increase in the budget from R9.5 billion in 2023/24 to R10.1 billion in 2024/25, which is a nominal percentage increase of 5.8 per cent and 1.1 per cent when inflation adjusted. About 99 per cent of the budget

in this programme is allocated to sub-programme three of care and support in schools. The highest increase was in sub-programme one of Programme Management: Educational Enrichment Services, which increased from R3.1 million in 2023/24 to R4.1 million in 2024/25, representing a nominal percentage increase of 10.8 per cent and 5.8 per cent inflation adjusted.

## 5. Details of Conditional Grants Allocations/Transfers (R'000) over the 2024 MTEF

**Table 9: Allocation to Conditional Grants 2023/24 – 2024/25**

Sub-programme	Budget		Nominal Rand change	Real Rand change	Nominal per cent change	Real per cent change
	2023/24	2024/25	2023/24 – 2024/25		2023/24 – 2024/25	
R million						
Learner with Profound Intellectual Disabilities	260 424	278 947	18 523,0	6 001,0	7,11 per cent	2,30 per cent
Early Childhood Development Grant	1 184 434	1 589 075	404 641,0	333 307,2	34,16 per cent	28,14 per cent
Maths, Science and Technology Grant	383 275	443 842	60 567,0	40 642,9	15,80 per cent	10,60 per cent
Education Infrastructure Grant	12 277 518	13 681 440	1 403 922,0	789 759,9	11,43 per cent	6,43 per cent
HIV and AIDS life skills Educators Grant	213 863	249 742	35 879,0	24 668,0	16,78 per cent	11,53 per cent
National School Nutrition Programme Grant	9 278 942	9 798 106	519 164,0	79 325,4	5,60 per cent	0,85 per cent
<b>TOTAL</b>	<b>23 598 456,0</b>	<b>26 041 152,0</b>	<b>2 442 696,0</b>	<b>1 273 704,5</b>	<b>10,35 per cent</b>	<b>5,40 per cent</b>

Table 9 shows the budget allocation for conditional grants. There is an overall increase conditional grants from R23.5 billion in 2023/24 to R26.3 billion in 2024/25, which is a nominal percentage increase of 10.4 per cent and 5.4 per cent when inflation adjusted. There was an above inflation increase in allocation in all the conditional grants, indicating more purchasing power from these grants in the 2024/25 financial year. The highest increase in allocation is in the Early Childhood Development Grant which an increase from R1.1 billion in 2023/24 to R1.6 billion in 2024/25, which is a nominal percentage increase of 34.2 per cent. Both the Education infrastructure grant

and the National school nutrition programme grant make up over 90 per cent of total conditional grant budget of the Department of Basic Education.

## **8. Committee Deliberations on APP and Budget**

### **8.1. Committee Observations on National Department of Basic Education (DBE)**

The Committee, having considered and deliberated on the Annual Performance Plans 2024/25 of the Department of Basic Education made the following key observations and findings:

- The committee was concerned about the low levels of literacy and numeracy in schools at 10 years of age despite programmes being in place to ensure improvement, and wanted to know how the Department would improve literacy and numeracy skills in schools.
- The committee were concerned that there are many schools without libraries and requested that Department present on a plan to ensure that there will be adequate libraries in schools.
- The committee raised concerns about children in the North West province not placed in schools and wanted to know the Department plan at ensuring children are in school.
- The committee enquired whether the Department was benchmarking internationally in countries such as Japan.
- The committee raised concerns over poor allocation of infrastructure grants in schools. There are also schools that still have asbestos roofs. There were concerns over a high school in Pecaltsdorp being a feeder for three zones.
- The committee raised concerns over red tape on Early Childhood Development (ECD) in schools. It was also indicated that there is lack of accommodation of learners with special needs in ECD centers. The committee enquired about the method that will be used to assess the competency of ECD practitioners as well as how the ECD strategy will be funded. There is also a lack of trained practitioners in ECD.
- The committee wanted to know what the Department was doing to address poor allocation of ICT infrastructure, electricity, and clean water in rural schools.

- The committee highlighted that schools still don't have social workers to deal with social ills faced by learners in schools and wanted feedback on how this matter can be addressed.
- The committee raised concerns over high levels of drop out in schools before reaching Matric.
- The committee raised concerns over incidences of racism in terms of learner admission in schools and there was a particular school called Laerskool Marietjie in Bethal, Mpumalanga where Black learners are not admitted. The Department was asked to conduct an audit on the number of schools that do not admit Black learners and report back to the committee on the matter.
- The committee enquired what Matrix does the Department use for monitoring of the curriculum in order to see whether the curriculum addresses inclusive basic skills.
- The committee raised concern over the Departments inability to track performance of learners living with Disabilities.
- The committee was concerned as to why the Department is utilising office premises in Pretoria acquired through a Public Private Partnership (PPP), which is costly compared to utilising unused government buildings at less cost.
- The committee wanted to know reasons why some of the targets in the Annual Performance Plan (APP) are being changed by the Department.
- There were concerns raised that the Departments programmes look appealing on paper, yet their impact is not felt, and the committee wanted to know how the Departments programmes will yield significant impact on the ground.
- The committee showed concerns over the Departments handling of sexual misconduct and sexual assault cases in schools. It was indicated that there is no support or protection of victims of sexual abuse in schools. The committee wanted also to know the relationship between the Department and the South African Law Enforcement agencies in addressing this matter. The committee also wanted to know how the Department was planning to deal with the recommendations by the Commission on Gender Equity (CGE) around issues sexual assault.
- There was an incident of a learner sexually assaulted by the security guard in Soshanguve. This matter speaks to the challenges around insourcing of general

workers in schools to ensure that all workers are adequately screened, as outsourcing services leaves a vacuum in terms of screening of employees on the school premises, putting learners at risk.

- The committee raised concerns over the lack of schools for learners living with disabilities and special needs, more especially in the Eastern Cape where there are districts without special needs schools. There is a lack of schools that cater for autistic children in the country. The Department was requested to provide a response on how the teachers are trained to cater for children with special needs.
- The committee called for more close monitoring on the expenditure of the conditional grants. There were concerns over poor project planning in provinces where conditional grants are allocated, leaving projects incomplete or undone.
- The committee raised concerns over poor governance in schools by some SGBs, as they do not engage in activities that they are appointed for.
- The committee raised concerns over an excess of acting positions in schools.
- The committee raised concerns over the challenge of school infrastructure backlogs in the Gauteng province.
- The committee wanted to know what the Department had in place to combat bullying in schools.
- The committee wanted to know about the readiness of schools to offer ECD, and what will form part of the curriculum of ECD learners. The committee further requested the Department to share its ECD plans for the year.
- The committee was concerned about politicisation of the appointment of principals in schools and lack of hiring of personnel from the community where the schools are located.
- The committee suggested that the Department should improve learner education on reproductive health.

## **9. Response by the Department of Basic Education**

- See Appendix A attached for Departments response

## **10. Committee recommendations to the Department of Basic Education**

The Committee, having considered Budget Vote 16: Basic Education, together with the Annual Performance Plan of the Department of Basic Education recommends the following:

- The Department is to produce and present a comprehensive strategy to the committee, that will demonstrate to improve learners' numeracy and literacy skills as well as their ability to read for understanding by the age of 10. This strategy should be presented by no later than the third term of 2024/25 financial year.
- The Department should present all its school infrastructure plans for the 7<sup>th</sup> administration to the committee, including the school infrastructure projects funded under its conditional grants in provinces and to provide an update on the progress to date. This includes the update on the progress of the building of 18 new schools in Gauteng. Such information is to be provided to the committee by no later than 30 November 2024.
- The Department is to provide a presentation to the committee on the state of ECD migration from DSD to date, and within the presentation include a full ECD strategy for the 7<sup>th</sup> Administration to the committee. The meeting is to take place no later than the end of the third quarter of the 2024/25 financial year.
- The Department is to provide a report on the state of ICT infrastructure in schools and measures in place to ensure that all schools will have adequate ICT infrastructure in the 7<sup>th</sup> Administration.
- The Department is to ensure that Social Work services are available and accessible to learners in schools. A plan for the provision for social work services should be factored into the 2025/26 APP of the Department.
- The Department is to present to the committee a comprehensive plan or guideline that will ensure effective reporting of and handling of sexual abuse cases in schools, as well as the signed MOU with law enforcement agencies that will strengthen working relations to deal with crimes of such nature. This must also include plans on dealing with bullying in schools.
- The Department is to acquaint itself with the recommendations of the Commission for Gender Equality and factor those recommendations into the 7<sup>th</sup> Administration

strategic plans of the Department as a measure of combating GBV and sexual abuse offences in the Education sector.

- The Department should address the issues of screening of all workers on school premises, including outsourced workers. A report on the implementation of the screening process must be presented to the committee when the Department presents its 2025/26 APP.
- The Department is to provide a report on the planned projects in the 7<sup>th</sup> administration on the building of new schools for children with special needs and children living with disabilities. The report should be submitted to the committee by 30 September 2024.
- The Department is to address capacity challenges in provinces failing to adequately use their conditional grants effectively.
- The Department is to review its programmes aimed at improving learners' ability to read for meaning at the age of 10 to evaluate the effectiveness of such programmes and identify areas for improvement. This includes an update on the reading strategy.
- The Department is to provide a plan on the training of ECD practitioners to equip them to with skills of caring for learners with special needs. This includes ensuring that all ECD practitioners have the necessary qualifications and teaching skills in general.
- On the issue of the dilapidation of Rivoni school for the Blind in Limpopo not looking after the needs of learners living with Disabilities, the Department is to provide a written report to the committee by the 30<sup>th</sup> of September 2024 on how it addressed the matter with the Limpopo Education Department.
- On the issue of SGBs not performing their appointed mandate, the Department is to strengthen the induction programmes of SGBs and ensure that all members of the SGBs understand their roles and responsibilities.
- The Department is to engage with the Western Cape Education Department on school infrastructure challenges in Pecaltsdorp whereby one high school has three feeder zones and revert back to the committee no later than 30 September 2024.
- It was recommended that the Department should include an indicator that tracks the number of learners living with disabilities.

- The Committee recommended that the Department should improve learner education on reproductive health within its curriculum.
- The Department is to conduct an investigation into Laerskool Marietjie in Bethal, Mpumalanga where Black learners are not admitted to the school as well as conduct an audit on the number of schools that do not admit Black learners and report back to the committee on the matter by no later than 30 November 2024.

## **11. Conclusion**

Having satisfied itself in its engagement with the Department of Basic Education on their Annual Performance Plan and Budget, the Select Committee on Education, Sciences and Creative Industries recommends that Budget Vote 16: Basic Education be adopted and that the House approves the Budget.

**Report to be considered.**

## Appendix A (Response from DBE)



**basic education**  
 Department:  
 Basic Education  
 REPUBLIC OF SOUTH AFRICA

### ACTION ITEMS FROM SELECT COMMITTEE

Branch	Action Items	Response
D	<p>Noted with concern the Literacy rate. Introduce a programme to improve the children's reading.</p> <p>Not putting enough emphasis on reading with understanding</p>	<p>Introducing a programme to enhance children's reading comprehension requires a comprehensive strategy. Our revised vision aims to cultivate a sustainable national ecosystem in South Africa, mobilizing diverse stakeholders like parents, communities, and libraries to support learners' reading development rooted in African languages and social meaning-making practices. The strategic intention involves integrating school and community literacy efforts through a unified framework, leveraging African languages to position literacy as a social practice, ensuring seamless learning experiences for students. Strengthening our social compact emphasizes collaboration across government, NGOs, communities, and educational institutions, crucial for effective language and literature strategies. Recognizing the ecosystem's role, comprising various stakeholders and resources, is essential for achieving literacy goals, ensuring their effective utilization in</p>

		<p>implementing reading initiatives. Key partners identified, such as Room to Read, Nal'ibali, A Better Africa, FUNDZA, and South Africa Primary Education School's Initiative (SAPESI), play pivotal roles in enhancing collaboration and implementing flagship programs nationwide. Initiating provincial models for reading literacy programs and fostering collaboration with NGOs and provinces aligns with our strategy's objectives.</p>
D	<p>What is the plans for libraries in schools?</p>	<p>The Department, through the National Guidelines for School Library and Information Services, has taken a pragmatic approach to guide provinces and schools to make library and information services available through a range of library provisioning models, which include centralised libraries, mobile libraries, classroom libraries, cluster libraries, school-community libraries as well as digital libraries. This approach is informed by the realities of infrastructure backlogs, fiscal challenges, and an evolving world which calls for innovative approaches.</p> <p>The DBE is however focusing on scaling up support for Provincial Education Departments to strengthen school library and information services. A comprehensive 3-year framework has been devised to foster the growth and expansion of school libraries with a long-term impact perspective. In Phase 1 (Orientate – 2025 to 2027), districts receive training, coaching, and monitoring from targeted partners, tailored to their specific needs. Phase 2 (Embed – 2026/2027) extends these efforts to more districts across diverse provinces, with joint training and monitoring initiatives. Phase 3</p>

		(Strengthen the system and Scale – 2025/2026/2027/2028) aims to implement the model across targeted districts in provinces, utilizing multimedia tools and digital monitoring for efficient library management. The timeline includes crucial milestones from consultation and planning in Year 1 (2024) to the scaling up in Year 5 (2028). Partnership collaboration with the Department of Sport, Arts, and Culture is being revived including joint scaling with key partners to enhance school libraries through coordinated planning and execution.
D	NW there are children who are still not at school and are not placed. What are the plans to ensure that learners are placed?	All children have been placed
D	In Pacaltsdorp (George) there is one high school with three feeder zones.	Mr Mlambo. Incident management
I	What are the plans to remove asbestos roofs and deal with dilapidated schools?	The Amended Regulations Relating to Minimum Uniform Norms and Standards for Public School Infrastructure, enjoins Provincial Education Departments (PEDs) to conduct condition assessments to identify schools that are built of inappropriate material, including asbestos and dilapidated schools and prioritise these in their plans for planning and implement
D	What measures are in place to eliminate	The DBE is taking a multi-pronged approach to address the unnecessary red tape in the ECD sector that is prohibiting increasing access and improving the quality

	<p>unnecessary red tape for ECD?</p> <p>No ECD to accommodate learners with Special needs. Also provision of practitioner who deal with learners with special needs.</p>	<p>of ECD programmes. In the short run, the DBE has embarked on a mass registration drive with the aim of registering the 20,000 Early Childhood Development (ECD) programmes identified during the 2021 Census. Gauteng was identified as a pilot province and the newly revised, digital registration process was piloted in the Johannesburg South District during the first quarter of the 2024/25 financial year. In July, the new mass registration drive will be rolled out to the entire Gauteng province, and national roll out will commence in August. A call centre, NGOs support, and a WhatsApp bot has been established to support ECD programmes with the application process.</p> <p>The DBE has also partnered with the Red Tape Reduction (RTR) programme in the Presidency to alleviate administrative burdens to streamline registration. RTR team has drafted legal practice notes to guide municipalities regarding more developmental approaches they can take to support ECD programmes. The business processes in four municipalities were mapped to find more efficient ways in which to streamline the municipal processes pertaining to ECD registration. Through the RTR team, the DBE also collaborated with the Department of Health on the review of the National Environmental Health Norms and Standards to further reduce any unnecessary red tape.</p> <p>The DBE has also developed the 2023 Children's Amendment Bill to further streamline ECD registration process. The DBE gazetted the Bill for public comment and received very positive feedback from the ECD</p>
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		sector on the proposal to reduce red tape through the amended legislation.
D	What is being done to provide access to technology for admissions in rural areas?	The Department does not provide technology tools to parents. PEDs develop platforms which are shared with society for application for admissions to Grade 1 and 8. Most of the rural provinces have not adopted this approach but application for admissions is done through traditional means of paper application.
S	What are the plans to ensure that schools have social workers?	Through the implementation of the Integrated School Health Programme (ISHP) social workers are providing services to schools. The DBE is also working with partners through which social workers support schools.  In addition, Cabinet has approved the strategy for social services professionals, a process led by the DSD and supported by the relevant departments. Following the Cabinet approval, proposals are developed for the National Treasury to provide additional funding for the appointment of these professionals, including the school social workers.
I	Provision of water and sanitation in rural areas	<ul style="list-style-type: none"> <li>• Municipalities are Water Service Providers (WSPs) and Water Service Authorities (WSAs). They are therefore responsible for ensuring access to water services.</li> <li>• DBE provides water and sanitation infrastructure to schools through the Accelerated School Infrastructure Delivery Initiative (ASIDI), Sanitation Appropriate for Education (SAFE) and</li> </ul>

		<p>by provincial departments funded through the Education Infrastructure Grant (EIG) and the Equitable share allocation.</p> <ul style="list-style-type: none"> <li>• Access to reliable water and sanitation to schools depends on WSPs and WSAs.</li> </ul>
READING	Monitoring of IIAL in former white schools	
C	Load shedding during exams. What is the plan B?	
BI	What are the cause of changing APP targets? When are APP targets changed?	
C	Has the department researched countries like Japan for benchmarking?	<p>The NSC was benchmarked against five international qualifications in well-established countries of comparable economic status in the region and abroad. In summary, the NSC has entry requirements and a longer duration than other qualifications or programmes, and the most compulsory subjects. SA curriculum is indeed of a world-class standard when compared to other countries.</p> <p>Umalusi benchmarked the NSC against five qualifications and/or programmes: (a) the International Baccalaureate Diploma Programme (IB DP), (b) the Kenyan Certificate of Secondary Education, (c) the New South Wales (NSW) Higher School Certificate (HSC), (d) the Zimbabwean Forms 5-6 advanced level, and (e) the Cambridge Assessment International Education AS &amp; A Levels.</p>

		<p>The benchmarking took into account curriculum design, assessment frameworks and approaches, content, learning outcomes, knowledge and skills.</p> <p>The overarching findings from Ecctis are that the NSC has demonstrable lines of comparability with upper secondary qualifications in each of the benchmark systems.</p> <p>The NSC is an effectively designed upper-secondary education qualification which aims to develop higher-order thinking skills and desirable and future-focussed outcomes for students, which should prepare them for higher/further education and the world of work. Overall, the report makes the argument that the NSC provides its holders with an internationally comparable level of education.</p>
D	<p>Worried on the implementation of the interventions on reading with comprehension. What is the training done on teachers? Was the piloting program done? Must not allow implementation directly from planning without pilot. Piloting from different demographics space.</p>	<p>The Primary School Reading Improvement Programme (PSRIP), launched in 2023 through collaboration between NECT, DBE, and ETDPSETA, aimed to enhance reading proficiency across primary school grades. This programme emphasizes reading as a core competency for teachers from Grades 1 to 7. The English First Additional Language (EFAL) programme equips teachers with a deeper understanding of CAPS and associated methodologies for effective reading instruction, providing comprehensive training resources including lesson plans, reading materials, and supportive learning resources. Since its inception in 2016, PSRIP has upskilled 40,638 teachers and 1,264 Subject Advisors. In 2023, the programme aimed to upskill 100 Subject Advisors and 2,000 teachers, surpassing expectations with 224% Subject Advisors</p>

		<p>(224) and 116% teachers (2,322) from 721 schools participating.</p> <p>Summary recommendations of initial pilot:</p> <p>The PSRIP pilot study of 2017 verified successful implementation of PSRIP/EFAL as designed by NECT. It also laid strong technical foundations for expanding the intervention to other schools with EFAL needs in all parts of the country. Data and analysis in the study confirmed positive impacts of PSRIP/EFAL on the EFAL skills of teachers and on the reading skills of learners who benefitted from the intervention. By the end of the 2017 school year, participating teachers were clearly comfortable with the objectives and delivery approach of PSRIP/EFAL. Recommendations were as follows:</p> <ul style="list-style-type: none"> <li>• The teacher professional development benefits and improved EFAL skills for foundation phase learners which were achieved by PSRIP/EFAL should be extended to other schools which did not participate in the intervention in 2017.</li> <li>• The intervention should invest more in on-site coaching and support to EFAL teachers within the limits of available resources.</li> <li>• NECT should review the logistic arrangements for distributing training and support materials to participating teachers.</li> <li>• NECT should provide detailed guidelines to teachers about how to use classroom EFAL routines and assessment tools.</li> </ul>
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		<ul style="list-style-type: none"> <li>• PRSIP/EFAL should provide timely feedback to teachers on EGRA skills of their learners in the form of provincial and district-level results.</li> <li>• NECT should commit subject advisers to realistic school visit schedules which, among other things, do not conflict with core school activities.</li> <li>• DBE should consider an upward revision of current EGRA-based EFAL benchmarks for Grade 2 and Grade 3.</li> <li>• DBE should consider increasing the number of alphabets for letter sounding in the Learners' Stimuli.</li> </ul> <p>DBE should adjust the frequency of Early Grade Reading Assessment. In order to reduce the administrative burden on teachers, learners should be assessed only at the beginning and the end of the school year. All learners in the grade should be assessed, grade including those who achieved current progression benchmarks.</p>
S.	Not enough support for sexual assault victims in school. How will DBE implement the recommendations of CGE? Relationship between SAPS and DBE in dealing with sexual assault cases	The DBE is currently engaging education stakeholder and partners in Districts, to sensitise them on School-related Gender-based Violence (SRGBV) and mediate the Protocol for the Management and Reporting of Sexual Abuse and Harassment in Schools. As schools are already linked to local Police Stations in respect of the National School Safety Framework (NSSF) and some agreements reached with SAPS in terms of the existing DBE-SAPS Partnership Protocol, these district engagements combine education and SAPS officials. In

		<p>addition, the DBE is set to initiate a collaborative agreement with the South African Chapter of the International Association of Women Judges (SACIAWJ), precisely to support, among others, the efficacies of dealing with sexual assault cases in the judiciary.</p> <p>Working with the Civilian Secretarial for Police Service, the implementation of the Integrated Crime and Violence Prevention Strategy will give prominence to action against SRGBV and Sexual Violence.</p> <p>The DBE remains committed to keeping learners safe in schools, and advocates for the use of the National School Safety Framework, as well as the Protocol on the Management and Reporting of Sexual Abuse and Harassment in Schools. The protocol remains an effective tool to assist schools with steps to managing incidents of sexual assault, by outlining reporting procedures to ensure effective management of incidents of assault in schools, as well as referral pathways to assist learners that have been victims of assault. A key element of the protocol aims to prevent these incidents altogether and create a safe school environments for all learners. This protocol sets out an approach that enables educators and employees of the Department of Basic Education (DBE) to identify, intervene, report and provide support to all learners who are sexually abused or harassed in school, whilst providing an appropriate response to perpetrators of all forms of sexual abuse and harassment. The protocol Management and Reporting</p>
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		<p>of Sexual Abuse and Harassment in Schools has been printed and distributed to provinces.</p> <p>Additionally, the “Adopt-A-Cop” programme outlined in the Protocol between the DBE and SAPS provides a direct contact person for each school within the police department for reporting incidences of sexual assault, and assistance with case management. The Protocol between SAPS and DBE recently recommitted to assuring re-linking between schools and police stations is ongoing to ensure the protection of schools and communities.</p>
S	<p>Incident in Soshanguve where a young girl was raped by a general staff. What are the vetting processes for support or auxiliary staff?</p>	<p>The question is on the vetting process, therefore not for Branch S.</p>
C	<p>Disheartening that the department does not have data on failure of learners with disability. There should be an indicator in the APP for tracking learners with disability.</p>	<p>The Department of Basic Education does disaggregate performance in terms of schools in the National Senior Certificate. There is an indicator in the Annual Performance Plan, namely, 2.4.2, for the Department of Basic Education tracking the number of learners in special schools.</p>
I	<p>There are not enough special schools. How many more special schools will be built this year? How is the</p>	<ul style="list-style-type: none"> <li>• There are currently 13 Special schools that are in the process of planning and implementation by Provincial Education Departments (PEDs) through EIG.</li> </ul>

	department catering for this growing part of the sector?	<ul style="list-style-type: none"> <li>• These include the provision of boarding facilities, new schools and upgrading of existing facilities.</li> </ul>
C/D	<p>Performance of rural provinces a concern. The Department is not doing justice to disadvantaged provinces. The Department should invest in rural provinces.</p>	<p>Though there is still more to be done to support rural provinces to bring about further improvements, through the National Strategy for Learner Attainment (NSLA) the Basic Education Sector has invested heavily on providing quality education to rural provinces. The Department has developed pro-poor policies that include provision of free LTSM and other resources to Quintile 1 – 3 schools in all provinces, free learner transport to ensure learners attend school, National School Nutrition Programme to ensure learners don't miss school due to poverty factors and other interventions. These efforts have translated in improved learner performances in poor provinces like Eastern Cape, KwaZulu Natal as well as Limpopo as evidenced in the Grade 12 NSC results in recent years. Quintile 1-3 schools account for more distinctions as well as bachelors than Quintile 4-5. The department will continue to invest in rural provinces to ensure all learners have access to quality education leading to improved learning outcomes.</p>
C	<p>There is an issue of disability that is not taken care of, especially in Limpopo, e.g. Rivoni school.</p> <p>The Department is not doing enough for special schools.</p>	<p>The Department of Basic Education will communicate with Limpopo Department of Education to establish what the issue is, and work with them to resolve the matter(s) identified.</p>

A	<p>80% of the budget of the department goes to the conditional grant, however what needs to be done is to understand the real needs to avoid just spending ring-fenced money on a lesser need.</p>	<p>By definition, conditional grants mean an allocation to a province(s) or municipalities from the national government's share of revenue raised nationally for a specific purpose. These funds have stringent conditions attached to them (ring-fenced) and cannot be used for any other purpose other than those initially intended for. Given unevenness of development amongst provinces, conditional grants remain an effective instrument used by national government to fund its priorities. Constitutionally and legally, basic education is a concurrency function and in the instance of conditional grants, they are a relevant instrument in the delivery of major public services with decentralised implementation assigned to provincial governments. The grants are thus exclusively used to provide support to more narrowly defined programmes such as, amongst others, infrastructure or nutrition, access to basic education by learners with severe to profound intellectual disabilities in order to achieve more effective decentralised decision-making in keeping with conditions for disbursement by the DBE. So, in essence no expenditure can be undertaken other than on the real needs as encapsulated in the grant framework and its conditions. Discretionary spending is severely constrained, and any spending must entirely comply with the business plan that the province had had submitted to DBE. This thus obviates expenditure on lesser needs that are not in keeping with the conditions.</p> <p>The nature of the conditions varies and stipulate general criteria that broad spending programmes must satisfy.</p>
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I	<p>Limpopo has challenges of infrastructure. The province seems to have capacity challenges. There is a need to ensure capacity to avoid returning money to Treasury. Planning must not take too long.</p>	<ul style="list-style-type: none"> <li>• DBE and National Treasury initiated the Division of Revenue Human resource Strategy to capacitate Provincial Departments with built environment professionals to address planning and implementation capacity challenges.</li> <li>• However, due to resignations, promotions and lateral movements, the number of posts filled keep fluctuating.</li> <li>• The Infrastructure Unit of the Limpopo Department of Education has 61 positions and currently has 11 vacancies that are in the process of being filled.</li> </ul>

D	Support in terms of governance. Huge crises in terms of governance at school level where SGBs are not doing what they are supposed to do. Need to provide support to SGBs	All SGBs have been newly elected at the end of March 2024. They are all taken through induction programmes and continuous training that will last for their entire term of office to ensure that they understand and perform their role and responsibilities accordingly.
D	Workbooks delivery. 32 % of workbooks delivered in North West this will affect preparation of teachers. What steps in terms of consequence management?	In 2023, the Department printed and distributed workbooks to all schools for use in the 2024 academic year, inclusive of the North West Province. As of 18 July 2024, the DBE is currently printing workbooks for the 2025 academic year for all provinces. The printing is currently over 63%.
T	When was the last time in NW where a gazette for teacher posts was advertised?	<p>The NWED indicated the following:</p> <p>The Province Advertised the PL1 post before 2010. As from this period until 2018, the province concluded CA 1 of 2010 (see attached) which converted PL1 Educators after a period of 24 Months hence no Adverts ever since.</p> <p>The last Promotional Post Circular Publishing Departmental Heads, Deputy Principals and Principals was issued on 18 April 2023. (Circular 26 of 2023: see attached <b>ANNEXURES A AND B</b>)</p>
I	Backlog at the department of infrastructure	<ul style="list-style-type: none"> <li>• The Gauteng Department of Education (GDE) was allocated an additional amount of R1.5b from the</li> </ul>

	<p>development and backlog and overcrowding challenges. Overcrowding in Gauteng schools.</p>	<p>Budget facility for Infrastructure (BFI) in the 2023/24 MTEF to address overcrowding.</p> <ul style="list-style-type: none"> <li>• 18 new schools are currently at planning and implementation to alleviate overcrowding in schools.</li> <li>• GDE is also rolling out the Self Built classroom programme which to date has yielded 1 030 additional classrooms to address overcrowding.</li> <li>• The province has also contracted the DBSA as an additional implementation to alleviate the challenges and backlogs experienced with the Department of Infrastructure Development (DID)</li> </ul>
S	<p>Bullying in schools is a challenge</p>	<p>The DBE remains committed to the use of the National School Safety Framework (NSSF) as an effective and operative overarching framework to assist schools in identifying and managing safety issues, and to ensure that schools are safe and inclusive environments for teaching and learning.</p> <p>At its core, issues of bullying remain the responsibility of the schools via their codes of conduct which are outlined in the NSSF with the intention of preventing and managing incidents of misconduct within the school environment. Learner codes of conduct are developed by schools in consultation with the school governing bodies and learner representative councils. The codes of conduct stipulate the rules of learner behaviour in schools and the disciplinary procedures to be undertaken after incidents of contravention are reported, as well as the sanctions which are imposed against perpetrators who are found guilty. This gives learners a</p>

		<p>sense of ownership over their school environment, and the safety of themselves and their fellow learners at school. With support from the district and provincial education offices, schools are mandated to ensure that learners abide by their codes of conduct, and incidents of bullying do not occur within the school.</p> <p>This being said, the department takes incidents of bullying in all schools very seriously, and any and all measures are taken to ensure that these incidents are managed appropriately, and prevented where possible.</p> <p>The DBE manages bullying in schools through a variety of strategies including the use of the following relevant documents:</p> <ol style="list-style-type: none"> <li>1) The National School Safety Framework</li> <li>2) Guidelines for the Prevention and Management of Bullying in Schools</li> <li>3) Guideline homophobic bullying</li> <li>4) E-Safety Guidelines.</li> </ol> <p>In line with this, the DBE is currently updating a national strategy to assist schools with preventing and managing cases of bullying, and cyber-bullying. This strategy aims to address systemic causes of bullying to ensure that this social ill is eradicated from our schools, while also providing a practical guide for schools to deal with incidences of bullying on the ground.</p> <p>Additionally, the DBE has partnered with the Department of Communications and Digital Technologies (DC&amp;DT) and other partners including</p>
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		<p>Google, Films and Publications Board, Media Monitoring Africa and Meta in implementing an effective programme on online safety and cyber-bullying in schools across the country. The department is confident that these measures in combination will provide schools with the support they need to keep learners and educators safe within their classrooms, and ensure that bullying is prevented in our schools.</p> <p>The DBE also carries out the Inter-Departmental Campaign on the prevention of Violence, Bullying, Corporal Punishment, Gender-Based Violence, Learner Pregnancy, Drugs and Substance Abuse in Schools. The Department and its partner Departments: Social Development, Health, Justice and Constitutional Development, Correctional Services, the South African Police Service, Home Affairs, The Presidency and the Department of Communications and Digital Technologies have also embarked on an Inter-Departmental Campaign on Violence Prevention. This Campaign raises awareness on issues such as the prevention of bullying, corporal punishment, school related gender-based violence, learner pregnancy and drugs and substance abuse in schools. The Campaign has been championed by the Deputy Minister of Basic Education and is supported by other Deputy Ministers from the partner Departments. The Campaign has been targeting districts with high levels of crime and violence known as hot spots. The Campaign mobilizes school communities (educators, learners, School Governing Bodies, ward councillors, parents and civil society</p>
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		<p>organisations) to fight crime and violence in schools, collectively.</p> <p>In addition, the Campaign further includes build up events that take groups of learners through priority content areas related to violence prevention; including prevention of bullying, corporal punishment, teenage pregnancy, gender-based violence, drugs and substance abuse. To date, the Campaign has been rolled out in six provinces: Gauteng (Gauteng West District), Limpopo (Sekhukhune East District), Mpumalanga (Nkangala District), North-West (Dr Kenneth Kaunda District), Eastern Cape (Nelson Mandela) and Kwa Zulu-Natal (Pinetown District). The Department further plans to roll out the Campaign in other provinces in this financial year.</p>
D	<p>ECD can be a good thing in developing countries. What would the focus be in ECD? Will there be solution driven teaching</p>	<p>International studies and local research unequivocally underscore the critical importance of early childhood development (ECD) in shaping the trajectory of a child's educational journey. Children's language and cognitive skills at age of four strongly forecast their later success in school. Therefore, laying the right foundations during ECD is not just a priority but a cornerstone of South Africa's educational strategy. It is within these formative years that the inherent potential of children is nurtured, while building robust literacy and numeracy skills. In line with this, the DBE is implementing the National Curriculum Framework for Children from Birth to Four. The National Curriculum Framework draws on the values in our constitution, the principles set out in existing legislation, policies and plans, the</p>

		<p>findings from the international literature on ECD, global imperatives for ECD and voices from the ECD field (through the stakeholder consultations carried out in South Africa). The National Early Learning Standards (NELDS) form the foundation for the NCF.</p> <p>Further to this, the DBE acknowledges that there are still many children who are not accessing early childhood development. The DBE will therefore be focusing on expanding access to ECD. To make this a reality, the DBE is embarking on a mass registration drive. The DBE further understands that the state alone cannot bring this vision to life and is therefore focusing on building a social compact with the non-state sector.</p>
A	Mismatch on funding for Quintile 5 schools and fee structures.	Please refer to the attached documents. (ANNEXURES C AND D)
A	Why is the Department utilising office premises in Pretoria, which have been acquired through a Public private Partnership (PPP), which is costly compared to utilising unused government buildings at less cost.	<p>The DBE moved into the PPP-funded premises at 222 Struben Street in 2009 after the split of the old Department of Education into the Department of Basic Education (DBE) and Department of Higher Education and Training (DHET).</p> <p>Prior to that, the PPP arrangement:</p> <ul style="list-style-type: none"> <li>(a) The Department was occupying 3 buildings as the staff were too many to be accommodated in one building.</li> <li>(b) The said buildings, which the Department was renting, were dilapidated and were costly to maintain.</li> <li>(c) Renting more than one building was more expensive.</li> </ul>

		<p>(d) There are not a lot of government buildings that can accommodate the number of employees that the DBE has.</p> <p>(e) Most of the Departments are renting the premises they occupy since the government does not necessarily own enough number of premises that are suitable for use by Departments.</p> <p>The PPP arrangement allows the Department to own the premises (asset) at the end of the 25 years PPP arrangement in 12 years' time instead of the normal perpetual rental arrangement that obtains with other Departments.</p>
	Provision of PPPs for feeding scheme	Provision of protective gear (apron, shoes and headgear) for Food Handlers is made from a small allocation from each provincial budget. This is however not adequate to cover all Food Handlers all at once. There are still shortcomings in some schools, but progressively undertaken in each province.
S	Psychosocial support for learners. Sport as a solution to PTSD	<p>The DBE has noted that School Sport and Enrichment curricular and co-curricular activities contribute to alleviating symptoms of PTSD in learners. In this regard, the DBE with PEDs use the Sport Magnificent Wednesdays' program to support the implementation of Physical Education and Physical Activities in schools. Contributing positively to learners' physical and mental health and wellbeing.</p> <p>It is proven that incorporating physical exercise into a standard psychosocial support programmes can enhance learners' overall recovery, lessen symptoms, improve</p>

		self-esteem and increase energy levels, improve better sleep patterns as well as increase sport physical strength for moto-control used for learning.
C	Matrix for monitoring of curriculum. To see what curriculum addresses inclusive of basic skills	<p><b>The following programmes are monitored, and they assist with addressing basic skills:</b></p> <ul style="list-style-type: none"> <li>• Early Garde Reading Assessment (EGRA) is conducted in the Foundation Phase. EGRA is a <b>diagnostic assessment</b> that is used to track reading proficiency levels of learners in all the 11 Home languages and English First Additional Language. Teachers and Subject Advisors can use feedback from EGRA to inform interventions in the teaching and learning of reading. EGRA is monitored in quintiles 1-3 schools.</li> <li>• Reading norms monitoring is conducted in the Intermediate Phase to determine learners' reading and comprehension levels and the availability of reading resources in the sampled quintiles 1-3 schools.</li> </ul>
S	Provision of realistic reproductive health education.	It is provided through Life Skills and Life Orientation subjects in primary and secondary schools, respectively. The DBE developed the Scripted Lesson Plans on Comprehensive Sexuality Education (CSE) that strengthen the content and delivery of sexual reproductive health education in schools.
D	Department to share initiative on incorporating ECD to the department.	The function shift has meant that the DBE is now responsible for children from birth until the leave Grade 12. This means that all directorates in the DBE is now responsible for incorporating the ECD sector in their responsibilities.

	<p>ECD data standards which were reviewed and status update on the approval SOPs for establishing district support to support ECD practitioners</p>	<p>The Education Management Information System (EMIS) has started the development of the Early Childhood Administration and Reporting System (eCares) that will enable and inform the regular update of the ECD Masterlist. New data standards were developed to inform the design and development of the eCares system.</p> <p>The DBE is working on a district enablement strategy to guide provinces and districts on the most pragmatic and feasible way in which to support ECD programmes.</p>
D	<p>Revive reading strategy. Status update on this strategy</p>	<p>The Department of Basic Education (DBE) undertook a review of the 2019 National Reading Sector Plan. Through extensive stakeholder consultations in 2023, the DBE reaffirmed its commitment to improving literacy levels through holistic and culturally relevant practices. The resulting comprehensive literacy strategy for African languages is built upon four interconnected pillars:</p> <ul style="list-style-type: none"> <li>• Explicit Policy Environment: Establishing clear policies to guide actions, unify efforts, and provide language and literacy guidelines for schools.</li> <li>• Accessible Materials: Ensuring access to culturally relevant reading resources, especially in indigenous languages, for all learners irrespective of grade or developmental stage.</li> <li>• Teacher Preparation and Development: Enhancing teachers' capacities in the languages</li> </ul>

		<p>they teach, aligning with the strategy's focus on African language literacies.</p> <p>Progress Achieved to Date:</p> <ul style="list-style-type: none"> <li>• Conducted Provincial Planning Sessions: Successful one-on-one sessions tailored strategies to address specific regional needs and challenges.</li> <li>• Mapping of Current Programmes: A comprehensive review of existing reading initiatives provided insights into scalable programs.</li> <li>• Monthly Reporting of Literacy Activities: Provincial Education Departments (PEDs) have initiated monthly reporting to monitor and enhance literacy promotion activities continuously.</li> <li>• Collaboration with Curriculum Counterparts: PEDs are collaborating with curriculum counterparts to integrate Library and Information Services (LIS) inputs into provincial reading strategies.</li> </ul> <p>Provincial Operational Plans and Calendars: PEDs have shared their operational plans and calendars for the 2024/25 fiscal year.</p>
	<p>Ensuring that all learners participate in the sports and extramurals</p>	<p>The DBE implements the Integrated School Sport and Enrichment Programme, after-school, and co-curricular activities in collaboration with the Department of Sport, Arts and Culture (DSAC), together with other partners. The main role of the DBE is to promote mass participation activities aimed at implementing and enhancing the curriculum; whilst DSAC focuses on</p>

		<p>social cohesion, talent identification and excellence in sports, arts and culture in line with the Memorandum of Understanding (MoU) signed in 2018 by the two Departments. The review of the collaborative framework between the two Departments is underway and includes all the relevant stakeholders.</p> <p>To improve on the delivery of Sport and Enrichment programmes in schools, the Department has partnered with the Motsepe Foundation. This programme contributes towards the development of School football, netball, choral and traditional music. DBE together with DSAC has long recognised the importance of the arts to a learner's well-rounded education.</p> <p>The inclusion of compulsory Arts lessons from Grades R-9 is an indication of this commitment, however, the implementation of the curriculum and cocurricular programmes has been challenging. The departments recognise the importance of prioritising funding and resourcing. In the Seventh administration the departments will need to plan to support schools and ECDs to be more arts-rich.</p>
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### **3. Report of the Select Committee on Education, Sciences and Creative Industries on Budget Vote 17: Higher Education and Training, dated 23 July 2024**

The Select Committee on Education, Sciences and Creative Industries, having considered Budget Vote 17: Higher Education and Training, reports as follows:

#### **1. Introduction**

The Department of Higher Education and Training (the Department) derives its mandate from Sustainable Development Goal Number Four, National Development Plan, Action Plan to 2024 for Schooling 2030, and the Medium Term Strategic Framework, to shape its plans such as the Strategic Plan and the Annual Performance Plans.

The Select Committee on Education, Sciences and Creative Industries (the Committee) considered the Budget and the 2024/25 Annual Performance Plan (APP) of the Department of Higher Education and Training (the Department) on Wednesday, 17 July 2024. The budget review briefing served to acquaint the 7<sup>th</sup> Parliament Select Committee with the mandate, programmes and priorities of the Department.

This report gives a brief summary of the presentation made by the Department to the Committee, focusing mainly on the 2024/25 Annual Performance Plan and the Medium-Term Expenditure Framework (MTEF) allocations. The report also provides the Committee's key deliberations and recommendations relating to Vote 17.

#### **2. Summary of the 2024/25 Annual Performance Plan**

The Department, in the five years (2019 to 2024) had planned to implement the following set of priorities, which are expressed as Medium Term Strategic Framework Outcomes:

- Outcome 1: An integrated and coordinated PSET system.
- Outcome 2: Expanded access to PSET opportunities.
- Outcome 3: Improved success and efficiency of the PSET system.

- Outcome 4: Improved quality of PSET provisioning.
- Outcome 5: A responsive PSET system.
- Outcome 6: Excellent business operations within the Department of Higher Education and Training (DHET).

The 2024/25 Annual Performance Plan (APP) represents the first year towards the achievements of objectives contained in the Department's 2024 – 2029 Strategic Plan. The presentation by the Department to the Committee outlined the Department's approach to the government-wide National Development Plan (NDP) and higher education sector priorities. The intention was to ensure programme activities in the sector were aligned with medium and long-term goals. The annual performance plan (APP) set out what the Department intended doing in the 2024/25 financial year and during the medium-term expenditure framework (MTEF) period, to implement its strategic plan. Table 1 below is the summary of Programme Performance Indicators for the 2024/25 financial year.

**Table 1: Summary of DHET Programme Performance Indicators for the 2024/25 financial year**

<b>Programme</b>	<b>No. of indicators per programme</b>	<b>Annual Targets</b>	<b>Quarterly Targets</b>	<b>Bi-Annual Targets</b>	<b>Biennially/ Targets</b>
1. Administration	10	1	9	-	-
2. Planning, Policy and Strategy	16	16	-	-	-
3. University Education	26	25	1	-	-
4. Technical and Vocational Education and Training (TVET)	22	19	3	-	-
5. Skills Development	11	10	1	-	-

6. Community Education and Training (CET)	9	3	1	5	-
<b>Total distribution</b>	<b>94</b>	<b>74</b>	<b>15</b>	<b>5</b>	<b>-</b>
<b>Percentage distribution</b>	<b>100%</b>	<b>79%</b>	<b>16%</b>	<b>5%</b>	<b>0%</b>

The above table presents a summary of indicators per programme for the DHET. The DHET has a total of 94 indicators; distributed as follows: 74/94 indicators have annual targets (i.e. 79 per cent); 15/94 indicators have quarterly targets (16 per cent); 5/94 indicators have biannual targets (5 per cent); and 0/94 indicators have biennial targets (0 per cent).

### 3. Budget of the Department

#### 3.1. Programmes Allocations over the 2024 MTEF

The table below reflects the budget allocation for 2024/25 and over the medium term.

**Table 2: Summary of the overall Budget allocation and medium-term estimates 2023/24 – 2026/27**

R million		2023/24	2024/25	2025/26	2026/27
		Total	Total	Total	Total
<b>MTEF allocation</b>					
1. Administration	Purpose: Provide strategic leadership, management and support services to the DHET.	469,7	565,0	593,8	624,9
2. Planning, Policy and Strategy	Purpose: Provide strategic direction in the development, implementation and monitoring of departmental policies and the Human Resource Development Strategy for South Africa..	1 510,7	4 229,9	2 293,3	2 286,1
3. University Education	Purpose: Develop and coordinate policy and regulatory frameworks for an effective and efficient university education system. It also provides financial and other support to universities, the National Student Financial Aid Scheme and the national higher education institute.	90 094,4	91 702,7	96 005,4	100 418,5

4. Technical and Vocational Education and Training (TVET)	Purpose: Plan, develop, implement, monitor, maintain and evaluate national policy, programme assessment practices and systems for TVET colleges. It also provides financial and other support to TVET colleges and regional offices.	12 608,2	13 257,5	13 905,6	14 644,9
5. Skills Development	Purpose: Promote and monitor the National Skills Development Strategy. It also develops skills development policies and regulatory frameworks for an effective skills development system	294,8	333,1	349,9	367,6
6. Community Education and Training (CET)	Plan, develop, implement, monitor, maintain and evaluate national policy, programme assessment practices and systems for community education and training. It further provides financial and other support to CET colleges.	2 852,5	2 927,2	3 097,5	3 275,9
<b>Total expenditure estimates</b>		<b>107 830,3</b>	<b>113 015,4</b>	<b>116 245,5</b>	<b>121 617,9</b>
<b>Direct charge against the National Revenue Fund</b>					
Sector Education and Training Authorities		18 170,4	19 600,2	21 152,4	22 865,9
National Skills Fund		4 542,6	4 900,1	5 288,1	5 716,5
		<b>130 543,3</b>	<b>137 515,7</b>	<b>142 686,0</b>	<b>150 200,3</b>

Source: National Treasury ENE (2024)

Table 2 shows an overview of the 2024/25 Budget and Medium-Term Expenditure Framework (MTEF) Estimates: The department's expenditure is expected to increase at an average annual rate of 4.8 per cent, from R130.5 billion in 2023/24 to R150.2 billion in 2026/27, driven mainly by transfers and subsidies to departmental agencies and accounts and higher education institutions. These account for an estimated 90.6 per cent (R389.8 billion) of total spending over the period ahead. Spending on compensation of employees accounts for an estimated 8.6 per cent (R37.3 billion) of the total budget over the same period, mainly in the Technical and Vocational Education and Training programme for TVET college lecturers (R26.6 billion) and the Community Education and Training programme for CET college lecturers (R8.6 billion). Cabinet-approved reductions amounting to R27 billion over the medium-term are mainly on transfer payments to the university infrastructure and efficiency grant and TVET infrastructure and efficiency grant, university subsidies, and the National Student Financial Aid Scheme. Of these reductions, an estimated R4.9

billion over the MTEF period is on university subsidies. Although these subsidies are set to be reduced over the period ahead, the main funding source for universities is set to increase at an average annual rate of 3.7 per cent, from R44 billion in 2023/24 to R49 billion in 2026/27.

Universities will need to implement cost-containment measures – including revisiting contracts and reducing travel and subsistence costs – to accommodate the reduction. This considers the expected increase in university enrolments from 1.1 million in 2023 to 1.2 million in 2027.

### 3.2. Economic Classifications Allocations over the 2024 MTEF

**Table 3: Budget Estimates under Economic Classification**

Economic Classification	Budget		Nominal Rand change	Real Rand change	Nominal per cent change	Real per cent change
	2023/24	2024/25	2023/24 – 2024/25		2023/24 – 2024/25	
Compensation of Employees	11 122,3	11 785,7	663,4	134,3	5,96 per cent	1,21 per cent
Goods and Services	643,0	701,7	58,7	27,2	9,13 per cent	4,23 per cent
Transfers and subsidies	118 673,8	124 631,7	5 957,9	363,2	5,02 per cent	0,31 per cent
Payments for capital assets	104,2	396,6	292,4	274,6	280,61 per cent	263,53 per cent
Payments for financial assets	0,0	0,0	0,0	0,0	0,0	0,0
<b>Total</b>	<b>130 543,3</b>	<b>137 515,7</b>	<b>6 972,4</b>	<b>799,3</b>	<b>5,34 per cent</b>	<b>0,61 per cent</b>

Table 3 shows the Departments overall budget allocation per economic classification. The allocation shows an increase from R130.5 billion in 2023/24 to R137,5 billion in 2024/25, which is a nominal percentage increase of 5.3 per cent and 0.6 per cent when inflation adjusted. The Economic Classification with the highest allocation is Transfers and Subsidies with an allocation of R124,6 billion, which is an increase from R118,5 billion in 2023/24. The Economic classification with the highest increase in allocation is the Payments for Capital Assets, which increased from R104,2 million in 2023/24 to R396,6 million in 2024/25, showing a nominal percentage increase of 280,6 per cent. This indicates that the DHET has significantly increased its spending on buildings and other fixed structures that are part of its asset class.

## 4. Budgetary allocations per programme

### 4.1. Programme 1: Administration

Programme 1 is committed to securing suitable office space for the Department, including regional offices, ensuring that the vacancy rate remains below 10%; ensuring all investigations relating to alleged misconduct are concluded within a period of 12 months; maintaining network connectivity at 95%; ensuring 80% of all disciplinary cases are finalized within 90 days and obtaining clean audit outcomes. Also included are measures ensuring valid invoices received from creditors are paid within 30 days and in accordance with relevant government directives.

**Table 4: Programme 1 Budget Allocation 2023/24 – 2024/25.**

Sub-programme	Budget		Nominal Rand change	Real Rand change	Nominal per cent change	Real per cent change
	2023/24	2024/25	2023/24 – 2024/25		2023/24 – 2024/25	
R million						
1. Department Management	30,0	41,0	11,0	9,2	36,67 per cent	30,53 per cent
2. Corporate Management Services	243,1	303,3	60,2	46,6	24,76 per cent	19,16 per cent
3. Office of the Chief Financial Officer	96,0	115,9	19,9	14,7	20,73 per cent	15,31 per cent
4. Internal Audit	13,7	13,9	0,2	- 0,4	1,46 per cent	-3,09 per cent
5. Office Accommodation	87,0	90,9	3,9	- 0,2	4,48 per cent	-0,21 per cent
<b>TOTAL</b>	<b>469,8</b>	<b>565,0</b>	<b>95,2</b>	<b>69,8</b>	<b>20,26 per cent</b>	<b>14,87 per cent</b>

Table 4 shows the budget allocation in programme one. There is an overall increase in budget from R469.8 million in 2023/24 to R565 million in 2024/25, which is a nominal percentage increase of 20,3 per cent. Most of the allocation in this programme is to sub-programme 2 of corporate management services, which was allocated R303,3 million 2024/25, an increase from R243.1 million in 2022/23. The highest percentage increase in allocation was in sub-programme 1 of Department Management, increasing from R30 million in 2023/24 to R41 million in 2024/25, reflecting a 36.7 per cent nominal increase.

### 4.2. Programme 2: Planning, Policy and Strategy

Programme Objectives:

- Expand access to post-school education and training opportunities to include those outside the schooling system by developing, gazetting and implementing 7 policies over the MTEF period related to the national qualifications framework, career development services, and open and e-learning.
- Monitor social inclusion and equity in the post-school education and training system by producing an annual monitoring report, to be approved by the director-general, on the implementation of social inclusion in the post-school education and training system.
- Provide strategic direction in the development and implementation of departmental policies by monitoring and evaluating the department's policy outputs and coordinating research in the fields of higher education and training over the next three years.
- Improve success and efficiency in the post-school education and training sector by producing and publishing five reports over the medium-term aimed at supporting decision-making, enrolment planning, funding and policy-making.
- Promote international relations by entering into at least two new international scholarship agreements with foreign countries each year over the medium term.
- Improve the responsiveness of the post-school education and training system by producing nine research reports over the medium-term aimed at supporting decision-making for enrolment planning, funding and policy-making on critical skills, occupations in high demand, priority skills, and skills supply and demand.
- Improve infrastructure delivery at post-school education and training institutions over the medium term by managing the implementation of the integrated infrastructure development support programme for the post-school education and training system; ensuring a functioning ministerial advisory committee that provides technical expertise; and providing oversight of the planning, expenditure, monitoring and evaluation of infrastructure delivery.
- Build and manage relations with post-school education and training sector formations (Universities South Africa, the South African College Principals Organisation, the

South African Union of Students, and the South African Technical Vocational Education and Training Student Association) by holding ongoing engagements.

- Facilitate the coordination of economic development, address social challenges in a sustainable manner, and manage and facilitate constructive intergovernmental relations by implementing government's district development model over the medium term.

**Table 5: Programme 2 Budget Allocation 2023/24 – 2024/25.**

Sub-programme	Budget		Nominal Rand change	Real Rand change	Nominal per cent change	Real per cent change
	2023/24	2024/25	2023/24 – 2024/25		2023/24 – 2024/25	
R million						
1: Programme Management: Planning, Policy and Strategy	3,9	5,9	2,0	1,7	51,28 per cent	44,49 per cent
2: Human Resource Development Council of South Africa	9,7	11,1	1,4	0,9	14,43 per cent	9,30 per cent
3: Policy, Planning, Monitoring and Evaluation	1 270,4	3 976,4	2 706,0	2 527,5	213,00 per cent	198,95 per cent
4. International Relations	20,7	21,2	0,5	- 0,5	2,42 per cent	-2,18 per cent
5. Legal and Legislative Services	19,7	20,7	1,0	0,1	5,08 per cent	0,36 per cent
6. Social Inclusion and Quality	186,2	194,6	8,4	- 0,3	4,51 per cent	-0,18 per cent
<b>TOTAL</b>	<b>1 510,6</b>	<b>4 229,9</b>	<b>2 719,3</b>	<b>2 529,4</b>	<b>180,01 per cent</b>	<b>167,44 per cent</b>

Table 5 shows the budget allocation for programme two. The allocation increases from R1.5 billion in 2023/24 to R4.2 billion in 2024/25, which in a nominal percentage increase of 180 per cent. The Bulk of the budget in programme 2 is allocated to sub-programme 3 of Policy, Planning, Monitoring and Evaluation which receives R3.9 billion in 2024/25, a nominal percentage increase of 213 per cent from the previous financial year. This sub-programme monitors and evaluates the policy outputs of the department; coordinates research in the fields of higher education and

training; and ensures that education policies, plans and legislation are developed into systems. The second highest allocation in this programme is to sub-programme 6 of Social Inclusion and Quality, with an allocation of R194,6 million in 2024/25. This sub-programme promotes access to open and e-learning opportunities, coordinates career development services across all spheres of government, provides career development services, promotes and monitors social inclusion and equity in the post-school education and training system, and advances the implementation of the national qualifications framework.

### **4.3. Programme 3: University Education**

Programme Objectives:

- Ensure an effective and efficient university education system by developing and coordinating three policies, plans, guidelines and regulatory frameworks, and ensuring their implementation, by March 2024.
- Ensure the success of students from poor and working-class backgrounds by providing financial support, through the National Student Financial Aid Scheme, for 1.3 million students to access universities and national institutes for higher education over the medium term.
- Improve student success and efficiency within the public university system by implementing the university capacity development programme and providing a management information and a statistical report for monitoring and evaluation in each year over the medium term.
- Recruit 85 new permanent university academics each year and improve staff demographic profiles by implementing the new generation of academics programme over the medium term.
- Improve the responsiveness of the post-school education and training system and ensure entrepreneurial development in higher education and international scholarship programmes by revising public university academic planning guidelines to ensure a diverse mix of programmes and qualifications by March 2024.

**Table 6: Programme 3 Budget Allocation 2023/24 – 2024/25.**

Sub-programme	Budget		Nominal Rand change	Real Rand change	Nominal per cent change	Real per cent change
	2023/24	2024/25	2023/24 – 2024/25		2023/24 – 2024/25	
1. Programme Management	4,0	5,2	1,2	1,0	30,00 per cent	24,16 per cent
2. University Planning and Institutional Funding	12,7	20,7	8,0	7,1	62,99 per cent	55,68 per cent
3. Institutional Governance and Management Support	46 086,6	47 130,0	1 043,4	- 1 072,3	2,26 per cent	-2,33 per cent
4. Higher Education Policy Development and Research	7,0	12,4	5,4	4,8	77,14 per cent	69,19 per cent
5. Teaching, Learning and Research Development	24,9	34,9	10,0	8,4	40,16 per cent	33,87 per cent
6. University Subsidies	43 959,2	44 499,3	540,1	- 1 457,5	1,23 per cent	-3,32 per cent
<b>TOTAL</b>	<b>90 094,4</b>	<b>91 702,5</b>	<b>1 608,1</b>	<b>- 2 508,4</b>	<b>1,78 per cent</b>	<b>-2,78 per cent</b>

Table 6 shows the budget allocation for programme three (3). There is an increase in the overall budget allocation from R90.1 billion in 2023/24 to 91.7 billion in 2024/25, representing a nominal increase of 1.8 per cent, but a 3.3 per cent reduction in real percentage change. The highest allocation of the budget in programme 3 is allocated to sub-programme 3 of Institutional governance and management support, which was allocated R47.1 billion in 2024/25, increased from R46.1 billion in 2023/24. This sub-programme involves funds allocated to the National Student Financial Aid Scheme (NSFAS) and other Departmental agencies such as the Council for Higher Education. The second highest allocation is in sub-programme 6 of University subsidies, which were allocated R44.5 billion in 2024/25 from R43.9 billion in 2023/24, showing a nominal percentage increase of 1.2 per cent, but a decrease of 3.3 per cent when inflation adjusted.

#### 4.4. Programme 4: Technical and Vocational Education and Training (TVET)

Programme objectives:

- Expand access to post-school education and training opportunities by planning, developing and implementing 3 policies, 102 strategic or annual performance plans, 2 frameworks, 33 guidelines, 3 programme assessment practices and 3 systems for TVET colleges by March 2025.
- Improve the success and efficiency of students in the post-school education and training system over the medium term by:
  - improving the teaching and learning environment at TVET colleges through the effective use of the TVET infrastructure and efficiency grant.
  - operationalising the new examination system, aimed at transforming the conduct of national examinations across the value chain, from the setting of question papers to the certification of successful candidates.
  - reducing the certification backlog .
  - steering TVET colleges towards greater responsiveness in the provision of skills for the labour market.
  - enrolling students in prevocational learning programmes to improve pass and throughput rates.
  - improving the competency of TVET college lecturers through dedicated online curriculum training and placement in industry for workplace exposure.
  - Reviewing TVET college programmes and qualifications to make them more responsive to and aligned with government priorities.
  - improving the governance capacity of TVET colleges and intensifying the oversight function of college councils.
  - increasing the number of TVET college lecturers with professional qualifications through formal university-based programmes.
  - improving the competence of TVET college lecturers through various short programmes such as project-based teaching methodologies and digital skills.
  - Improve service delivery for students by mainstreaming occupational programme offerings through the centres of specialisation programme to expand the TVET curriculum and align it more directly with industry requirements, and by establishing 2 additional disability support units at TVET colleges over the medium term.

- Improve opportunities for work placement by developing entrepreneurial and digital skills through the addition of 3 new or reviewed TVET programmes with integrated digital skills training approved by the director-general by March 2025.

**Table 7: Programme 4 Budget Allocation 2023/24 – 2024/25.**

Sub-programme	Budget		Nominal Rand change	Real Rand change	Nominal per cent change	Real per cent change
	2023/24	2024/25	2023/24 – 2024/25		2023/24 – 2024/25	
R million						
1: Programme Management	3,4	3,8	0,4	0,2	11,76 per cent	6,75 per cent
2: TVET System Planning and Institutional support	11 684,7	12 294,4	609,7	57,8	5,22 per cent	0,49 per cent
3: Programmes and Qualifications	27,0	26,4	- 0,6	- 1,8	-2,22 per cent	-6,61 per cent
4: National Examinations and Assessment	665,9	662,8	- 3,1	- 32,9	-0,47 per cent	-4,93 per cent
5: Technical and Vocational Education and Training	15,6	17,0	1,4	0,6	8,97 per cent	4,08 per cent
6: Regional Offices	211,7	253,1	41,4	30,0	19,56 per cent	14,19 per cent
<b>TOTAL</b>	<b>12 608,3</b>	<b>13 257,5</b>	<b>649,2</b>	<b>54,1</b>	<b>5,15 per cent</b>	<b>0,43 per cent</b>

Table 7 shows the budget allocation for programme four (4). There is an overall increase in allocation from R12.6 billion in 2023/24 to R13.3 billion in 2024/25, which is a nominal increase of 5.2 per cent and 0.4 per cent when inflation adjusted. Most of the budget in this programme is to sub-programme 2 of TVET system planning and Institutional support receiving an allocation of R12.3 billion in 2024/25, which is a nominal percentage increase of 5.2 from the previous financial year. This sub-programme provides support to management and councils, monitors and evaluates the performance of the TVET system against set indicators, develops regulatory frameworks for the system, manages and monitors the procurement and distribution of learning and teaching support materials, provides leadership for TVET colleges to enter partnerships for the use of

infrastructure and funding resources, and maps out the institutional landscape for the rollout of the TVET college system.

#### **4.5. Programme 5: Skills Development**

Programme Objectives:

- Implement the national skills development plan over the MTEF period by ensuring that SETAs comply with service-level agreements with industry to:
  - identify and increase the production of skilled workers for occupations in demand to create a link between education and work.
  - improve the level of skills in the South African workforce.
  - increase access to occupationally directed programmes.
  - support the growth of the public college system.
  - support skills development for entrepreneurship and cooperative development
  - encourage and support worker-initiated training.
  - support career development services.
- Improve skills development to support an inclusive growth path by:
  - producing and certifying 21 000 artisans by March 2024 with the aim of meeting the National Development Plan’s target of producing 30 000 artisans per year by 2030.
  - prioritising 110 500 workplace-based learning programmes for learnerships, internships and work-integrated learning by March 2024.
  - producing one consolidated report on sectoral occupations in high demand and 21 sector skills plans aligned with the updated sector skills plan framework by March 2024.

**Table 8: Programme 5 Budget Allocation 2023/24 – 2024/25.**

Sub-programme	Budget		Nominal Rand change	Real Rand change	Nominal per cent change	Real per cent change
	2023/24	2024/25	2023/24 – 2024/25		2023/24 – 2024/25	
R million						
1. Programme Management	5,7	6,8	1,1	0,8	19,30 per cent	13,94 per cent
2. Sector Education and Training Authorities	155,1	166,4	11,3	3,8	7,29 per cent	2,47 per cent
3. National Skills Authority Secretariat	13,1	16,0	2,9	2,2	22,14 per cent	16,65 per cent
4. Quality Development and Promotion	29,2	30,0	0,8	- 0,5	2,74 per cent	-1,87 per cent
5. National Artisan Development	91,7	113,8	22,1	17,0	24,10 per cent	18,53 per cent
<b>TOTAL</b>	<b>294,8</b>	<b>333,0</b>	<b>38,2</b>	<b>23,3</b>	<b>12,96 per cent</b>	<b>7,89 per cent</b>

Table 8 shows the budget allocation for programme five. There is an overall increase in the budget from R294.8 million in 2023/24 to R333 million in 2024/25, which is a nominal percentage increase of 13 per cent. The highest allocation of the budget in this programme is to sub-programme 2 of Sector Education and Training Authorities which was allocated R166.4 million, showing a nominal percentage increase of 7.3 per cent from the previous financial year. The budget allocation is above inflation in all sub-programmes except sub-programme 4 of Quality Development and Promotion.

### 5. Programme 6: Community Education and Training (CET)

Programme objectives:

- Contribute towards achieving the outcomes, impact and equity targets outlined in the department's 2020-2025 strategic plan by March 2024 by:
  - implementing the sustainable funding model and diversifying programme offerings in CET colleges geared towards expanded access and responsive colleges implementing the advocacy strategy to support and guide CET colleges to meet their enrolment targets by attracting more young people.

- accrediting 148 community learning centres to provide opportunities for further study to individuals who do not meet the requirements for entry into TVET colleges and other institutions of further learning.
- introducing skills programmes and developing entrepreneurship programmes that seek to address issues of unemployment, poverty and inequality within communities.
- building lecturer capacity to ensure the provision of quality programmes and increased success in CET colleges.
- implementing monitoring and evaluation instruments to enable the department to perform its oversight role of CET colleges effectively.
- enabling the holistic implementation of norms and standards for funding CET colleges.
- improving the quality of CET provisioning by building the capacity of student leadership, centre managers, management and councils.
- building a CET system that is responsive to the needs of communities by piloting the CET concept in 54 community learning centres.

**Table 9: Programme 6 Budget Allocation 2023/24 – 2024/25.**

Sub-programme	Budget		Nominal Rand change	Real Rand change	Nominal per cent change	Real per cent change
	2023/24	2024/25	2023/24 – 2024/25		2023/24 – 2024/25	
R million						
1. Programme Management	4,3	5,0	0,7	0,5	16,28 per cent	11,06 per cent
2. Community Education and Training System Planning, Institutional Development and Support	2 608,9	2 670,2	61,3	- 58,6	2,35 per cent	-2,24 per cent
3. Community Education and Training Financial Planning and Management	222,2	232,3	10,1	- 0,3	4,55 per cent	-0,15 per cent
4. Education, Training and Development Assessment	17,2	19,7	2,5	1,6	14,53 per cent	9,39 per cent

<b>TOTAL</b>	<b>2 852,6</b>	<b>2 927,2</b>	<b>74,6</b>	<b>- 56,8</b>	<b>2,62 per cent</b>	<b>-1,99 per cent</b>
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Table 9 shows the budget allocation for programme six. There is an overall budget increase from R2.8 billion in 2023/24 to R2.9 billion in 2024/25, which is a nominal percentage increase of 2.6 per cent. The highest allocation in this programme is to sub-programme two of Community Education and Training System Planning, Institutional Development and Support, with an allocation of R2.7 billion, which is a nominal percentage increase of 2.4 per cent from the previous financial year. This programme provides support to management and councils, monitors and evaluates the performance of the CET system, develops regulatory frameworks for the system, manages and monitors the procurement and distribution of learning and teaching support material, provides leadership for CET colleges to enter into partnerships for the use of infrastructure for college site-hosting centres, and funds these partnerships, maps an institutional landscape for the rollout of the CET system, and is responsible for the planning and development of CET infrastructure.

## 6. Transfers to Entities

**Table 10: Transfers to the DHET Entities 2023/24 – 2024/25**

Sub-programme	Budget		Nominal Rand change	Real Rand change	Nominal per cent change	Real per cent change
	2023/24	2024/25	2023/24 – 2024/25		2023/24 – 2024/25	
R million						
1: Council for Higher Education	82,9	84,9	2,0	- 1,8	2,41 per cent	-2,18 per cent
2. National Skills Fund	4 542,6	4 900,1	357,5	137,5	7,87 per cent	3,03 per cent
3. National Students Financial Aid Scheme (NSFAS)	45 628,8	46 647,7	1 018,9	- 1 075,1	2,23 per cent	-2,36 per cent
4. Quality Council for Trades and Occupations	29,2	30,0	0,8	- 0,5	2,74 per cent	-1,87 per cent
5. Sector education and training authorities	18 170,4	19 600,2	1 429,8	549,9	7,87 per cent	3,03 per cent

6. South African Qualifications Authority	89,2	93,2	4,0	- 0,2	4,48 per cent	-0,21 per cent
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Table 10 shows the budget transfers to the Departmental entities. The entity with the highest allocation is NSFAS with a budget of R46.6 billion in 2024/25, showing a nominal increase of 2.2 per cent. The 21 Sector Education and Training Authorities (SETAs) combined show the second highest allocation and will share a budget of 19,6 billion in 2024/25, which is an increase from R18.1 billion in 2023/24. The National Skills Fund will receive an increase from R4.5 billion in 2023/24 to R4.9 billion in 2024/25, which is a nominal percentage increase of 7.9 per cent.

## **8. Committee Deliberations on DHET APP and Budget**

### **8.1. Committee Observations on National Department of Higher Education and Training (DHET)**

The Committee, having considered and deliberated on the Annual Performance Plans 2024/25 of the Department of Higher Education and Training made the following key observations and findings:

- The committee was concerned about universities producing graduates who become unemployed and questioned whether the skills produced are required in the country. They further enquired on how the Department is planning to deal with rising graduate unemployment.
- The committee raised concerns that academic posts were increasingly being occupied by foreign nationals within South African Universities as part of its international agreements. Does the Department instead utilise the international agreements to improve scarce skills in science and technology.
- The committee was concerned over the length of time it takes to integrate students that have studied internationally into the South African system so that their qualifications and skills are recognised in the country.
- The committee was concerned over the Department's budget shortfalls to the Department's agencies and enquired the reasons thereof.

- The committee showed concern over the dilapidation of infrastructure in Community Education and Training Colleges, with one case being the facilities of Elijah Mango College of Education in Mpumalanga being dilapidated and abandoned.
- The committee showed concern over students acquiring qualifications from unaccredited institutions of higher learning and the Department's response at ensuring students are protected during the closures of non-compliant private higher education institutions.
- The committee was concerned over the continued maladministration of the National Student Financial Aid Scheme (NSFAS), more particularly on issues that negatively affect student registration, accommodation, and distribution of allowances. The committee further raised concerns over the practice of withholding of student information required by NSFAS by the Universities as a way of victimizing/punishing student activists. The Department was also requested to provide an update on the Werkmans report recommendations into maladministration at NSFAS.
- The committee wanted to know how the DHET is dealing with issues on climate change.
- The Department was requested to highlight the successes and challenges, if any, on the funding of students with disabilities and the roll out of the comprehensive student funding model.
- The committee enquired about the Veterinary Sciences grant that was created to support veterinary training which was expanded to a few universities and has since grown. The Department was requested to elaborate on measurable outcomes achieved with this initiative.
- The committee raised concerns over lack of training of artisans in the country and wanted to know whether the Department is doing enough in terms of encouraging students to also enroll at TVET Colleges. The committee also raised concerns over the reduction in interest in trade and engineering qualifications in the country.
- The committee raised concerns over the treatment of female leaders and academics in universities. It was indicated that, in most cases, there is harsher scrutiny for black female led institutions.
- The Department was requested to indicate how it intended to fill all its vacancies.

- The Department was requested to explain the drastic increase in skills development target from 53 000 to 150 000 and as to whether there was sufficient budget to support the increase.
- The committee highlighted the poor selection of independent investigators appointed to investigate maladministration in institutions of higher learning including some using the opportunity to settle old grudges and producing biased findings.
- The committee raised concerns over institutions of higher learning being unable to absorb enough students leaving the school system.
- The committee requested a detailed comprehensive report providing reasons for students dropping out of their studies.
- The committee was concerned that Skills development is not adequately accounted for, and monies allocated for skills development through the National Skills Fund is also not well accounted for.
- The committee enquired on why institutions of higher learning claim to be independent while they are also dependent on the state for funding.
- The committee raised concern over significant funding for Universities when compared to TVET colleges. This is against the Departments plan of increasing technical skills.
- The committee enquired about the historical debt of students and its inability for them to find employment due to the University withholding their qualifications over monies owed.

## **9. Response by DHET**

- The Department responded that the Elijah Mango College of Education in Mpumalanga is no longer under the National Department but belongs to the provincial government.
- The Department reassured the committee that it would ensure that students are not negatively impacted in the closure of non-compliant institutions. Some of the institutions took the Department to court but have failed in the process.

- To address the increased absorption of school leavers, the Department is currently under expansion and has built two new universities and 12 TVET colleges and is in the process of building another two Universities. However, the expansion of higher education is not according to the needs of the students, but the capacity of the state.
- The Department indicated that it would investigate challenges facing black academics in universities.
- There is an investigation by the SIU at NSFAS following the Werkmans report and as soon as the investigations have concluded, the Department will inform the committee on the outcomes. The Department also stated that in terms of the NSFAS investigations, will not only rely on the Werkmans report but will look deeper into the maladministration.
- The Department indicated that its within reach of the 25 000 trained artisans by 2030 and believes it will reach this target. The Department has been working hard over the past 10 years to encourage students to become artisans and enrol in TVET Colleges
- The Department is working with the police, SIU, and SARS in the investigation into the fraud and corruption in the National Skills Fund and the committee will be briefed on a later date on the progress.
- The Department indicated that it does not compare funding between Universities and TVETS as each have their own merit. The University is funded more as it needs to fund more programmes including research.
- The Department will also pay particular attention into the historical debt of students as this severely affects their employability given that they are unable to acquire their certificates upon graduation.
- *The remainder of the responses by DHET were provided in written format (See Appendix A)*

## **10. Committee recommendations**

The Committee, having considered Budget Vote 17: Higher Education and Training, together with the Annual Performance Plan of the Department of Higher Education and Training recommends the following:

- The Department should review qualifications that lead to increased graduate unemployment to reduce skills mismatch.
- The Department should intensify efforts on ensuring that it makes TVET colleges attractive to students to increase artisan training.
- The Department should provide reports and presentations to the committee upon the conclusion of the SIU investigations into NSFAS as well as the National Skills Fund.
- The Department should provide the feedback to the committee on how it has addressed the issue of student historical debt with Universities and TVET colleges by the end on third quarter on 2024/25 financial year.
- The Department should enquire and provide detailed comprehensive report providing reasons for students dropping out of their studies by third quarter on 2024/25 financial year.
- The Department should hold an information sharing workshop with the committee to outline the work of the department as well as their five-year strategy.

## **11. Conclusion**

Having satisfied itself in its engagement with the Department of Higher Education and Training on their Annual Performance Plan and Budget, the Select Committee on Education, Sciences and Creative Industries recommends that Budget Vote 17: Higher Education and Training be adopted and that the House approves the Budget.

## **Report to be considered**

**Appendix A (Attachment from Department)**

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**MEMORANDUM**

To: The Minister

Dr. NP Nkabane, MP

**RESPONSES TO THE QUESTIONS RAISED DURING THE SELECT COMMITTEE  
MEETING HELD ON 16 JULY 2024: PRESENTATION OF THE DHET 2024/25 ANNUAL  
PERFORMANCE PLAN AND BUDGET**

Kindly find herewith responses to the questions raised by the Select Committee during the briefing by the Department on the Annual Performance Plan and Budget for 2024/25 for Minister's approval.

**Dr Nkosinathi Sishi**

**Director-General**

**Date: 19/07/2024**

## **QUESTIONS RAISED DURING THE SELECT COMMITTEE MEETING HELD ON 16 JULY 2024: PRESENTATION OF THE DHET 2024/25 ANNUAL PERFORMANCE PLAN AND BUDGET**

### **1. HONOURABLE MP SIBANDE**

- DHET international engagements and the agreements thereof should not translate to jobs taken over by foreign nationals in our institutions.
- Do we utilise the international agreements to improve scarce skills in science and technology?

**Response:** The comments above are noted. In pursuit of its mandate of the and South Africa's foreign policy imperatives of a better Africa and a better world, the Department aims to strengthen cooperation with a number strategic countries in Africa and the rest of

the world to skill South Africans. The Department also provide guidance and strategic direction to the South African higher education institutions such as universities to have their own internationalisation programmes articulating how they engage with the African continent as the centrepiece of the country's Foreign Policy. At the Government level, notable progress has been made in terms of higher education relations with countries such as China, Russia, Namibia, Ghana, Netherlands and UAE. In fact, countries like China offer both short-term training and scholarship programmes to the South African Government officials. This contributed to the objective of building a capable and developmental state. Countries such as Hungary and Russia have increased the scholarship spaces offered to South African students with notable uptake on scarce skills that are offered on limited basis by the South African institutions, this includes veterinary sciences. Hereunder are some of the international engagements:

**i. China**

Bilateral cooperation between South Africa and China in the area of higher education and training has grown from strength to strength. These relations are centred around provision of scholarship to South African students which had been reaffirmed through the signing of a new *Agreement on Cooperation in the Field of Higher Education and Training signed by Minister Nzimande and his counterpart in the margins of the State Visit to South Africa by President Xi Jinping on 22 August 2023*. The Agreement includes provision of 30 fully funded scholarships per annum for South African students to study in China under the Chinese Government Scholarship. Deputy Minister of Higher Education, Science and Innovation undertook a Working Visit to China from 25 October to 03 November 2023. He was accompanied by the Deputy Vice Chancellors of the University of the Western Cape, University of Venda, Nelson Mandela University, Durban University of Technology, and Rhodes University. Three (3) Sector Education and Training Authorities (SETAs) were also invited to participate including Food and Beverage SETA, Energy and Water SETA, and CATHSSETA. The delegation met with Chinese counterparts and discuss future areas of cooperation at an institutional level. South Africa participated in the 2023 China Annual Conference for International Education (CACIE) held in Beijing, China.

## **ii. Russia**

The Director-General undertook a visit to the Eastern Europe which included engagements with key higher education institutions in the Russian Federation and Hungary. Former Minister of Higher Education, Science and Innovation, Dr Nzimande subsequently met with the Special Envoy of the President of the Russian Federation on International Cultural Cooperation in the margins of BRICS Summit held in August 2023 in Sandton. As an outcome of these robust engagements, a *Memorandum of Understanding (MoU) was concluded between the Department and Biotech University of the Russian Federation on 11 September 2023*. Another important milestone was the official opening of the Russian Centre for Open Education in South Africa which was also launched on 11 September 2023 in Johannesburg, South Africa.

## **iii. Namibia**

The Department has been engaging the Namibian counterparts for several months to address the issue of mutual interest including the efforts to continue consultations with relevant stakeholders including quality assurance bodies in South Africa and Namibia to review the Agreement signed in 1995 concerning formal school and technical college instructional programmes and the performance of the South African Certification Council functions in Namibia. Both countries noted the changes of legislation in South Africa which directly affects the implementation of the Agreement. Subsequently the Minister has successfully signed *a new Memorandum of Understanding in the Fields of Higher Education and Training* during the State Visit to Namibia by President Ramaphosa which was hosted by President Geingob on 13 October 2023 in Windhoek.

## **iv. Netherlands**

South Africa successfully hosted the Knowledge Mission from the Kingdom of the Netherlands which was led by the Dutch Minister of Education, Dr Robbert Dijkgraaf and comprised of a variety of higher education stakeholders from both the Netherlands and South Africa. The Department negotiated a *Memorandum of Understanding (MoU) Cooperation in the Fields of Higher Education, Technical and Vocational Education*

*which was signed by the two ministers on 17 October 2023* ahead of the State Visit to South Africa by King Willem-Alexander which was hosted by President Ramaphosa. The Department continues to co-host a series of virtual Policy Dialogues with the Embassy of the Netherlands which commenced in June and will conclude in January 2024. The Policy Dialogues are geared towards shared policy development initiatives in higher education sector to strengthen cooperation and knowledge production between the two countries.

#### **v. United Arab Emirates (UAE)**

In the margins of the Education World Forum held in June 2023 in London, Minister Nzimande met with his UAE counterpart, Minister of Higher Education and Scientific Research, Dr Ahmad bin Abdullah Humaid Belhoul Al Falasi, and signed the long outstanding **MoU on Cooperation in the Field of Higher Education and Training**.

The MoU was signed in May 2023 in London, UK. As part of the efforts to address skills shortage in the country, it is trusted that UAE Government will also work with South Africa to offer scholarship opportunities for South African students who wish to pursue studies in the prestigious UAE institutions. South Africa promotes institutional linkages between the higher education institutions, especially Technical Vocational Education and Training (TVET) colleges through the conclusion of direct twinning agreements between them.

In collaboration with the Department of Home Affairs, the Department of Higher Education and Training develops a technical report that informs the importation of critical skills that South Frica does not have.

- How long does it take to integrate students who have graduated from international universities?

**Response:** The period of integration is dependent on the similarity of qualifications offered by the institutions in the countries they are studying. For example, the medical degree from Russia is currently not aligned with the local regulatory framework, and students may need to complete an additional 3-4 years in our local universities before they are recognised as medical doctors.

- Will the planned revision of the APP include revisions to targets especially those that are likely not to be achieved?

**Response:** Yes, for instance, Community Education and Training student enrolment targets need to be reviewed. Current targets are unachievable due mainly to resource limitations.

- Why don't we utilise dilapidated/unused infrastructure such as Mango College to expand campuses like University of Mpumalanga?

**Response:** This is a welcomed suggestion as it resonates with the Departments strategic thrusts around expansion and access. The Elijah Mango College of Education is a property of the Mpumalanga Province and they have allocated it to the Provincial Department of Agriculture. Furthermore, the Department in conversation with the Department of Public Works and infrastructure regarding the unused properties for rehabilitation and repurposing them for use by Higher Education and Training Institutions.

## 2. HONOURABLE MF MOKWELE

- What mechanisms is the Department going to put in place to improve the challenges of NSFAS?

**Response:**

- An administrator has been appointed with very clear terms, and he is required to report on progress of the turn-around strategy every 3 months.

- A number of universities which were required to provide NSFAS with critical data to enable it to fulfil its work have been directed to cooperate with NSFAS.
  - The Department has also identified need for changes in the NSFAS Act to support better governance, example remuneration and assessment of board members of the NSFAS.
  - NSFAS has appointed two audit firms to assist in finalising financial statements for 2022/2023 and 2023/2024.
  - The Werksmans Report is being implemented, with the assistance of SIU court papers were filed against irregularly appointed direct payment providers. The procurement process is being reviewed to align with best practice and disciplinary action has been taken against employees mentioned in the report, and the former Acting CEO and CFO have both resigned.
- What is the Department doing to ensure employability of graduates produced in our institutions?

**Response:** The Quarterly Labour Force Survey as released by the Statistician General on 14 May 2024 has revealed that graduate unemployment in South Africa is the lowest compared to other levels of education and the national average at 11.8%.

There are number of initiatives that the Department is undertaking. Over the last 5 years the Department has focussed on enhancing the currency of TVET college programmes and qualifications, through subject content reviews, curriculum content updates particularly where technologies constitute areas of learning, as well as through the introduction of new programmes that respond to emerge skills needs in the labour market. The introduction of the Robotics NC(V) curriculum is a case in point and will continue to be rolled out in the coming years. Going forward, emphasis will continue to be on strengthening digital skills, both of lecturers and students in TVET colleges. The establishment of entrepreneurship hubs and 4IR centres in colleges over the recent years, has been achieved through constructive public, private and NGO partnerships, and have as their intention to scale up

graduate participation in the digital economy, and thereby help mitigate the growing NEET cohort in the country. These efforts will continue into the ensuing years.

Some of the key initiatives include:

- **Curriculum responsiveness and PQM Alignment:** DHET collaborates with industries to ensure that TVET curricula are aligned with current industry and societal needs. This includes updating programmes to meet the demands of emerging sectors and ensuring that the skills taught are relevant to the job market. This involves the integration of digital skills training and introducing programmes that develop skills for the modern economy such as those required in the Fourth Industrial Revolution. 4IR centres are established in TVET colleges with the support of SETAs to create learning opportunities in the digital space for both students and the surrounding communities.
  
- **Work-Integrated Learning (WIL):** The department promotes Work-Integrated Learning, which includes internships, apprenticeships, and practical training within industries. This hands-on experience is crucial for students to apply theoretical knowledge in real-world settings, enhancing their employability. The DHET is currently embarking on transforming the curricula of programmes offered in TVET colleges from the outdated fragmented NATED programmes curriculum to upscaling on Occupational Qualifications which are more aligned to effective skills development approaches integrating theory, practical and workplace learning in one programme.
  
- **Public-Private Partnerships:** DHET fosters partnerships with private sector companies to facilitate the placement of TVET graduates. These collaborations often result in direct recruitment opportunities for students.

- **Career Guidance and Support Services:** The department offers career guidance and support services to TVET students to help them navigate their career paths effectively. This includes workshops, counselling, roadshows, advocacy campaigns and job placement services. Many students are guided through these efforts to pursue their studies in scarce skills occupations such as Artisan trades, Occupations in High Demand etc.
- **Entrepreneurship Training:** Recognising the importance of entrepreneurship in job creation, DHET incorporates entrepreneurship training into TVET curricula. This equips students with the skills to start their own businesses and become job creators rather than job seekers. Entrepreneurship hubs are established in TVET colleges where students' business ideas are nurtured with the assistance of partners such as the Alan Gray foundation and others.
- These efforts by DHET aim to bridge the gap between education and employment, ensuring that TVET graduates are well-equipped to meet the demands of the job market and contribute effectively to the economy.
- On technological improvements, do we benchmark with other countries like China in respect to how we deal with issues of climate change, for instance? (*see above response on international engagements*)

### 3. HONOURABLE T BREEDT

- It is important to focus on training students on scarce skills

**Response:** Comment is noted.

- Concerned about the shortfalls in budget in the departmental agencies. Are there plans to make up for the shortfalls?

**Response:** During the 2023/24 financial year at the Adjusted Estimate of National Expenditure (AENE), National Treasury implemented a R2.9 billion budget-cut.

The Department indicated that it could not afford the reduction as it would affect specific budget areas including transfers to the National Student Financial Aid Scheme (NSFAS), universities, and infrastructure, etc. The negative budget impact to NSFAS (about R2 billion) was most significant. For the 2024 MTEF Government Departments were required to submit budget reductions of 10% of the allocated baseline amounts to address the economic constraints in the country.

*The baseline budget reduction over the MTEF as depicted below:*

Item	2024/25	2025/26	2026/27
	R'000	R'000	R'000
Indicative Baseline	145 966 089	151 412 052	159 243 858
Baseline Increase	301 269	488 505	689 407
Baseline Reduction	(8 751 797)	(9 214 603)	(9 733 055)
<b>Revised Allocation</b>	<b>137 515 561</b>	<b>142 685 954</b>	<b>150 200 210</b>

- *The impact detail of the budget reduction to the baseline to the institutions over the MTEF are as below:*

Activities	2024/25	2025/26	2026/27	Total
	R'000	R'000	R'000	R'000
<b>Baseline decreases:</b>	<b>(8 751 797)</b>	<b>(9 214 603)</b>	<b>(9 733 055)</b>	<b>(27 699 455)</b>
Operational expenditure	(1 332)	2 417	3 956	(1 332)
Buildings and other fixed structures: CET Infrastructure	-	-	(200 000)	(200 000)

Departmental agencies and accounts:	(4 984 996)	(5 524 506)	(5 623 502)	(16 133 004)
• National Student Financial Aid Scheme	(4 979 236)	(5 518 206)	(5 616 937)	(16 114 379)
• Council on Higher Education	(2 760)	(3 000)	(3 100)	(8 860)
• South African Qualifications Authority	(1 000)	(1 100)	(1 155)	(3 255)
• Quality Council for Trades and Occupations	(1 000)	(1 100)	(1 155)	(3 255)
• Public Services SETA	(1 000)	(1 100)	(1 155)	(3 255)
Foreign governments and international organisations	(664)	(694)	(726)	(2 084)
Universities	(1 870 914)	(1 444 863)	(1 650 284)	(4 966 061)
University Infrastructure	(1 573 512)	(1 851 199)	(1 741 407)	(5 166 118)
TVET Infrastructure	(320 379)	(395 758)	(521 092)	(1 237 229)

- Most concerning budget reductions pertain to:
  - Universities – a baseline reduction can be absorbed by universities as they are not fully dependent on voted funding.
  - Further, the budget reduction can be applied to items of “less significance” to buffer a negative impact on operational funding like block grants. Any decrease or reduction in the latter would have a negative impact on student

funding and salaries. Therefore, universities are likely to increase student fees if block grant funding is reduced.

- Infrastructure – baseline budget reduction on infrastructure can be accommodated by down-scaling of projects, strategizing and reprioritising of projects, etc.
  - NSFAS - the significant reduction in budget baseline for NSFAS is more severe as could imply, reduction in student funding or student numbers, etc. To this end, the Department through its Ministry intends engaging the National Treasury and its Ministry to discuss further funding of NSFAS.
  - Pertaining to the remaining institutions where the baseline budget reduction is less severe, reprioritisation of projects, spending reviews and other mechanism may be applied to accommodate the budget cuts.
- There is a Veterinary Sciences grant that was created to support veterinary training and was expanded to a few universities and it has since grown. Kindly elaborate on measurable outcomes achieved in this initiative.

**Response:** Summary of the students enrolment and graduate of animal sciences and veterinary programmes per institution is shown below:

<b>Programme per Institution</b>	<b>Enrolment</b>	<b>Graduate</b>
<b>Cape Peninsula University of Technology</b>	<b>7</b>	<b>4</b>
<b>010600: ANIMAL SCIENCES</b>	<b>7</b>	<b>4</b>
2021	3	2
2022	4	2
<b>Mangosuthu University of Technology</b>	<b>125</b>	<b>22</b>
<b>010600: ANIMAL SCIENCES</b>	<b>125</b>	<b>22</b>
2021	66	9
2022	59	13

<b>Nelson Mandela Metropolitan University</b>	<b>114</b>	<b>32</b>
<b>010600: ANIMAL SCIENCES</b>	<b>114</b>	<b>32</b>
2021	63	17
2022	51	15
<b>North West University</b>	<b>1189</b>	<b>252</b>
<b>010600: ANIMAL SCIENCES</b>	<b>1189</b>	<b>252</b>
2021	522	153
2022	667	99
<b>Tshwane University of Technology</b>	<b>422</b>	<b>141</b>
<b>010600: ANIMAL SCIENCES</b>	<b>157</b>	<b>92</b>
2021	78	39
2022	79	53
<b>091600: VETERINARY BIOMEDICAL AND CLINICAL SCIENCES</b>	<b>265</b>	<b>49</b>
2021	127	35
2022	138	14
<b>University of Fort Hare</b>	<b>452</b>	<b>144</b>
<b>010600: ANIMAL SCIENCES</b>	<b>452</b>	<b>144</b>
2021	245	78
2022	206	65
<b>University of Free State</b>	<b>623</b>	<b>131</b>
<b>010600: ANIMAL SCIENCES</b>	<b>623</b>	<b>131</b>
2021	320	64
2022	303	67

<b>University of KwaZulu-Natal</b>	<b>165</b>	<b>43</b>
<b>010600: ANIMAL SCIENCES</b>	<b>165</b>	<b>43</b>
2021	74	20
2022	91	23

<b>University of Limpopo</b>	<b>405</b>	<b>106</b>
<b>010600: ANIMAL SCIENCES</b>	<b>405</b>	<b>106</b>
2021	98	45
2022	307	62
<b>University of Mpumalanga</b>	<b>30</b>	<b>18</b>
<b>010600: ANIMAL SCIENCES</b>	<b>30</b>	<b>18</b>
2021	21	13
2022	9	4
<b>University of Pretoria</b>	<b>3826</b>	<b>651</b>
<b>010600: ANIMAL SCIENCES</b>	<b>881</b>	<b>163</b>
2021	449	83
2022	432	80
<b>091500: VETERINARY MEDICINE</b>	<b>56</b>	<b>15</b>
2021	30	7
2022	26	8
<b>091600: VETERINARY BIOMEDICAL AND CLINICAL SCIENCES</b>	<b>2889</b>	<b>473</b>
2021	1422	243
2022	1467	230
<b>University of South Africa</b>	<b>4326</b>	<b>1318</b>
<b>010600: ANIMAL SCIENCES</b>	<b>4326</b>	<b>1318</b>
2021	2553	987
2022	1773	331
<b>University of Stellenbosch</b>	<b>535</b>	<b>139</b>
<b>010600: ANIMAL SCIENCES</b>	<b>535</b>	<b>139</b>
2021	264	70
2022	270	70
<b>University of Venda</b>	<b>169</b>	<b>36</b>
<b>010600: ANIMAL SCIENCES</b>	<b>169</b>	<b>36</b>
2021	83	15

2022	86	21
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<b>University of Witwatersrand</b>	<b>7</b>	
<b>091600: VETERINARY BIOMEDICAL AND CLINICAL SCIENCES</b>	<b>7</b>	
2021	2	
2022	5	
<b>University of Zululand</b>	<b>288</b>	<b>73</b>
<b>010600: ANIMAL SCIENCES</b>	<b>288</b>	<b>73</b>
2021	136	32
2022	152	41
<b>Walter Sisulu University</b>	<b>1</b>	
<b>091600: VETERINARY BIOMEDICAL AND CLINICAL SCIENCES</b>	<b>1</b>	
2021	1	
<b>TOTAL</b>	<b>12683</b>	<b>3107</b>

- Is there any anticipation to change this grant, in view of the projected decrease in the number of graduates.

**Response:** The Department has plans to engage the Department of Agriculture and the private sector to augment historical allocation of the grant which can be summarised as follows:

- 2009 - R67 million
- 2010 - R102 million
- 2013 - R128.5 million
- 2018 - R165.273 million
- 2023 - R227.105 million
- 2024 - R220.597 million (additional funding is being sought following budget cuts)

- The planned Artisans in TVET colleges is projected to decrease. Are there any plans to encourage students to enrol and be trained in artisanal trades?

**Response:** It is not the artisans that are projected to decrease but learners that were enrolled on Report 191 (N1 to N3) as this programme is being phased out in favour of Occupational Qualifications which are updated and industry-based programmes. The quantity of learners on occupational qualifications will be lesser but the quality has been improved. For the first time that Industry is working with TVET colleges on the training of artisan. We have expanded Centres of Specialisation from 26 in 2019 to 53 in 2024 due to industry demand to work with TVET colleges.

- The Department is requested to highlight the successes and challenges, if any, on the funding of students with disabilities and the roll out of the comprehensive student funding model.

**Response:** The National Norms and Standards for Funding TVET Colleges, makes provision for increased funding weights for specific categories of disability. The different categories and funding weights are indicated below:

<b>Disability Category</b>	<b>Funding Weight</b>
Physical Disability	2.5
Behavioural/conduct disorder (including severe behavioural problems)	2.5
Mild to moderate intellectual disability	2.5
Specific learning disability	2.5
Attention deficit disorder with/without	2.5

Cerebral Palsy	4
Autistic spectrum disorders	4
Psychiatric disorder	4
Epilepsy	4
Blindness	5
Deafness	5
Deaf-blindness	5
Partial sightedness/Low Vision	5
Hard of hearing	5

Thus, based on the severity of the disability, between 2.5 to 5 times of the average cost for a specific programme can be funded in terms of the approved funding policy, thus reemphasising the importance of this funding provision by the Department. In addition, the Capital Infrastructure and Efficiency Grant provided to TVET Colleges, also requires that **10%** of the funding be allocated for infrastructure development and maintenance linked to disability needs.

#### 4. HONOURABLE ARRIES

- What measures will the Department put in place to fill the vacancies?

**Response:**

- ◇ The department is prioritising the filling of vacancies within Human Resources (Recruitment & Selection and Regional Offices).

- ◇ We have also reviewed our planning on various milestones (panel approval and scheduling of selection processes), mapped and streamlined all processes
  - ◇ Established dedicated teams to service core programmes (TVET, CET, University Education and Skills Development)
  - ◇ Overtime work authorised for the recruitment and selection sub-directorate.
  - ◇ Strengthen internal controls and oversight measures over recruitment and selection processes
- In view of the court ruling on the reinstatement of the service provider for the disbursements of NSFAS funds, what measures do you have to ensure that students get their correct monies.

**Response:** NSFAS has decided to appeal the judgement and will continue disbursing funds through the universities in the interim.

- What measures does the Department have to investigate fraudulent accusations against service providers.

**Response:** The Department may use its internal audit and risk team for matters internal to the Department, but in the case of NSFAS, the Department sanctioned the investigations by Werksmans once the Board advised the Department of its decision and supports the ongoing work of the SIU.

- In terms of the skills gaps in supply chain management, research etc. what plans are in place to address the skills gaps?

**Response:** As part of the implemented TVET turnaround strategy, the Department has developed a standardised SCM policy for TVET College Councils to consider and adopt. This policy was based on the prescripts contained in the National Treasury Regulations as

well as the Public Finance Management Act. In addition, SCM training was rolled out to all TVET Colleges, in collaboration with the South African Institute of Chartered Accountants (SAICA).

The majority of the TVET College Councils adopted the standardised policy, but there has been a requirement raised by TVET Colleges to consider another round of training, especially with the new term of Councils just initiated. The Department is in consultation with the South African Public College Organisation (SAPCO) to discuss the request and to develop a potential new roll-out plan.

- What are the reasons for the decreases of learners in terms of engineering and related occupations what measures are in place to encourage learners to study in these fields.

**Response:** At a university level, there are insufficient matriculants who meet the requirements, consequently the Department has ensured the continuation of the Foundation Grant to assist students and is investing in the training of STEM related teachers through various institutions such as African Institute for Mathematical Sciences.

At TVET colleges, engineering programmes are work-based programme, the effect of sluggish economic growth exacerbated by COVID-19 had huge impact. Companies could not take on learners during COVID-19 pandemic. We are however starting to see growth.

- There is a drastic increase in skills development from 53 000 to 150 000. Why is there such a drastic increase of over 200%? Is there sufficient budget for this increase?

**Response:** The Medium Term Strategic Framework (MTEF) targets were set for the period 2019/20 to 2024/25, at the time of the setting of the targets there was no COVID-19 global health and consequently the targets were not adjusted down, hence the huge gap, between the provisional achievement of 53 000 and the target of

150 000. With the Medium-Term Development Plan (MTDP), the baseline will be taken into account.

## 5. HONOURABLE CHIRWA-MPUNGOSE

- There is a big crisis in NSFAS regarding the reconciliation of student registration information from institutions. This impacts negatively on the payment process by NSFAS, student progression and subsequently issuing of certificates by institutions. This has been a recurring issue over the years, students are victimised, how is the Minister going to resolve this challenge?

**Response:** The administrator has identified that NSFAS systems will need to be upgraded incrementally over the next 20 months to function optimally.

- The issue of black women academia and those in managerial positions, particularly at UNISA, the independent investigations are always harsher on black women led institutions. There has been issues of racism in historical white institutions but there have never been tangible repercussions on this level in which black women are leading because of these investigations. May the Minister kindly look into this concern.

**Response:** The Department has been at the forefront of supporting women leaders. Its independent investigations are centred on investigating malpractice and misuse of public funds, irrespective of the gender of the leaders managing the public institutions. Where issues of racism have emerged, the Department has consistently held Vice Chancellors accountable, irrespective of race and gender.

- The independence of investigators is a big issue. Looking at their history, in some cases they have had relations with the appointing institutions such that they should

not be the one investigating the institution. In some cases, you find that they were at some point fired by the institution. The impact of this is that the result of the investigation ends up being unfair. May the Minister look into this because this is not in the interest of the Department at all.

**Response:** Where substantiated information is presented to the Department, the Department will investigate these allegations.

- The Department in its current state and form is preparing students for building a sustainable economy. What is the case especially in some of the internship programmes which are merely six months and reported as job creation beside the fact that they are not sustainable. How does the Department reconcile its primary mandate and objectives with the current status and the curriculum offered in the institutions?

**Response:** Some students who have been beneficiaries of the Presidential Stimulus Programme have secured experience on their curriculum vitae, this matters in any competitive economy. In other instances, students who worked were able to pay for and complete their studies.

- The Department is unable to absorb the learners exiting the high school system. There is a big cohort that find itself in the street corners due to depression and drugs. The plans to build infrastructure is commendable but what are the plans to increase the intake of students annually?
- The outsourcing of security, cleaning, research etc in our institutions is a concern. We need to have programme that will build internal capacity.
- The issue of retaining students should be given the necessary attention. It is no longer enough to indicate drop out number, we need to give reasons why the students are dropping out, who and where they are and what are the underlying reasons.

**Response:** The comments is noted. In respect to the Community Education and Training Colleges, students are negatively affected by many factors resulting in high dropout rates. These include lack of resources, in many instances students report that they do not have transport money. Noting that CET College students do not have NSFAS bursary scheme. The less than desirable conditions of most CET College Learning Centres also lead to dropouts. 96% of CET College Learning Centres operate from Department of Basic Education schools, many of which are dilapidated. Some students drop out when they get seasonal work, especially on farms; as they need to take care of themselves and their families. Social ills experienced in homes and the community also play a role in the drop out of CET College students. In this regard the programmes of Higher Health assist in intervening for improved student retention. CET Colleges have been requested to have and implement Retention Strategies, specific to their respective colleges and challenges.

- NSF could not provide evidence to the AG on what the funding was used for. What is the update on this aspect and what are the plans to track utilisation of funds across the entities to ensure value for money.

- **Response:** This enquiry relates to the 2019/20 and 2020/21 financial years in which the AGSA expressed two disclaimer opinions largely because of the limitations encountered as a result of absence of source documents from the Skills Development Providers (SDP), supporting funded project expenditure. To date the NSF has tracked back a lot of these source documents from the SDPs affected to confirm those expenditures. The NSF is still reporting to the AGSA on these matters as prior years findings.

Since 2021/22 financial year to date, the NSF has provided the AGSA with all the fund expenditure information and evidence required in order to express an auditor's opinion. The AGSA then assesses this information for validity and

adequacy and issues a finding where required. Since 2021/22 there are no auditor's findings related to material limitations as a result of no project expenditure information, at all. The change in the NSF has been brought about by the installation of effective internal control systems in relation to project management though more still needs to be done in terms of institutionalizing an NSF information and communication technology infrastructure. This will tremendously improve the NSF project management capacity and capability enhancing timely intervention on struggling projects. In the absence of the ICT system, currently, project monitoring is done manually through the use of SDP quarterly reports linked to the flow of tranche funding. Where these reports are not forthcoming or are unsatisfactory the NSF stops the flow of funds until the unsatisfactory issues are attended to. Permanent failure to submit these reports result in the NSF exercising its option to litigate against the defaulting SDP.

- Can the Department furnish the committee with full details of the infrastructure projects.

**Response:** The Department is allocated infrastructure budget for three programmes, namely University, Technical and Vocational Education and Training and Community Education and Training. The list of projects is attached as **Annexure A**.

## 6. HONOURABLE CHAIRPERSON

- How do you balance the independence of universities and the dependence of same on government funding?

**Response:** Universities are held accountable for the public funds allocated to them and are at the same time supported to determine their strategic development, ensuring strong sustainable universities, each with its own identity and purpose, contributing positively to the university education system in South Africa.

- How do you explain the disparity between the funding given to universities and the funding to TVET colleges, especially if the intention is to increase enrolments in TVET colleges.

**Response:**

- The allocation to universities is a Cabinet decision and is regulated by the Higher Education Act and the funding policy framework.
  - Funding for TVET Colleges was shifted from the Provincial sphere of Government in 2015 based on the available funding at that point from provinces.
  - The fiscal distribution of funding is granted in terms of the funding norms for both universities and TVET Colleges. Student numbers as stipulated in the National Development Plan is furthermore incorporated in the funding norms.
- The Director General’s understanding of Section 29 of the Constitution needs to be clarified further.

The Department derives its legislative mandate from the Constitution within the purport of Section 29, read with Schedule 4, which lists education at all levels excluding tertiary education, as a functional area of concurrent National and Provincial legislative competence, whereas Section 29 states that: “(1) Everyone has the right - (a) to a basic education, including adult basic education; and (b) to further education, which the State, through **reasonable measures**, must make **progressively** available and accessible.

**Dr. Nobuhle Nkabane, MP**

**Minister of Higher Education and Training**

**Date:**