



PARLIAMENT
OF THE REPUBLIC OF SOUTH AFRICA

Policy Brief: Performance
on Basic Education
Conditional Grants

Parliamentary

Budget
Office

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1. Purpose

To provide Members of the Finance and Appropriations Committees with an:

- Overview of the funding model for Education
- Evaluation of the structure and performance of the Education Conditional Grants in 2019/20

2. Introduction

Members of the Appropriations and Finance committees are required (in terms of the Money Bills Amendment Procedure and Related Matters Act, 2009) to determine value for money and progress with the implementation of policy priorities funded through the division of nationally raised revenue. The monitoring of the implementation of the budget, inclusive of conditional grants is part of the legislative process and reports are submitted to Parliament on a quarterly basis.

The quarterly reporting on conditional grants is, however, not institutionalised. This means government departments and entities may choose not to report on conditional grants separately, and many chose not to. The performance targets on conditional grants are included in the schedules to the Division of Revenue Act (DORA), and the attainment of these targets is measured annual performance outcomes are reported in Annual Reports for evaluation purposes.

The Parliamentary Budget Office has started a process to assist Members to determine the efficiency and effectiveness of expenditure in conditional grants. Due to the size and importance of priority funding, the PBO started a series of assessments on the information available in the schedules to the Division of Revenue Act. The assessments mainly showed that the information provided in the DORA does not provide the relevant information that is required to determine efficiency and effectiveness of expenditure.

This report continues the process by evaluating the performance information reflected in government departments Annual Reports. This report specifically focuses on the Department of Basic Education, firstly providing the funding model for education and secondly evaluating the performance on Conditional Grants that comprise a large proportion of the funding for basic education. The information provided should also assist Members with discussions on the funding structures and possible revisions to the equitable share formula.

3. Background

Nationally raised government revenue is divided between the three spheres of government in the form of an equitable share and conditional grants for specific purposes. The equitable division of revenue (according to a formula) raised nationally among spheres of government is divided among the national, provincial and local spheres of government.

Conditional allocations to provinces from the national government's share of revenue are meant to supplement the funding of programmes or functions funded from provincial budgets; specific-purpose allocations to provinces; and allocations-in-kind to provinces for designated special programmes. In addition to directing funds for a specific purpose, conditional grants aim to achieve a particular outcome with a set of generic/common outputs for all provinces.

Other conditional grants include funds that are not allocated to specific provinces, which would be allocated to provinces and municipalities to fund immediate responses to declared disasters or housing emergencies.

Basic education services are mainly provided by the provincial sphere of government funded through the Provincial Equitable Share (PES) allocated in terms of a formula. The formula uses objective data to reflect the demand for services across all nine provinces, and transfers from the National Department of Basic Education in the form of conditional grants.

4. Overview of the funding structure

The PES formula consist of six components that account for the relative demand of services and take into account the change of demographics in each of the provinces. The structure of the two largest components, education and health, is based on the demand and the need for education and health services. The other four components enable provinces to perform their other functions, taking into account population size of each province, the proportion of poor residents in each province, the level of economic activity and the costs associated with running a provincial administration.

The education component is weighted at 48 per cent, which is in line with historical expenditure patterns indicating relative needs. The allocations per province is based on the size of the school-age population (age 5 to 17) and the number of learners (Grade R to 12) enrolled in public ordinary schools.

The education component has two sub-components, the school-age population and enrolment data. Each of these elements is assigned a weight of 50 per cent. The most recent and officially endorsed data, from the Department of Basic Education's data collection system, LURITS, is used since 2018/19. The system allows data to be verified and learner's progress to be tracked throughout their school careers.

Furthermore, numbers from Statistics South Africa's annual mid-year population estimates are used to update the equitable share formula annually.

In 2019/20, five conditional grants were transferred to provinces by the National Department of Basic Education. These conditional grants were for:

- Education Infrastructure Grant
- HIV and AIDS Life Skills Education
- Children/Learners with Severe to Profound Intellectual Disability (C/LSPID)
- Maths, Science and Technology (MST)
- National School Nutrition Programme

Table 1 shows that the National Department of Basic Education transferred 81.9 per cent of the total budget in 2019/20. Transfers to Provincial Departments of Education amounted to 75.8 per cent of which 31.3 per cent was transferred for current expenditure and 44.5 per cent for capital expenditure. The highest proportion of the transfers was allocated towards the Education Infrastructure Grant amounting to 42.9 per cent followed by the National School Nutrition Programme grant amounting to 29.3 per cent.

Table 1: Funding structure for the Department of Basic Education

Programme	Revised estimate	Medium-term expenditure estimate	Percentage of total
	2018/19	2019/20	2019/20
R million			
1. Administration	472.1	496.3	2.0%
2. Curriculum Policy, Support and Monitoring	1 854.3	1 989.0	8.1%
3. Teachers, Education Human Resources and Institutional I	1 313.0	1 366.2	5.6%
4. Planning, Information and Assessment	12 938.3	13 144.3	53.6%
5. Educational Enrichment Services	7 109.0	7 508.8	30.6%
Total	23 686.8	24 504.5	100.0%
Economic classification			
Current payments	2 427.8	2 537.6	
Transfers and subsidies	19 120.8	20 080.7	81.9%
Provinces and municipalities	17 689.0	18 569.2	75.8%
Current	7 232	7 663	31.3%
Learners with profound intellectual disabilities grant	187	221	0.9%
National school nutrition programme grant	6 802	7 186	29.3%
HIV and AIDS (life skills education) grant	243	257	1.0%
Capital	10 464	10 906	44.5%
Maths, science and technology grant	370	391	1.6%
Education infrastructure grant	10 094	10 514	42.9%
Payments for capital assets	2 137.9	1 886.2	7.7%
Total	23 686.8	24 504.5	100.0%

Source: Adapted, from National Treasury database

Table 2 shows the proportions spent in the economy by provincial Departments of Basic Education. The highest proportion spent on compensation of employees (84.3%) in 2019/20 was in KwaZulu Natal. This Province also transferred the lowest proportion (3.5%) of the total education budget to non-profit organisations. The highest proportion of total budget spent on goods and services was in Gauteng, amounting to 12.6 per cent. The highest proportion of total budget for transfers and subsidies was in the Western Cape, amounting to 10.1 per cent. The biggest proportion of total budget spent on capital assets amounted to 7.2 per cent of total budget was in the Northern Cape. When comparing the proportions spent per economic category, there was a good correlation between the proportions spent in the economy by provinces.

Table 2: Funding structure of provincial Departments of Basic Education (NW: includes Sports Development)

Economic Classification	EC	FS	GT	KZN	LIM	MP	NC	WC	NW
	2019/20 Revised Baseline								
Payments	100.0%								
Current Payments	87.7%	85.9%	87.6%	92.4%	89.1%	88.8%	84.6%	85.4%	86.3%
Compensation of employees	79.8%	79.7%	75.0%	84.3%	80.4%	79.7%	76.3%	74.9%	78.4%
Goods and services	7.9%	6.3%	12.6%	8.1%	8.7%	9.1%	8.2%	10.5%	7.9%
Transfers and subsidies	8.4%	9.5%	8.6%	3.8%	7.7%	7.7%	8.2%	10.1%	8.3%
Departmental agencies and accounts	0.2%	0.2%	0.2%	0.1%	0.3%	0.2%	0.1%	0.0%	0.1%
Non-profit institutions	7.6%	9.1%	7.6%	3.5%	6.9%	6.1%	7.5%	9.6%	7.7%
Households	0.6%	0.1%	0.8%	0.2%	0.6%	1.4%	0.6%	0.4%	0.4%
Payments for capital assets	4.0%	4.6%	3.8%	3.8%	3.2%	3.5%	7.2%	4.5%	5.4%
Buildings and other fixed structures	3.7%	4.4%	3.4%	3.7%	3.0%	3.4%	6.6%	4.3%	4.8%
Grand Total	36 328 510	14 733 214	49 809 551	54 021 515	32 291 008	21 862 325	6 905 811	23 669 089	17 253 879

Source: Adapted, from National Treasury database

5. Methodology for the evaluation of performance on the Education Conditional Grants in 2019/20

The level of quality and completeness of performance information affects oversight bodies' ability to evaluate performance outcomes on expenditure. To be able to determine efficiency, performance indicators should be specific, relevant and linked to the budget. Effectiveness can be determined only by measuring change over time by measuring impact indicators. Impact indicators are mainly measured over a 5-year period and reflected in the Medium Term Strategic Framework of Government.

Performance information from the 2019/20 Annual Report of the National Department of Basic Education is reflected in tables 3 to 7 (Annexure) and are arranged according to the purpose of the conditional grants, expected output targets and actual outputs achieved. Expenditure against the budget was also added per conditional grants to get an indication of what the efficiency of the expenditure was in 2019/20.

6. Findings

The PBO's assessment of the information as presented in the tables 3 to 7 shows that:

Education Infrastructure Grant

The goal of this grant is to supplement provinces' finances to fund the provision of education infrastructure in line with the regulations relating to minimum uniform norms and standards for public school infrastructure. The outputs identified, towards which funds have been allocated, to achieve this goal are meant to replace unsafe and inappropriate school structures and to provide water, sanitation and electricity on behalf of provinces.

- Table 3 shows that the Department has spent R10.728 billion (1% underspending) of the adjusted budget of R10.88 billion (original budget of R10.514 billion plus roll-over)
- A total of 1 928 teaching spaces, 352 administrative spaces, 814 maintenance projects, 192 disaster projects, 591 water, 794 sanitations, 156 electricity, 173 fencing and 22 sports facilities were provided
- The department has provided a total of:
 - 14 full-service schools
 - 5 special schools
 - 9 boarding schools and 43 new and replacement schools in relevant provinces

The department, however, did not set targets for the performance on the Education Infrastructure Grant. The absence targets make it difficult to measure performance against planned outputs.

HIV and AIDS Life Skills Education

- Table 4 shows that the Department has spent R261.316 million (inclusive of roll-overs of R2.403 million) of the transferred funds amounting to R256.951 million. This expenditure amount reflects over spending of 1.7 per cent
- Despite over spending on this grant, table 4 shows underperformance on six (6) outputs and PEDs over-performed in two of the outcomes:
 - Underperformance on:

- The number of educators trained to implement comprehensive sexuality education
- Co-curricular activities on provision of comprehensive sex education
- Care and support programmes implemented
- The number of copies of CAPS-compliant materials
- The advocacy and social mobilisation events hosted with learners, educators and school community members
- School monitoring and support visits
- Over-performance on:
 - The training of school management teams and governing bodies to develop policy implementation plans
 - The expansion of the appointment of learner support agents to support vulnerable learners. 4 657 agents appointed compared to 3 200 agents (expected output)

Children/Learners with Severe to Profound Intellectual Disability (C/LSPID)

The goal of this grant is to ensure that children/learners with severe to profound intellectual disability access quality publicly funded education and support.

- Table 5 shows that the Department has spent R215.422 million of the original budget of R220.785 million (R212.325 million was transferred to PEDs and R12.664 million unspent from the previous financial year) to provide education to learners with severe to profound intellectual disabilities
- Table 5 also shows the performance within four categories of outputs namely:
 - Human resources specific to inclusive education through the provision of key additional staff on a permanent basis
 - Database of selected schools and care centres
 - Transversal itinerant outreach team members, caregivers, teachers, in-service therapists and officials trained on the Learning Programme for C/LSPID and other programmes that support the delivery of the Learning Programme
 - Outreach services provided

It has been noted that almost all outputs are duplicated within the four categories. This phenomenon could be viewed as double counting of outputs. The Department also reflects over performance on the training of caregivers, teachers and in-service therapists.

Despite the under spending on the grant, provinces indicated that positions were not filled due to budget constraints, which could not be the case. Another concern is that only 482 special care centres and 58 schools were provided with learning and teaching support material against targets of 500 care centres and 104 schools.

Maths, Science and Technology (MST) Grant

The goal of this grant is to strengthen the implementation of the National Developments Plan and the 2019 Action plan by increasing the number of learners taking mathematics, science and technology (MST) subjects, improving the success rates in the subjects and improving teacher's capabilities.

- Table 6 shows that the Department has spent R319.291 million (82%) of the transferred funding of R391.302 million (adjusted budget: R394.357) to increase the number of learners taking MST subjects and to improve the capacity of teachers in these subjects.
- Table 6 also shows the performance within five categories of outputs namely:
 - Information and Communication Technology (ICT)
 - Workshop Equipment, Machinery and Tools
 - Laboratories Equipment, Apparatus and Consumables
 - Learner Support
 - Teacher Support

Despite the underspending of 18 per cent, the Department reported over performance on almost all output targets except for targets set for workshop equipment, machinery and tools. It should further be noted that only eight provinces have completed their outputs for the 2019/20 financial year, performance in Limpopo is still outstanding.

National School Nutrition Programme Grant

The goal of this grant is to enhance learning capacity and improve access to education.

- Table 7 shows that the Department has spent R7.135 billion (99%) of the transferred funding of R7.186 billion to enhance learning capacity and improve access to education

The Department indicated in the 2019/20 Annual Report that “performance on this grant was exceptionally ‘well’ because it exceeded the set target for monitoring schools to support programme implementation. Sustained partnerships also played a significant role in monitoring schools both at Provincial and District levels”. The performance is acknowledged, but detail of the output indicators and targets were not reflected in the schedules to the 2019 Division of Revenue Act (DORA) as required.

Reporting on the performance of the grant in the Annual Report is therefore not measured against set targets.

7. Conclusion

From the analysis of the budget structures of provincial basic education departments, there seems to be a good correlation between the proportions spent in the economy by provinces. Compensation of employees (COE) is the main driver of expenditure on provincial education budgets amounting to between 75 and 80 per cent. To be able to determine effectiveness of basic education, further analysis of the COE budgets, not just in terms of the ratios between educators and learners, but also between educators and other administrative staff, is required. Transfers and subsidies ranges between 3.8 per cent and 10.1 per cent, and spending on capital assets ranges between 3.2 per cent and 7.2 per cent between provinces.

The analysis of the information on the conditional grants shows:

- In some instances, no targets were set for outputs
- Overspending on some of the grants, accompanied by underperformance
- Underspending that is accompanied by over performance
- Duplication of outputs
- Incomplete performance information
- Reporting on the performance not measured against set targets

Annexure

Table 3: Department of Basic Education: Education Infrastructure Grant (EIG)

Purpose of the grant	Expected outputs (DORA)	Actual outputs (Annual Report)
<ul style="list-style-type: none"> • To help accelerate construction, maintenance, upgrading and rehabilitation of new and existing infrastructure in education including district and circuit accommodation • To enhance capacity to deliver infrastructure in education. • To address damages to infrastructure • To address achievement of the targets set out in the minimum norms and standards for school infrastructure 	<ul style="list-style-type: none"> • Number of new schools, additional education spaces, education support spaces and administration facilities constructed as well as equipment and furniture provided • Number of existing schools' infrastructure upgraded and rehabilitated • Number of new and existing schools maintained. • Number of work opportunities created • Number of new special schools provided and existing special and full-service schools upgraded and maintained 	<ul style="list-style-type: none"> • A total of 1 928 teaching spaces, 352 administrative spaces, 814 maintenance projects, 192 disaster projects, 591 water, 794 sanitations, 156 electricity, 173 fencing and 22 sports facilities were provided. • The sector has provided a total of 14 full-service schools, 5 special schools, 9 boarding schools and 43 new and replacement schools in relevant provinces
Transferred amount per amended DORA (R'000)	Original budget R10.514 billion (Adjusted by roll-overs from the previous financial year to R10.880 billion) Transferred R10.514 billion	Spent: R10.728 billion or (99% of the adjusted budget)

Source: Annual Report National Department of Basic Education

Table 4: Provincial Education Departments: HIV and AIDS Life Skills Education

Purpose of the grant	Expected outputs (DORA)	Actual outputs (Annual Report)
<ul style="list-style-type: none"> • To support South Africa's HIV prevention strategy by: <ul style="list-style-type: none"> ○ Providing comprehensive sexuality education and access to sexual and reproductive health services to learners; and ○ Supporting the provision of employee health and wellness programmes for educators • To mitigate the impact of HIV and TB by providing a caring, supportive and enabling environment for learners and educators • To reduce the vulnerability of children to HIV, TB and STIs, with a particular focus on orphaned children and girls 	<ul style="list-style-type: none"> • 20 150 educators trained to implement comprehensive sexuality education • 9 000 school management teams and governing bodies trained to develop policy implementation plans • Co-curricular activities on provision of CSE, targeting 224 715 learners. • Care and support programmes implemented to reach 189 000 learners. • Expand the appointment of learner support agents to 3 200 to support vulnerable learners. • 422 264 copies of CAPS-compliant material • Advocacy and social mobilisation events hosted with 424 000 learners, educators and school community members • Monitoring and support visits to 5 286 schools 	<ul style="list-style-type: none"> • 20 032 educators trained • 10 613 school management teams and governing bodies trained • Co-curricular activities on provision of CSE, targeting 219 398 learners • Care and support programmes implemented to reach 186 729 learners • Expand the appointment of learner support agents to 4 657 to support vulnerable learners. • 419 163 copies of CAPS-compliant material • Advocacy and social mobilisation events hosted with 390 578 learners, educators and school community members. • 5 174 School monitoring and support visits
<p>Transferred amount per amended DORA (R'000)</p>	<p>Original budget: R256.951 million (PEDs qualified for roll-over amount of R2.403 million)</p> <p>Transferred: R256.951 million</p>	<p>Spent: R261.316 million (inclusive of roll-overs added to the PEDs' baseline)</p>

Source: Annual Report National Department of Basic Education

Table 5: Provincial Education Departments: Children/Learners with Severe to Profound Intellectual Disability (C/LSPID)

Purpose of the grant	Expected outputs (DORA)	Actual outputs (Annual Report)
<p>To provide the necessary support, resources and equipment to identified care centres and schools for the provision of education to children with severe to profound intellectual disabilities (SPID)</p>	<p>Human resources specific to inclusive education through the provision of key additional staff on a permanent basis, such as:</p> <ul style="list-style-type: none"> • Nine (9) deputy chief education specialists as provincial grant managers. • 230 transversal itinerant outreach team members, to provide curriculum delivery and therapeutic support in special care centres and targeted schools <p>Database of selected schools and care centres:</p> <ul style="list-style-type: none"> • Information of 500 special care centres that support children with severe to profound intellectual disabilities • Disaggregated data on caregiving staff in care centres • Disaggregated data of C/LSPID enrolled in targeted special care centres and schools and are using the Learning Programme for C/LSPID • Disaggregated data on C/LSPID from special care centres who have been placed in schools <p>Transversal itinerant outreach team members, caregivers, teachers, in-service therapists and officials trained on the Learning Programme for C/LSPID, and other programmes that support the delivery of the Learning Programme. This will entail training of:</p> <ul style="list-style-type: none"> • 230 transversal itinerant outreach team members • 1 500 caregivers • 919 special school teachers • 160 in-service therapists • 585 officials <p>Outreach services provided will include:</p> <ul style="list-style-type: none"> • Facilitating the use of the Learning Programme by 8 000 children/learners with severe to profound intellectual disabilities in 500 care centres and 104 schools 	<p>Human resources specific to inclusive education through the provision of key additional staff on a permanent basis:</p> <ul style="list-style-type: none"> • Eight (8) of the targeted nine (9) deputy chief education specialists were retained to manage the grant provincially. Free State did not fill the post that has been vacant since 2 July 2018. The Mpumalanga and Western Cape grant managers are appointed in permanent posts. However, the Mpumalanga grant manager resigned on 30 August 2019 and the post was filled and the new manager will resume duty on 1 April 2019 • 186 of the targeted 230 transversal itinerant outreach team members were recruited and provided curriculum delivery and therapeutic support in special care centres and targeted schools • Gauteng could not fill three posts due to budget constraints. • 14 posts were not filled in Eastern Cape, five (5) in Free State, seven (7) in KwaZulu-Natal, two (2) in Northern Cape and one (1) in Western Cape • During the year, a number of transversal itinerant outreach team members resigned in Eastern Cape, Free State, Gauteng, KwaZulu-Natal, Mpumalanga, North West and Western Cape. Free State, Gauteng, Mpumalanga and North West filled in posts left vacant by staff that resigned during the year, Eastern Cape, KwaZulu-Natal and Western Cape did not fill in the posts • All outreach team members in Mpumalanga were appointed to permanent posts. Except for the Free State, KwaZulu-Natal and Western Cape, all PEDs have initiated the appointment of transversal itinerant outreach team members to permanent posts <p>Database of selected schools and care centres:</p> <ul style="list-style-type: none"> • Database of 482 special care centres and 9 809 learners enrolled in these special care centre was captured • Database of 5 365 C/LSPID enrolled in 382 of the targeted 482 special care centres that were serviced during the year and five special schools are using the Learning Programme for C/LSPID was captured • Database of 453 C/LSPID from special care centres placed in schools was captured

Purpose of the grant	Expected outputs (DORA)	Actual outputs (Annual Report)
	<ul style="list-style-type: none"> • Provision of psychosocial and other therapeutic services • Providing LTSMs to 500 care centres and 104 schools. • Providing assistive devices to C/LSPID when required 	<p>Transversal itinerant outreach team members, caregivers, teachers, in-service therapists and officials trained on the Learning Programme for C/LSPID and other programmes that support the delivery of the Learning Programme</p> <ul style="list-style-type: none"> • 186 transversal itinerant outreach team members • 2 467 caregivers • 1 089 special school teachers • 210 in-service therapists • 279 officials <p>Outreach services provided</p> <ul style="list-style-type: none"> • 5 365 C/LSPID enrolled in 382 of the targeted special care centres and five (5) schools used the Learning Programme for C/LSPID. Mark schedules and report cards were generated for these learners • 4 308 C/LSPID were provided with psychosocial and other therapeutic services • 482 Special care centres and 58 schools were provided with LTSMs • Of the 482 special care centres, only data of C/LSPID from 476 was captured by PEDs. • 174 C/LSPID were provided with assistive devices for individual use in Gauteng, Limpopo and Western Cape. In addition, assistive devices for group use were provided in 184 special care centres in nine provinces
Transferred amount per amended DORA (R'000)	<p>Original budget: R220.785 million</p> <p>Transferred: R212.325 million</p>	<p>Spent: R215.422 million, as at end of March 2020. PEDs qualify for a roll-over amount of R12.664 million</p>

Source: Annual Report National Department of Basic Education

Table 6: Department of Basic Education: Maths, Science and Technology (MST)

Purpose of the grant	Expected outputs (DORA)	Actual outputs (Annual Report)
<p>To provide support and resources to schools, teachers and learners in line with the Curriculum Assessment Policy Statement (CAPS) to increase participation in Mathematics, Science and Technology (MST Subjects) and to improve performance of Mathematics, Science and Technology (MST) teaching and learning at selected public schools</p>	<p>School support</p> <p>Information, communication and technology (ICT)subject specific resources:</p> <ul style="list-style-type: none"> • 300 schools supplied with subject specific computer hardware in accordance with the minimum specifications prescribed by CAPS • 300 schools supplied with subject specific related software in accordance with the minimum specifications <p>Workshop equipment, consumables, tools and machinery:</p> <ul style="list-style-type: none"> • 200 technical schools' workshop equipment and consumables for technology subjects repaired, maintained, and/or replaced in accordance with the minimum specifications • 200 technical schools' workshop machinery and tools and technology subjects supplied, repaired, maintained and replaced in accordance with the minimum specifications <p>Laboratory equipment, apparatus and consumables:</p> <ul style="list-style-type: none"> • 1 000 schools supplied with mathematics, science and technology kits • 1 000 laboratories supplied with apparatus for mathematics, science and technology subjects in accordance with the minimum specifications • 500 laboratories and workshops supplied with consumables for mathematics, science and technology subjects in accordance with the minimum specifications <p>Learner support:</p> <ul style="list-style-type: none"> • 50 000 learners registered for participation in mathematics, science and technology Olympiads/fairs/expos and other events based on a structured annual calendar including support through learner camps and additional learning, teaching and support material such as study guides <p>Teacher support:</p> <ul style="list-style-type: none"> • 1 500 participants attending specific structured training and orientation for teachers and subject advisors in subject content and teaching methodologies on CAPS for electrical, 	<p>Information and Communication Technology (ICT): 827 schools (Eastern Cape 130, Free State 72, Gauteng 21, KwaZulu-Natal 171, Limpopo 0, Mpumalanga 136, Northern Cape 147, North West 100 and Western Cape 50) were supplied with ICT resources such as laptops, tablets and software for the MST curriculum to support curriculum and teaching methodology at FET level</p> <p>Workshop Equipment, Machinery and Tools: 181 schools (Eastern Cape 0, Free State 18, Gauteng 42, KwaZulu-Natal 32, Limpopo 0, Mpumalanga 28, Northern Cape 10, North West 19 and Western Cape 32) were supplied with equipment, tools and machinery for Technology to support the curriculum and practical teaching methodology at FET level</p> <p>Laboratories Equipment, Apparatus and Consumables: 1 052 schools (Eastern Cape 273, Free State 72, Gauteng 207, KwaZulu-Natal 51, Limpopo 3, Mpumalanga 136, Northern Cape 127, North West 72 and Western Cape 111) were supplied with consumables and subject-related apparatus to support the curriculum and practical teaching methodology at FET level</p> <p>Learner Support: 237 514 learners (19 539 in Eastern Cape, 52 650 in Free State, 10 880 in Gauteng, 22 088 in KwaZulu-Natal, 60 651 in Limpopo, 33 000 in Mpumalanga, 11 313 in Northern Cape, 6 929 in North West and 20 464 in Western Cape) were funded to participate in Maths and Science Olympiads including coaching and revision camps to improve learner preparedness for the NSC examinations</p> <p>Teacher Support: 18 265 teachers (1148 in Eastern Cape, 540 in Free State, 604 in Gauteng, 722 in KwaZulu-Natal, 538 in Limpopo, 3 200 in Mpumalanga, 9 202 in Northern Cape, 981 in North West and 1</p>

	<p>civil and mechanical technology, technical mathematics, and technical sciences</p> <ul style="list-style-type: none"> • 1 000 teachers and subject advisors attending targeted and structured training in teaching methodologies and subject content either for mathematics, physical, life, natural and agricultural sciences, technology, computer applications technology, information technology, agricultural management and technology subjects 	330 in Western Cape) were trained during the 2019/20 financial period
Transferred amount per amended DORA (R'000)	<p>Original budget: R391. 302 million The budget was adjusted to R394 356 800 (R1 436 000 (EC) + R439 800 (FS) + R1 179 000 (NW)) 2018/19 approved roll-overs amounted to R3 054 800 Transferred: R391.302 million</p>	Spent: R319.291 million (82%) was spent and PEDs had a roll-over amount of R58.506 million

Source: Annual Report National Department of Basic Education

Table 7: Department of Basic Education: National School Nutrition Programme

Purpose of the grant	Expected outputs (DORA)	Actual outputs (Annual Report)
<p>To provide nutritious meals to targeted schools</p>	<p>20 000 schools that prepare nutritious meals for learners</p>	<p>Programme Monitoring 141 schools (15 Eastern Cape, 12 Free State, 36 Gauteng, 20 Kwa-Zulu-Natal, 29 Limpopo, 6 Mpumalanga, 4 North West and 19 Western Cape) were monitored and supported on programme implementation.</p> <p>Food Value Chain Workshops A total of nine workshops held in all nine provinces in collaboration with the Department of Health as well as Municipal Environmental Health Practitioners (EHPs), with focus on hygiene and safety to ensure that nutritious and safe meals are provided to learners daily. The workshops reiterated the R638 in line with Health standards on the transportation, distribution and storage of food as well as intensively focusing on the kitchen compliance project</p> <p>Nutrition Education Mandela Day: two separate events were held in commemorating Mandela Day. On 18 July 2019, DBE, in collaboration with Woolworths, celebrated the day at Ilinge Primary School, Nelson Mandela Bay Metro District, in the Eastern Cape. The second event, in collaboration with Nestlé, was held at Devondale Intermediate School in North West on 26 July 2019. The focus was on promoting a healthy lifestyle</p> <p>Global Nestlé for Healthier Kids: The launch of Global Nestlé for Healthier Kids campaign was held at Reneilwe Primary School (Hammanskraal) in Gauteng in collaboration with Nestlé SA. The campaign aims to promote healthy lifestyles and school food gardens</p> <p>World Milk Day: DBE in collaboration Milk Producers Organisation and Consumer Education Project of Milk South Africa, officially celebrated World School Milk Day on the 18 September 2019 at Ramaligela Primary School in Vhembe District, Limpopo, under the theme 'Dairy gives you go'. Learners from Tshitambunwe Primary School (a neighbouring school) also participated in the event</p> <p>National Nutrition and Obesity Week (NNOW): DBE, in collaboration with Nestlé, Milk Producers Organisation (MPO) and Consumer Education Project (CEP) of Milk South Africa, celebrated NNOW at Shonkweni Primary School on 17 October 2019, in Ugu District, Kwa-Zulu-Natal; and at Oppermans Primary School on 11 October 2019 at Xhariep District in Free State</p> <p>NSNP Forum: This event was held from 3–5 March 2020 under the theme 'The role of nutrition in enhancing learner's cognitive and physical development'</p>

Purpose of the grant	Expected outputs (DORA)	Actual outputs (Annual Report)
		<p>School Food Gardens The concept document on Smallholder Farming finalised and submitted for approval to Deputy Director-General: Educational Enrichment Services through the support of Tshikululu Social Investment (Wesbank). 67 school food gardens are sustained in three districts in Limpopo</p> <p>Best Schools and District Awards Best Districts were announced during the NSNP Forum on 5 March 2020. The Best School is to be announced in the new financial year</p> <p>Inter-Provincial Meetings Hosted two inter-provincial meetings.</p> <p>NSNP HEDCOM Hosted two NSNP HEDCOM Sub-Committee meetings.</p> <p>Team Building Held the Team Building workshop as well as the Strategic Planning session from 17 to 19 March 2020</p>
Transferred amount per amended DORA (R'000)	Original budget: R7.186 billion Transferred: R7.186 billion	Spent: R7.135 billion spent by provinces. PEDs qualified for R81.9 million in roll-over amount

Source: Annual Report National Department of Basic Education