



ANNUAL REPORT 2013/14



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



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DEPARTMENT OF BASIC EDUCATION

VOTE NO. 15

ANNUAL REPORT

2013/14



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PART A: GENERAL INFORMATION

1. DEPARTMENT GENERAL INFORMATION

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2. LIST OF ABBREVIATIONS/ACRONYMS

AGSA	Auditor-General of South Africa
ANA	Annual National Assessment
ASIDI	Accelerated Schools Infrastructure Development Initiative
ASS	Annual School Survey
CAPS	Curriculum and Assessment Policy Statement
CFO	Chief Financial Officer
CEM	Council of Education Ministers
CPTD	Continuing Professional Teacher Development
CSI	Corporate Social Investment
CSIR	Council for Scientific and Industrial Research
CSTL	Care and Support for Teaching and Learning
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
DPME	Department of Performance Monitoring and Evaluation
DPSA	Department of Public Service and Administration
DSD	Department of Social Development
DST	Department of Science and Technology
ECD	Early Childhood Development
ECF	Education Collaboration Framework
EFAL	English First Additional Language
ELRC	Education Labour Relations Council
EMIS	Education Management Information System
ETDP	Education Training and Development Practitioners
EU	European Union
FET	Further Education and Training
GEM/BEM	Girls'/Boys' Education Movement
GET	General Education and Training
GHS	General Household Survey
HEDCOM	Heads of Education Departments Committee
HEI	Higher Education Institution
HOD	Head of Department
HPV	Human Papilloma Virus
IA	Implementing Agent
IIAL	Incremental Introduction of African Languages
ICT	Information and Communication Technology
IDC	Industrial Development Corporation
IQMS	Integrated Quality Management System

ISHP	Integrated School Health Programme
LIASA	Library and Information Association of South Africa
LIS	Library and Information Services
LTSM	Learning and Teaching Support Material
LURITS	Learner Unit Record Information and Tracking System
MoA	Memorandum of Agreement
MoU	Memorandum of Understanding
MP	Member of Parliament
MPAT	Management Performance Assessment Tool
MST	Mathematics, Science and Technology
MTEF	Medium Term Expenditure Framework
NACMA	National Choral Music Achievements Awards
NCS	National Curriculum Statement
NDP	National Development Plan
NECT	National Education Collaborative Trust
Nedlac	National Economic Development and Cooperation
NEEDU	National Education Evaluation and Development Unit
NEP	National Evaluation Plan
NEPA	National Education Policy Act, 1996 (Act 27 of 1996)
Nepad	New Partnership for Africa's Development
NGO	Non-Government Organisation
NLRD	National Learner Records Database
NRF	National Research Foundation
NSFAS	National Student Financial Aid Scheme
NSC	National Senior Certificate
NSLA	National Strategy for Learner Attainment
NSNP	National School Nutrition Programme
NQF	National Qualifications Framework
PED	Provincial Education Department
PERSAL	Department of Public Service and Administration Personnel and Establishment System database
PFMA	Public Finance Management Act, 1999 (Act 1 of 1999)
PIRLS	Progress in Reading and Literacy Study
PPP	Public-Private Partnership
PSCBC	Public Sector Collective Bargaining Council
PSS	Psychosocial Support
QLTC	Quality Learning and Teaching campaign
SACE	South African Council of Educators

SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SADC	Southern African Development Community
SADTU	South African Democratic Teachers' Union
SAPS	South African Police Service
SASA	South African Schools Act, 1996 (Act 84 of 1996)
SA-SAMS	South African School Administration and Management System
SASCE	South African Schools Choral Eisteddfod
SASL	South African Sign Language
SAQA	South African Qualifications Authority
SBST	School-Based Support Team
SCTWG	Social Cluster Technical Working Group
SETA	Sector Education and Training Authority
SGB	School Governing Body
SITA	State Information and Technology Agency
SIP	School Improvement Plan
SLYSIG	School Library and Youth Interest Group
SMT	School Management Team
SNE	Special Needs Education
STI	Sexually Transmitted Infection
TIMSS	Trends in International Mathematics and Science Study
Unesco	United Nations Education, Scientific and Cultural Organisation
Unicef	United Nations Children's Fund
WIP	Work-In-Progress
WSE	Workplace Skills Plan

3. FOREWORD BY THE MINISTRY

There can be no doubt that the education system has seen major changes since 1994. We are proud of many changes that were ushered in by the advent of democracy. Our country was deeply divided in all spheres, education being one of them. Over the past twenty years, South Africa forged towards a single education system founded on the principles of democracy and freedom. Twenty years later, we marvel at what has been done to improve education in our country. Though we reflect with excitement at what we have been able to achieve over the past two decades, we are the first to concede that the South African education system is not where it is supposed to be. It must be noted though that, while significant progress has been made in various aspects of education, the inequalities of the past and the fact that the system is emerging from a very low base in all aspects for the vast majority of our people, more needs to be done by all in the sectors to move South Africa forward.

Since 2009, our strategies were driven by gaps and challenges that we had identified. We developed a long-term sector plan, *Action Plan to 2014: Towards the Realisation of Schooling 2025* (Action Plan to 2014), with a core set of indicators that guided all our plans. This long-term sector plan was boosted by a decision of the 2009 to 2014 administration to make education an apex priority of government. Some of the few visible achievements we can cite include the following: the administration of the Annual National Assessment (ANA) to over seven million learners; the development and distribution of over 150 million workbooks in the past three years to Grade R to 9 learners, focusing on literacy and numeracy; the establishment of the National Education Evaluation and Development Unit (NEEDU), and the Planning Delivery and Oversight Unit to identify areas of weakness; strengthening the National Curriculum Statement (NCS) through the Curriculum and Assessment Policy Statement (CAPS); introduction of CAPS for Technical High Schools, and the development of the South African Sign Language (SASL) Curriculum to bring about clarity and inclusivity.

We envisioned a standardised assessment system to check learner performance in lower grades, and shifted the focus away from only tracking learner performance progress using the National Senior Certificate (NSC) results. Over the past three years, the administration of the ANAs has gained stability and has helped the education sector to identify teaching and learning gaps. The challenges in learner performance have enabled the system to reorganise plans of how districts provide support to schools. We have emphasised, in all our engagements with districts, that ANA results must be used to inform developmental strategies to support schools.

We are pleased with the fact that the targets that we have set for ourselves for the rolling out of CAPS have been met. The year 2014 began with the last phasing in of CAPS in the Senior Phase (Grades 7 to 9) and Grade 12. The introduction of CAPS is a response to concerns expressed by teachers who faced various challenges in the implementation of the NCS for Grades R to 12. Our plans over the next five years will be to ensure that we monitor and provide support to teachers in order to ensure that the curriculum is fully covered and that areas identified as challenges in the ANAs become a focus area for our teacher development initiatives. In 2012, the Department of Basic Education (DBE) drafted the SASL Curriculum for Grades R to 12, which was consulted with a reference group of stakeholders within the deaf community. The consultation culminated in the gazetting of the curriculum for public comments, which was a ground-breaking development in the education sector.

There has been improvement in the NSC results since 2009. We intend consolidating this achievement while striving to improve quality. We applaud the class of 2013 for achieving 80,8%. The 2013 ANA has shown promising learner performance in numeracy and literacy in the lower grades; however, Grade 9 learners demonstrated a fairly limited range of the necessary basic skills and knowledge in both language and mathematics. This indicates that special attention must be given to the entire Senior Phase band (Grades 7 to 9). The focus for the sector since 2009 has been on teachers, text and time as crucial levers for providing quality education, and we will continue to build on this in our efforts to move South Africa forward.

Over the next five-year period, the education sector will monitor the effectiveness of our strategies, particularly the provisioning of learning and teaching support materials (LTSMs). Since 2012, the sector has made significant progress in the delivery of LTSMs. The provision of high-quality workbooks was a major milestone in ensuring that our schools are well resourced. The implementation of the sector plan for the procurement and distribution of textbooks, which is done during October each year, has enabled the Department to play its monitoring and oversight role, ensuring a good start to the school year. We will continue to monitor the effective utilisation of LTSMs in schools and campaign that schools implement sound retrieval policies as a way of ensuring that we cut unnecessary costs.

We are pleased with the strides made in early childhood development (ECD) since 2009 in terms of access. In the period under review, the Department published the draft *National Curriculum Framework for Children from Birth to Four Years* and the draft *Policy Framework for Universal Access to Grade R* for comments. Over the next five years, the sector will work towards formalising Grade R and ensure quality provisioning of suitably qualified practitioners and LTSMs.

In 2013 we continued to use the Funza Lushaka bursary programme as part of our teacher recruitment strategy. This bursary programme has helped the Department to attract new teachers in Mathematics, Physical Science, Technology and Languages, among other subjects. By the end of 2013, we had awarded approximately 14 513 Funza Lushaka bursaries.

In April 2013 the Department published the *Policy on the Organisation, Roles and Responsibilities of Education Districts* in terms of section 3(4) of the National Education Policy Act, 1996 (Act 27 of 1996) (NEPA). The policy provides a common approach to the demarcation, organisation, staffing, delegation of authority, and resourcing of districts across all provincial education departments (PEDs). We have further institutionalised the Forum for District Directors, which presents a space where districts meet to discuss key national policies and initiatives, share best practices, discuss common challenges, and agree on the way forward as a collective.

The first NEEDU report was released in May 2013. This independent evaluation provides us with evidence to use in developing our plans and mitigating strategies as a sector. Armed with the NEEDU report, we rallied behind our Planning and Delivery Oversight Unit to identify further bottlenecks in the system with the intention of providing swift responses to some of the pressing challenges.

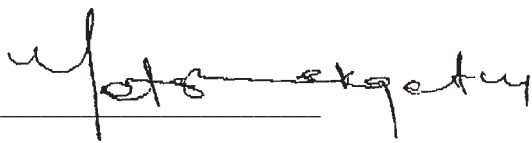
The year 2013 saw the Department embarking on the “One School per Day” campaign. The campaign is linked to the Accelerated School Infrastructure Development Initiative (ASIDI) project, which aims to eradicate mud and unsafe school structures. It is a DBE-led campaign of handing over new completed schools to communities. The project does not only provide for the building of classrooms, laboratories and computer centres, but also ensures that schools have access to water, sanitation and electricity. The ASIDI, together with the provincial infrastructure programmes, constitute the backbone of both Strategic Integrated Project 13 (SIP13) and the national school build programme of the Presidential Infrastructure Coordinating Commission.

In an effort to bring about a more equitable system, the Department will continue with its pro-poor policies. The no-fee policy has lifted the burden from many of our poor communities. This, coupled with the integrated school health programme (ISHP) and the national school nutrition programme (NSNP), has afforded us the opportunity to push back the frontiers of poverty, inequality and unemployment. We are pleased by the bold steps taken by our government to launch the human papilloma virus (HPV) vaccination campaign to prevent cervical cancer caused by the HPV, which is the second most common cancer among women in South Africa. All Grade 4 girls who are nine years and older will be provided with the opportunity to receive the HPV vaccination at schools.

The launch of the National Education Collaborative Trust (NECT) on 16 July 2013, which aims to support the acceleration of reform strategies of government by targeting twenty education districts, was another positive milestone in the education sector for the period under review. The NECT is a practical way the education sector is responding to the call by the National Development Plan (NDP) on all citizens of the Republic to collaborate in seeking creative solutions to the challenges that confront us as a nation; most of which have been inherited from the apartheid past.


We appreciate and acknowledge the positive contribution of our dedicated teachers and teacher unions, principals' associations, school governing body associations, learner representative councils, learner formations, civil society, parents and guardians of learners, the business sector and non-governmental organisations, in working with us to improve the quality of basic education in our country.

We hereby present the Annual Report of the Department of Basic Education for the 2013/14 financial year to the National Assembly.



MRS AM MOTSHEKGA, MP

MINISTER



MR E SURTY, MP

DEPUTY MINISTER

4. REPORT OF THE ACCOUNTING OFFICER

Report by the Accounting Officer to the Executive Authority and Parliament of the Republic of South Africa

4.1 Overview of the operations of the Department

An overview of the results and challenges, significant events that have taken place and major projects undertaken or completed during the year

The Minister undertook a working visit to China from 23 February to 1 March 2014. The main purpose of the visit was to benchmark the education system of China, from a policy perspective, to school performance and to oversee the signing of the implementation plan of the agreement between the Ministry of Education of the People's Republic of China and the Department on cooperation in the field of basic education.

During the period under review, the Department developed information and communication technology (ICT) policies in accordance with the Corporate Governance of the ICT Policy Framework guidelines, with phase 1 already having been implemented.

During the 2013/14 financial year, the NEEDU achieved its targets of evaluating 134 schools and 30 district offices across the nine provinces.

In order to trace the interactions required for effective curriculum delivery between the four levels of the school system, investigations were undertaken by the national DBE, the nine provincial departments, 34 district offices and 219 schools between January and November 2013. Between February and March 2014, an additional 43 schools in seven districts representing five provinces (the Western Cape, North West, KwaZulu-Natal, Limpopo and Mpumalanga) were evaluated. This brought the total number of districts and schools evaluated in the 2013/14 financial year to 40 and 262, respectively. A decision was made to choose the Intermediate Phase as the focus for investigation during 2013 (with a particular emphasis on schools with multi-grade classes), while curriculum delivery constituted the primary objective of these investigations.

Semi-structured instruments were developed for collecting data on different indicators, including curriculum, assessment, resources, instructional leadership, language, reading, writing and district support. Reports were prepared for every site that the NEEDU team evaluated. Each school visited received a full report of the visit. A composite report consisting of descriptions of the assessment of the provincial and district office, and a summary of the school reports for each district, was then prepared. After finalisation of the 34 provincial and district reports, the *National Report on Teaching and Learning in the Intermediate Phase* was written for the attention of the Minister, the Council of Education Ministers (CEM) and the public. This report was submitted to the Ministry and would be released to the public in June 2014. In the national report, the NEEDU identified critical factors that inhibit or advance the attainment of sector goals (as expressed in the 2010 Delivery Agreement of the Minister and Action Plan to 2014), as well as those factors that inhibit or advance school improvement. The report made focused recommendations for addressing problem areas that undermine school improvement and the attainment of sector goals.

In 2013, the Department announced plans to strengthen the teaching of African languages through the Incremental Introduction of African Languages (IIAL) in all public schools for Grades 1 to 12. The IIAL is being piloted in 2014 to consider the feasibility of incremental implementation from Grade 1 in 2015 and in subsequent years to Grade 12 in 2026. A draft policy was gazetted for public comment from 11 November 2013 to 12 February 2014.

A national core training team, comprising 66 Foundation Phase African language specialists, participated in a national training workshop from 27 October to 1 November 2013. The workshop focused on the versioning of training materials, development of resources and practice sessions of teacher-training workshops. Different teacher-provisioning models, namely utilisation of teachers and retired teachers, existing teachers in staff establishments and itinerant teachers, were provided to provinces. However, adequate supply of teachers to ensure the success of this project remains a challenge. In addition, inadequate funding may hamper the successful implementation of the project.

The basic education sector has made tremendous progress in meeting the Millennium Development Goals. However, one of the challenges for the national and provincial departments of education has been to promote and implement changes that advance improved learner outcomes in reading and literacy in Grades R to 12. Therefore, the Department established a Reading Advisory Office, which comprises external experts, to provide strategic guidance and to advise and assist the DBE in improving the reading and literacy outcomes in Grades R to 12. The concept document provides a comprehensive overview of the rationale and purpose for the establishment of the Reading Advisory Office, its functions and operational activities.

In order to ensure that the performance of learners in Mathematics, Science and Technology (MST) in the schooling system improves, the Minister appointed a ministerial task team to investigate the performance of MST in the sector. The task team presented their findings and recommendations to the first MST round table. As a follow-up to the first MST round-table conference, Cabinet issued a directive in 2014 that the Minister of Basic Education should convene another round-table conference that would ensure wider participation of stakeholders with interests in MST, in particular the Department of Science and Technology (DST) and the Department of Higher Education and Training (DHET). Cabinet saw it as imperative to solicit inputs from among others the DST, the DHET, universities, social partners and MST associations. A steering committee has been established, consisting of the DBE, the DST and the DHET, to finalise an integrated MST framework, which will be presented to Cabinet. This MST round table was held on 18 March 2014. The recommendations of the second MST round table included, among others, the establishment of the steering committee and the development of the integrated framework for MST.

In improving the quality of ECD provisioning, the Quality Council for Trades and Occupations (QCTO) appointed the Education Training and Development Practitioners (ETDP) Sector Education and Training Authority (SETA) to review all ECD qualifications. The Department is participating in this process to address the training needs of practitioners working with children from birth to four years and in Grade R. Two government gazettes were published for public comments, namely the draft *National Curriculum Framework* and the draft *ECD Policy Framework for Universal Access to Grade R*. Comments on both drafts were received from the public.

In preparation of the education system to implement the Screening, Identification, Assessment and Support Curriculum from 2015, the Department conducted training sessions of national training teams and provincial training teams on three sets of guidelines, namely *Guidelines for Full Service Schools*, *Guidelines for Special Schools*, and *Guidelines on Curriculum Differentiation* during July 2013. PEDs have been informed of plans for rolling out the guidelines. Orientation of stakeholders for the deaf and school management teams (SMTs) from schools for the deaf took place in March 2014 as part of guiding the implementation of the inclusive education policy. However, lack of funding may compromise the implementation of the curriculum implementation in 2015.

During the period under review, the Department finalised the process of developing a draft national policy to guide the provisioning and management of LTSM. The policy is aimed at guiding the effective provision and management of LTSMs at all levels of the system.

The Department continued to print and distribute workbooks, Volumes 1 and 2, for Grade 1 to 9 learners. With regard to Grade R, a set of four workbooks were distributed to learners in all public (ordinary and special) schools. In an effort to provide Braille and large-print textbooks, the Department initiated a process of appointing a service provider to develop master copies and large print through a tender process. The tender was advertised and a briefing session was held. However, no bids were received from prospective service providers. Provinces have been advised to consider procuring the Braille and large-print materials listed in the national catalogues.

The Kha Ri Gude mass literacy campaign continued contributing towards the Government's outcome of improved quality of basic education by providing access to basic education to those South African adults who were either denied learning opportunities in their childhood or for whom the learning provided was of such poor quality that little or no literacy was achieved. During the period under review a total of 566 051 learners completed and submitted valid learner assessment portfolios. This figure includes additional learners who participated in the campaign as a result of the Extended Public Works Programme incentive grant. Altogether 43 195 volunteers benefited from the campaign.

The Integrated Quality Management System (IQMS) project continued to achieve the required outcomes. Schools in rural areas and farm schools benefited greatly from the project through the visits made by external moderators. However, the accountability levels in the majority of schools remain a challenge that will be addressed over time. One of the major projects that commenced in the year was the school and district profiling, which is a holistic and urgent response to the NDP, and also forms part of the National Collaboration Framework initiative.

As part of the Department's teacher recruitment campaign, a dedicated web page was added to the Department's website. The web page can be accessed by following the "Becoming a teacher" link. All key stakeholders, including PEDs, the South African Council of Educators (SACE) and the Education Labour Relations Council (ELRC) were requested to create links to the Funza Lushaka website. Increased publicity and awareness of the bursary programme and teaching as a career has contributed to more than 57 000 Funza Lushaka bursary applications being received between 10 October 2013 and 10 January 2014. A total of 4 034 bursary beneficiaries were expected to graduate at the end of 2013.

Through the district-based teacher recruitment campaign, 1 453 students were selected to register at higher education institutions (HEIs). The University of Johannesburg actively participated in the recruitment of 108 Foundation Phase students for the Siyabuswa Education Campus during the district recruitment campaign in Mpumalanga.

During the period under review, the Department hosted a discipline summit led by the Deputy Minister. The summit brought together various stakeholders in education, including researchers, psychologists, security services, social services, faith-based organisations, principals, teachers and learners to discuss disciplinary challenges experienced within the education sector, as well as possible solutions. The summit was as a result of reports received with regard to ill-discipline and other forms of unacceptable behaviour among learners and educators in schools, which were starting to reach alarming proportions. Disciplinary challenges in schools include disrespect, verbal abuse, sexual abuse, absenteeism, coming late, neglect of schoolwork, stealing, fighting, initiation practices, gangsterism, the use of and abuse of drugs, stabbings and, in some instances, premeditated murder.

In the programme aimed at supporting and promoting women principals, the Minister launched the support programme for female principals in August 2013. The aim of the programme is to create opportunities for networking, sharing of information and learning from each other. It has created a platform for female school leaders to get advice regarding opportunities, challenges and benefits for women in a variety of leadership roles; thereby sustaining leadership initiatives.

In a drive to improve the quality of basic education, the NECT was established and launched in July 2013. The purpose of the trust is to improve alignment between the partner activities and those of government in the implementation of education improvements. The key objective of the collaboration framework is to increase the efficiency and effectiveness of the social-partner initiative and to ensure that the gains achieved through these initiatives are sustained. Critical interventions have been implemented as part of the pilot project, working in the eight identified priority districts. A total of 1 000 administrative support interns have been placed in four districts (namely Waterberg, Vhembe, Pinetown and Uthungulu).

Lead agencies have been appointed and tasked with the responsibility of developing district plans as part of the district improvement programme. These agencies will be mainly responsible for the planning and implementation of interventions in the districts of Vhembe, Waterberg, Libode, Mount Frere, Pinetown and Uthungulu as a starting point.

As part of the Education Collaboration Framework, 7 732 schools were profiled and analysed by the end of the December 2013, to identify systemic issues militating against quality educational outcomes which needed immediate attention.

In strengthening the capacity of districts to deliver on their mandate, the Department intensified its support in 81 districts to effectively focus on improving learning outcomes at all levels of the education system. The Forum of District Directors – during which 81 district education directors from across the country meet with the Department's senior management team led by the Minister – met three times during the financial year to discuss key national policies and initiatives, to share best practices and to discuss common challenges. The results of the forums led to 71 of the 81 districts improving their performance in the NSC in 2013. Altogether 37 of the 81 districts performed at 80% and above in the 2013 NSC, and 61 at 70% and above – a record achievement.

The Quality coordinating team has coordinated, monitored and reported on the National Economic Development and Cooperation (Nedlac) Accord Adoption of Schools programme. The set target of 375 schools was exceeded with 425 schools adopted across all nine provinces. The Quality Learning and Teaching campaign (QLTC) resource pack was utilised in ensuring that all structures (provincial, district and school level) are empowered and capacitated. The resource pack had pamphlets that assist parents in various issues, including helping children with homework and familiarising them with the ANAs.

With regard to the Department's commitment of ensuring that the scores emanating from the implementation of the school-based assessments (SBAs) are valid and reliable, it has strengthened its SBA team by appointing additional moderators. The moderators conducted sample moderations of the SBAs for seven NSC subjects, namely English First Additional Language (EFAL), Mathematics, Geography, History, Physical Science, Accounting and Life Orientation. Moderators conducted on-site moderations in PEDs twice in the year to evaluate provincial moderation systems and assessment tasks and to provide feedback. A three-year plan to improve the implementation of SBAs has been developed.

ANA road shows were conducted in the first and second terms of the 2013 school year. The purpose was to disseminate and share improvement strategies, informed by the ANA and international (TIMSS, PIRLS and SACMEQ) country assessment data and its utilisation to improve the achievement of learning outcomes. As part of the feedback to assist schools and prepare learners for the 2013 ANA cycle, a diagnostic report based on the 2012 ANA cycle was developed and distributed to schools. Assessment guidelines and exemplars were also distributed to provinces and districts.

The language and mathematics tests administered in the ANA 2013 were developed, piloted, refined and reviewed by the Director-General's Advisory Committee. The development included adaptation of tests into Braille and large font size for learners who experience mild and severe visual challenges respectively, to measure language and mathematics achievement levels at the end of the Senior Phase.

The Department continued with its commitment to eradicate mud schools through ASIDI. The ASIDI programme, together with the provincial infrastructure programmes, forms the backbone of SIP13 and the national school build programme of the Presidential Infrastructure Coordinating Commission. The ASIDI programme planning was undertaken, and the programme is steadily gaining momentum and getting back on schedule. The 2011/12 target of implementing 49 new schools has reached practical completion and schools have been occupied. The Department's target for 2012/13 was to commence with the implementation of 140 new schools, and progress is as follows: 10 schools have reached practical completion and are occupied by learners and teachers; 73 are at different phases of construction; and 56 are at a stage of procurement of contractors and design. For the 2013/14 financial year, the Department's target was 150 schools, and progress is as follows: 11 are at different phases of construction; 98 are at a stage of procurement of contractors and design; and 41 are in a planning stage. On sanitation, to date, 226 schools have been provided with sanitation and 339 schools are at various stages of procurement of contractors and construction. On water, to date, 232 schools have been provided with water and 711 schools are at various stages of procurement of contractors and construction of the work. On electrification, to date, 150 schools have been provided with electrification and 367 schools are at various stages of design and procurement of contractors.

The Department, in partnership with Nestlé SA, celebrated National Nutrition Week in Gauteng and the Western Cape. The purpose of National Nutrition Week is to raise awareness about healthy eating and physical activity or exercise as a way of living healthily. The theme for 2013 was "Choose your portion with caution", in line with the national Department of Health and key nutrition stakeholders. The theme for 2012 was "I am high on life, I eat, learn and play for health", and National Nutrition Week was successfully celebrated in all provinces. The Annual NSNP Best Schools Awards were held in the North West province. Tebogo Primary School won the best school category and was awarded prizes to the value of R417 500. The prizes included a kitchen sponsored by the Tiger Brands Foundation. The Dr Ruth Mompati district in the North West province won the Best District category and was awarded R80 000 to procure office equipment. The 24 finalist schools received industrial gas stoves and large-size pots.

In improving the management of the NSNP, the Department developed and distributed resource materials to schools in support and guidance of programme implementation. These included *Mnandi 4 Sure* recipe books, nutrition education and horticulture posters, as well as a safety poster. Furthermore, financial management guidelines have been developed and distributed to three districts in the Free State in order to provide guidance on implementation of a decentralised model. Guidelines for tuck shops, as well as a teacher's guide on nutrition education, have been finalised and will be printed in the new financial year.

The Department has developed the Provincial Psychosocial Assessment Tool. The tool covers broad areas such as how psychosocial support is structured. Two pamphlets for Information Education and Communication have been developed for educators. The topics covered focused on identifying vulnerable learners, and depression and suicide among learners.

The South African Schools Choral Eisteddfod (SASCE) continued to attract more school participation. In 2013, farm schools were part of the disadvantaged groups that the programme included and allocated a special category. The category was open only to farm schools. The United Nations Children's Fund (Unicef) played a major role in supporting the initiative, which capacitated conductors and choirs. During the period under review, farm-school training camps were successfully hosted in all the provinces.

The Department adopted a spelling bee programme in response to the literacy strategy and the eradication of illiteracy in communities. The Department partnered with the Free State Department of Sport, Arts, Culture and Recreation, Mzansi Spelling Bee, the Adopt a Child Foundation, the Afrikaanse Taal- en Kultuurvereniging (ATKV) and Spell It (sponsored by Nedbank), in encouraging schools to participate in spelling bees. In addition, the Department is in the process of establishing reading clubs. A guideline document has been discussed with Library Services. Workshops will be conducted to establish reading clubs in communities.

The Department continued to partner with the AVBOB Foundation to support schools that received container libraries. A hand-over ceremony at Mathateng Primary School in North West was held on 27 February 2014. The AVBOB Foundation intends to support schools for which they donated library containers with the training of librarians within the schools. This is in line with the process of the Department's programme of conducting workshops for teachers who will coordinate reading clubs in these schools and others in the vicinity.

In promoting sport in the schooling system, the South African National School Championships were held from 10 to 16 December 2013 in Bloemfontein. The Free State University and surrounding schools provided the facilities for all twelve sporting codes. Schools boarding facilities, university hostels, hotels and lodges in and around the province were used for accommodation. Learners participated in athletics, football, netball, basketball, gymnastics, tennis, table tennis, volleyball, rugby, cricket, chess, hockey and indigenous games (morabaraba and jukskei). The programme had representation from able-bodied as well as disabled-bodied athletes. The total number of participants was 10 786.

The development of the National School Safety Framework, in collaboration with the Centre for Justice and Crime Prevention and supported by Unicef, started in January 2013 with the South African Police Service (SAPS) providing inputs to the framework. The framework will provide standard operational guidelines for provinces to implement more detailed plans at provincial and local level, incorporating aspects relating to school safety, a common whole-school approach to school safety, and practical school safety diagnostic tools that should be used by learners, educators, principals and school governing bodies (SGBs). Guidelines will be provided on the development of school safety plans, the engagement of key partners in the community, the relationship of school violence to the broader community and local government structures, and monitoring and evaluation tools. The framework also covers programmes on the prevention and management of bullying and cyber-bullying, homophobic bullying, gender-based violence, and alcohol and substance abuse.

In addressing bullying at South African schools, training workshops for provincial master trainers on the prevention and management of bullying in schools were conducted. For the period under review, 290 master trainers were trained in the Eastern Cape, KwaZulu-Natal and Limpopo. To date, 1 391 master trainers have been trained nationally on the prevention and management of bullying in schools. The school-based training workshops by the provincial master trainers included 3 071 educators.

The Moot Court Competition remains one a highly successful flagship programme of the Department. The competition is conducted in partnership with the University of Pretoria and the Law Society of South Africa. The University of Venda and the University of the Western Cape continue to be important contributors, assisting learners and educators in unpacking the case studies and understanding the subtle legal issues involved in the cases on which debating school teams mount legal arguments in a miniature court (learners are given real court cases where they are tested on their knowledge of the Constitution). The Foundation for Human Rights, which is an implementing agency for the Department of Justice and Constitutional Development, continues to offer financial and technical assistance and ensures that a full delegation of learners from all nine provinces represented South Africa at the International Schools Moot Court Competition in the Hague, Netherlands. The winners constitute two team members that will each be awarded a bursary for the first year at university.

4.2 Overview of the financial results of the Department

Departmental receipts

Departmental receipt	2013/2014			2012/2013		
	Estimate	Actual amount collected	Over/ (under) collection	Estimate	Actual amount collected	Over/ (under) collection
	R'000	R'000	R'000	R'000	R'000	R'000
Sale of goods and services other than capital assets	5 419	2 710	(2 709)	10 291	5 929	(4 362)
Transfers received	346	346	-	-	501	501
Fines, penalties and forfeits	-	-	-	-	-	-
Interest, dividends and rent on land	5 392	20 050	14 658	3	446	443
Sale of capital assets	-	1	1	-	-	-
Financial transactions in assets and liabilities	183	4 120	3 937	500	1 153	653
Total	11 340	27 227	15 887	10 794	8 029	(2 765)

4.3 Services rendered by the Department

The Department is mainly responsible for the formulation of national education policy and for monitoring and evaluating the implementation of policy. Services were also rendered on a national basis in respect of certification (matric/Grade 12).

Tariff policy

National Examinations

Tariffs for the services rendered in respect of the National Examinations were as follows.

Certification		Tariff in R
(a)	Replacement or reissue of a Senior Certificate/National Senior Certificate	55.00
(b)	Changes or amendments on certificates (reissue)	55.00
(c)	Reissue of certificate due to legal changes (e.g. surnames, ID numbers)	250.00
(d)	Confirmation document issued prior to the certificate (system-generated document)	20.00
(e)	Letter to embassy and authentication of qualifications (work/study abroad)	25.00
(f)	Reissue of a statement of results (provincial)	20.00
(g)	Replacement of Standard 6, 7, 8, 9, 10 and Standard 10 practical certificates	55.00
(h)	Replacement of a teacher's certified statement/diploma	55.00
(i)	Statement of teacher qualifications	20.00
(j)	Verification of qualification prior to 1992 for government organisations	20.00
(k)	Verification of qualification prior to 1992 for non-government institutions	40.00
Examination fees		Tariff in R
(l)	Remark	73.00
(m)	Recheck	14.00
(n)	Viewing	153.00

Programme expenditure

Programme name	2013/2014			2012/2013		(Over)/ Under Expenditure
	Final Appropriation	Actual Expenditure	(Over)/ Under Expenditure	Final Appropriation	Actual Expenditure	
	R'000	R'000	R'000	R'000	R'000	R'000
Administration	366 914	366 500	414	322 885	317 328	5 557
Curriculum Policy, Support and Monitoring	1 471 088	1 469 592	1 496	1 417 748	1 398 906	18 842
Teacher Education, Human Resource and Institutional Development	1 011 592	1 010 829	763	863 619	820 577	43 042
Planning Information and Assessment	8 995 880	8 435 609	560 271	8 126 538	6 897 873	1 228 665
Educational Enrichment Services	5 773 781	5 728 564	45 217	5 473 204	5 451 200	22 004
Total	17 619 255	17 011 094	608 161	16 203 994	14 885 884	1 318 110

Expenditure per economic classification

	Final Appropriation	Actual Expenditure	Percentage
	R'000	R'000	%
Compensation of Employees	296 673	296 156	99.8
Departmental Operations	400 768	401 339	100.0
Departmental Earmarked Funds	2 381 530	2 379 239	99.9
Specifically and exclusively appropriated:			
• School Infrastructure Backlog Indirect Grant	1 955 981	1 392 307	71.2
Conditional Grants to Provinces for			
• National School Nutrition Programme	5 173 081	5 173 081	100.0
• Education Infrastructure	6 643 267	6 643 267	100.0
• HIV and AIDS	213 507	203 780	95.0
• Dinaledi	109 235	109 235	100.0
• Technical Secondary School Recapitalisation	231 532	196 925	85.0
Other Transfers	213 681	215 765	101.0
Total Expenditure	17 619 255	17 011 094	96.5

The Department has improved on its internal control in ensuring efficient and effective service delivery. The Minister is informed on the spending trends in terms of the Public Finance Management Act, 1999 (Act 1 of 1999) (PFMA). Senior management also monitor and discuss the Department's spending trend at their meetings.

Virement/roll-overs

Shift from	Shift to	Amount
Programme 2: Curriculum Policy, Support and Monitoring	Programme 1: Administration	16 330
Programme 2: Curriculum Policy, Support and Monitoring	Programme 3: Teachers, Education Human Resources and Institutional Development	31 050
Programme 2: Curriculum Policy, Support and Monitoring	Programme 4: Planning Information and Assessment	9 000
Programme 4: Planning, Information and Assessment	Programme 1: Administration	7 195
Programme 5: Educational Enrichment Services	Programme 1: Administration	238
Programme 5: Educational Enrichment Services	Programme 2: Curriculum Policy, Support and Monitoring	3 320
Programme 5: Educational Enrichment Services	Programme 3: Teachers, Education Human Resources and Institutional Development	787

Savings were mainly realised on funds provided for compensation of employees due to posts being filled later than expected. These savings were mainly shifted towards Programme 1 (Administration) to defray expenditure on unforeseen and unavoidable expenditure in respect of legal fees, as well as communication services for, among others, the launch of the ANAs and NSC. Funds were shifted from goods and services to cover the increased transfer of Unesco membership fees due to the rand/dollar exchange rate that was higher than expected, audit fees due to the auditing of ASIDI, section 100(1)(b) interventions in the Eastern Cape and Limpopo where budgets were not allocated when interventions were introduced, and Programme 3 (Teachers, Education Human Resources and Institutional Development) for teacher-union collaboration where rollover was requested and not approved. However, Treasury Approval 9/4/4/4/13 dated 4 March 2014 was obtained to utilise savings on Programme 2 (Curriculum Policy, Support and Monitoring) for the workbooks project to cover the shortfalls. Furthermore, Approval 9/4/4/4/13 dated 28 March 2014 was also granted by National Treasury to utilise savings from Programme 2 on the Kha Ri Gude project to cover the shortfall of the ANAs.

The virement was approved by the Director-General, in accordance with the PFMA, and reported to National Treasury, as well as the Minister.

Future plans of the Department

The term of the Minister is coming to an end and no new plans have been decided upon. The Department must however stress that current projects, as approved by the Minister, will continue.

It is envisaged that new plans will be developed as soon as the new Minister is appointed.

Public-private partnerships

The Department of Education entered into a public-private partnership (PPP) agreement for the financing, construction, operation and maintenance of office accommodation for the Department on 20 April 2007, and construction started in May 2007. This agreement made provision for the financing, construction and maintenance of the building for a service period of 25 years thereafter. The construction of the building was completed as scheduled in February 2010. After the split of the Department of Education, the building was not big enough to accommodate the two departments and it was decided that only the DBE would take over the PPP contract and occupy the building. The DBE relocated to the new building and made unitary payments from February 2010 to March 2014. In view of the fact that part of the building was custom-designed for the examination section of the Department of Education, the examination sections of both departments are being accommodated in the building. The sharing of the printing facility is however impractical and creates security problems.

Discontinued activities/activities to be discontinued

None.

New/proposed activities

None.

Supply Chain Management

Supply Chain Management within the Department has put in place processes and systems to prevent irregular expenditure. The operational challenges met are managed through the effective systems that are in place. With regard to Supply Chain Management of the Implementing Agencies (IAs) appointed by the Department, some challenges are still faced. The Department is however addressing these issues and IAs are visited by officials from the Department to ensure that corrective measures are implemented.

Gifts and donations received in kind from non-related parties

Name of organisation	Nature of gift, donation or sponsorship	R'000
Unicef	Training and bullying in nine provinces and review the School Safety Framework	1 975
Via Afrika	SASCE	50
AVBOB Foundation	SASCE	187
Ferrero Social Enterprises	SASCE	414
NACMA	SASCE	310
Nestlé	Joint nutrition education planned activities	1 541
Gaborone Botswana	Innovation Africa Conference	18
Japan International Co-op	Mathematics training	88
Miet Africa	World Aids Day commemoration	5 500
WITS University	NSC exams	1 000
Vodacom Foundation Exams	NSC exams	50
MTN Foundation	NSC exams	100
SA Post Office	NSC exams	456
Paarl Media	National Teaching Awards	500
SABC	National Teaching Awards	2 804
Telkom	National Teaching Awards	3 900
MTN Foundation	National Teaching Awards	500
Vodacom Foundation	National Teaching Awards	500
Via Afrika	National Teaching Awards	1 000
South African Airways	National Teaching Awards	700
Independent Newspapers	National Teaching Awards	6 500
Total		28 093

Exemptions and deviations received from National Treasury

None.

Events after the reporting date

None.

Other

In line with the Department's commitment to eradicate mud schools through ASIDI, implementing agencies (IAs) were appointed to manage the delivery of the project. These agencies are given advances which are transferred to a separate bank account. The advances generate interest, which is paid back to the Department.

Furthermore, there were deceased persons included in the Kha Ri Gude campaign as learners in the 2012/13 and 2013/14 financial years. Stipends were therefore paid incorrectly to volunteers. Management fees were also paid to the management company. Learner support materials, i.e. stationery, books and bags, were also distributed to the various centres for learners that included deceased learners. A portion of the overpayment was recovered in the

current financial year. The balance will be recovered in the 2014/15 financial year.

4.4 Acknowledgements or appreciation

The DBE acknowledges the support offered to it by the various important stakeholders, including teacher unions, principal and SGB associations, and the important roles that Umalusi, SACE and the ELRC, among others, play in the pursuit of quality education. The Department also wishes to acknowledge the support offered by donors and international agencies.

4.5 Conclusion

The Department has experienced a period of strong leadership and stability during the term of the Minister of Basic Education and is progressively moving towards the achievement of delivery of quality basic education.

4.6 Approval

The financial statements set out on pages 241 to 315 have been approved by the Accounting Officer.



Mr S Padayachee

ACTING DIRECTOR-GENERAL

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

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

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

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

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

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

The Accounting Officer is responsible for the preparation of the Annual Financial Statements and for the judgements made in this information.

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

The external auditors are engaged to express an independent opinion on the Annual Financial Statements.

In my opinion, the annual report fairly reflects the operations, the performance information, the human resources information and the financial affairs of the Department for the financial year ended 31 March 2014.

Yours faithfully



Mr S Padayachee

ACCOUNTING OFFICER

DATE: 29 August 2014

6. STRATEGIC OVERVIEW

6.1 Vision

Our vision is a South Africa in which all our people will have access to lifelong learning, education and training opportunities, and which will, in turn, contribute towards improving the quality of life and building a peaceful, prosperous and democratic South Africa.

6.2 Mission

Our mission is to provide leadership in the establishment of a South African education system for the 21st century.

6.3 Values

The DBE adheres to the following values.

People

Upholding the Constitution, being accountable to the Minister, the Government and the people of South Africa.

Excellence

Maintaining high standards of performance and professionalism by aiming for excellence in everything we do, including being fair, ethical and trustworthy in all that we do.

Teamwork

Cooperating with one another and with our partners in education in an open and supportive way to achieve shared goals.

Learning

Creating a learning organisation in which staff members seek and share knowledge and information while committing themselves to personal growth.

Innovation

Striving to address the training needs for high-quality service and seeking ways to achieve our goals.

7. LEGISLATIVE AND OTHER MANDATES

Since 1994, a number of policies have been implemented and legislation promulgated to create a framework for transformation in education and training. A summary of key policies and legislation is captured below.

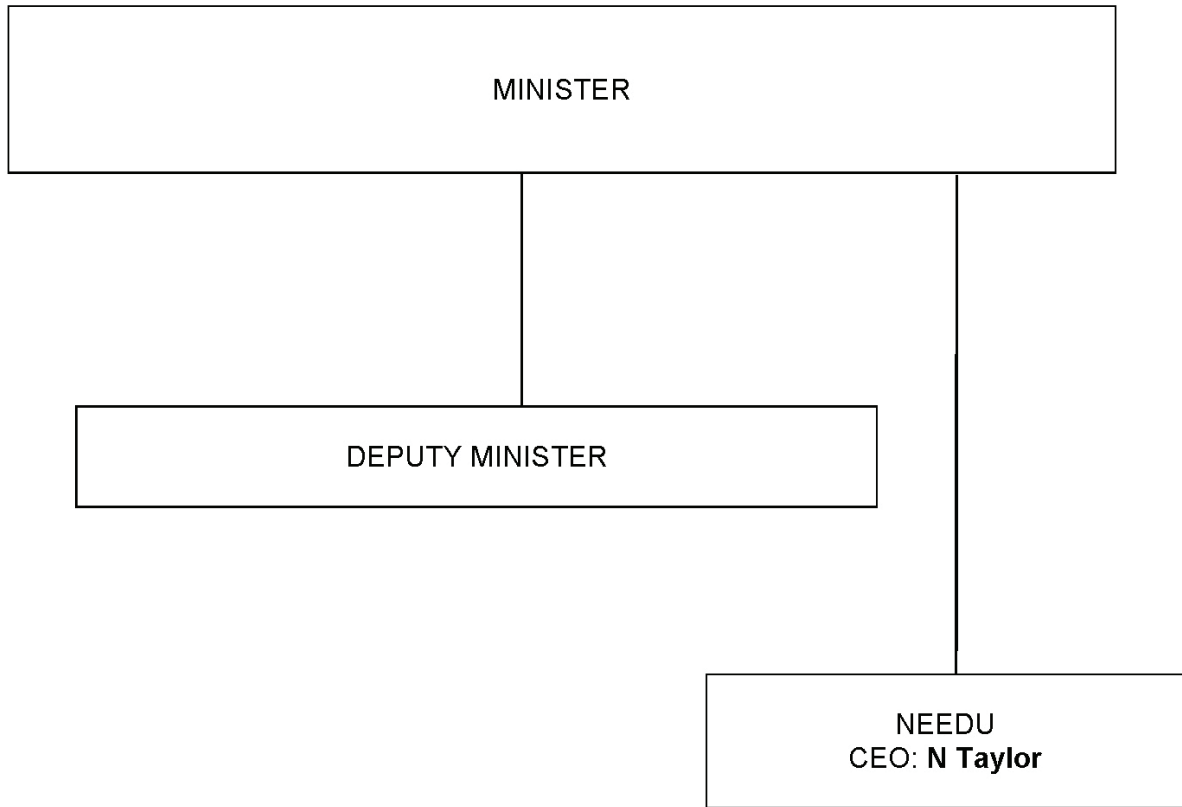
- The **Constitution of the Republic of South Africa (1996)** requires education to be transformed and democratised in accordance with the values of human dignity, equality, human rights and freedom, non-racism and non-sexism. It guarantees access to basic education for all, with the provision that everyone has the right to basic education, including adult basic education.
- The fundamental policy framework of the Ministry of Basic Education is stated in the **White Paper on Education and Training in a Democratic South Africa: First Steps to Develop a New System** (February 1995). This document adopted as its point of departure the 1994 Education Policy Framework of the African National Congress. After extensive consultation, negotiations and revision, it was approved by Cabinet and has served as a fundamental reference for subsequent policy and legislative development.
- The **National Education Policy Act, 1996**, inscribed into law the policies for the national system of education, the legislative and monitoring responsibilities of the Minister of Education, as well as the formal relations between national and provincial authorities. It laid the foundation for the establishment of the CEM, as well as the Heads of Education Departments Committee (HEDCOM), as inter-governmental forums that would collaborate in the development of a new education system. NEPA therefore made provision for the formulation of national policy in general, and further education and training policies for, *inter alia*, curriculum, assessment, language, quality assurance and monitoring and evaluation. NEPA embodies the principle of cooperative governance, elaborated upon in Schedule 3 of the Constitution.
- The **South African Schools Act, 1996 Act 84 of 1996** (hereafter SASA), promotes access, quality and democratic governance in the schooling system. Its purpose is to ensure that all learners have the right of access to quality education without discrimination, and makes schooling compulsory for children aged 7 to 15. It makes provision for two types of schools, namely independent schools and public schools. The provision in the Act for democratic school governance through SGBs is now effected in public schools countrywide. The school funding norms outlined in SASA prioritise redress and target poverty with regard to the allocation of funds for the public schooling system.
- SASA has been amended by the **Education Laws Amendment Act, 2005 (Act 24 of 2005)**, which authorises the declaration of schools in poverty-stricken areas as “no-fee schools”, and by the **Education Laws Amendment Act, 2007 (Act 31 of 2007)**, which provides, among others, for the functions and responsibilities of school principals and matters pertaining to the control of substance abuse at schools. In addition, the **Basic Education Laws Amendment Act, 2011 (Act 15 of 2011)** provides a legal mechanism to ban party-political activities in public schools and controls the use of school property for political purposes. It also ensures that governing bodies do not enter into contracts (including loans) that have far-reaching consequences for the schools without the permission of the provincial MEC for Education.
- A whole spectrum of legislation, including the **Employment of Educators Act, 1998 (Act 76 of 1998)**, was promulgated to regulate the professional, moral and ethical responsibilities of educators, as well as the competency requirements for teachers. The Employment of Educators Act and the resultant professional council (SACE) now regulate the historically divided teaching corps.
- **CAPS** embodies the vision for general education to move away from a racist, apartheid, rote model of learning and teaching to a liberating, nation-building and learner-centred outcomes-based initiative. At the centre of its vision are learners who will be inspired by the values of a society based on respect for democracy, equality,

human dignity, life and social justice. The curriculum seeks to create a lifelong learner who is confident and independent, literate, numerate, multi-skilled and compassionate, with respect for the environment and the ability to participate in society as a critical and active citizen. Teachers are seen as key contributors to the transformation of education in South Africa.

- The **Education White Paper on Early Childhood Development** (2000) provides for the expansion and full participation of five-year-olds in pre-school Reception Grade (Grade R) education by 2010, as well as for an improvement in the quality of programmes, curricula and teacher development for nought to four-year-olds and six to nine-year-olds.
- The **Education White Paper 6 on Inclusive Education** (2001) describes the intention of the then Department of Education to implement inclusive education at all levels of the system by 2020. Such an inclusive system will facilitate the inclusion of vulnerable learners and reduce the barriers to learning through targeted support structures and mechanisms that will improve the participation and retention levels of learners in the education system, particularly learners who are prone to dropping out.
- The **General and Further Education and Training Quality Assurance Act, 2001 (Act 58 of 2001)**, provides for the establishment of Umalusi. Umalusi is responsible for the provision of quality assurance in general and further education and training, issuing of certificates at the various exit points and control over norms and standards of curricula.

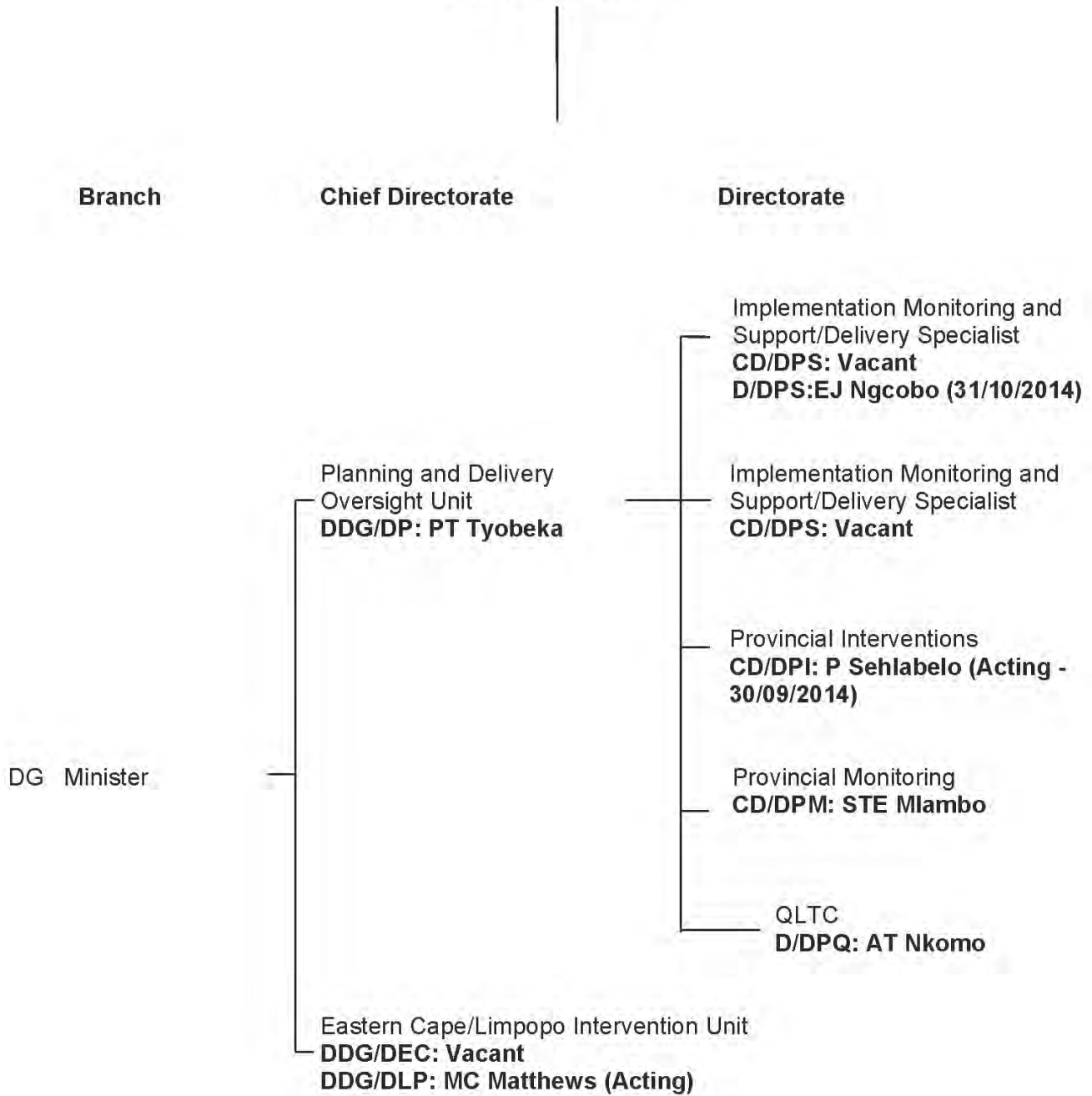
8. ORGANISATIONAL STRUCTURE

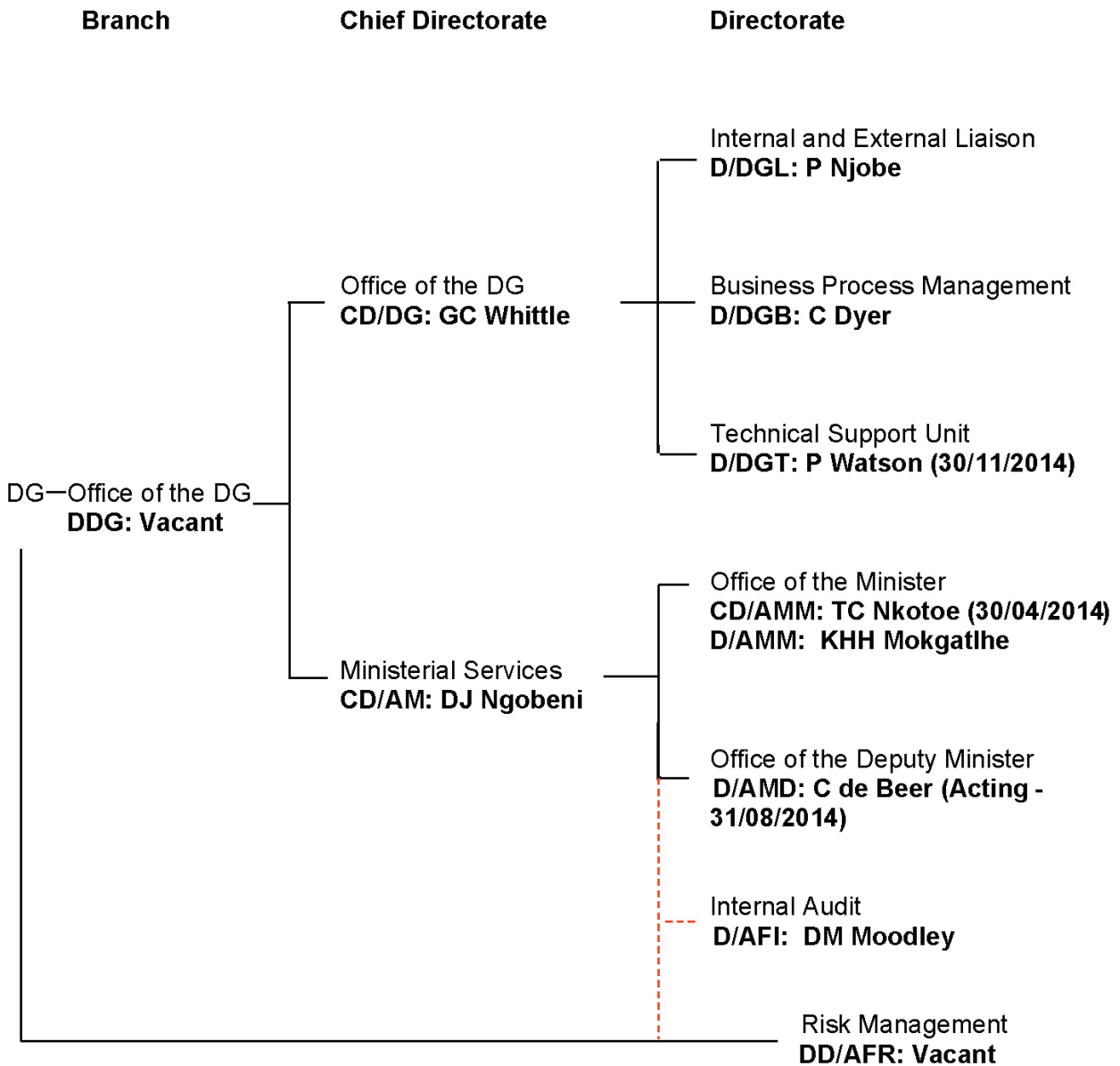
DEPARTMENT OF BASIC EDUCATION

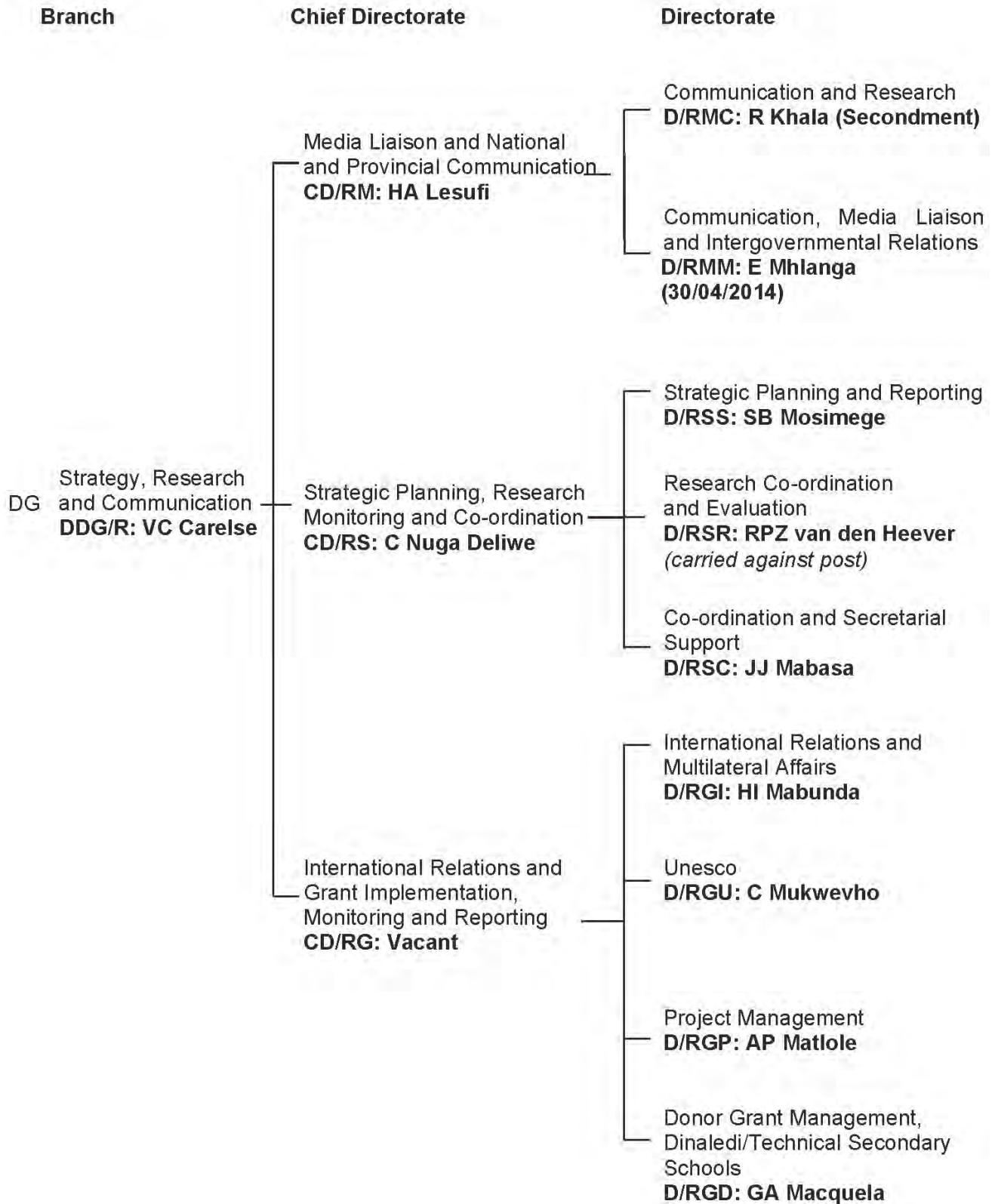


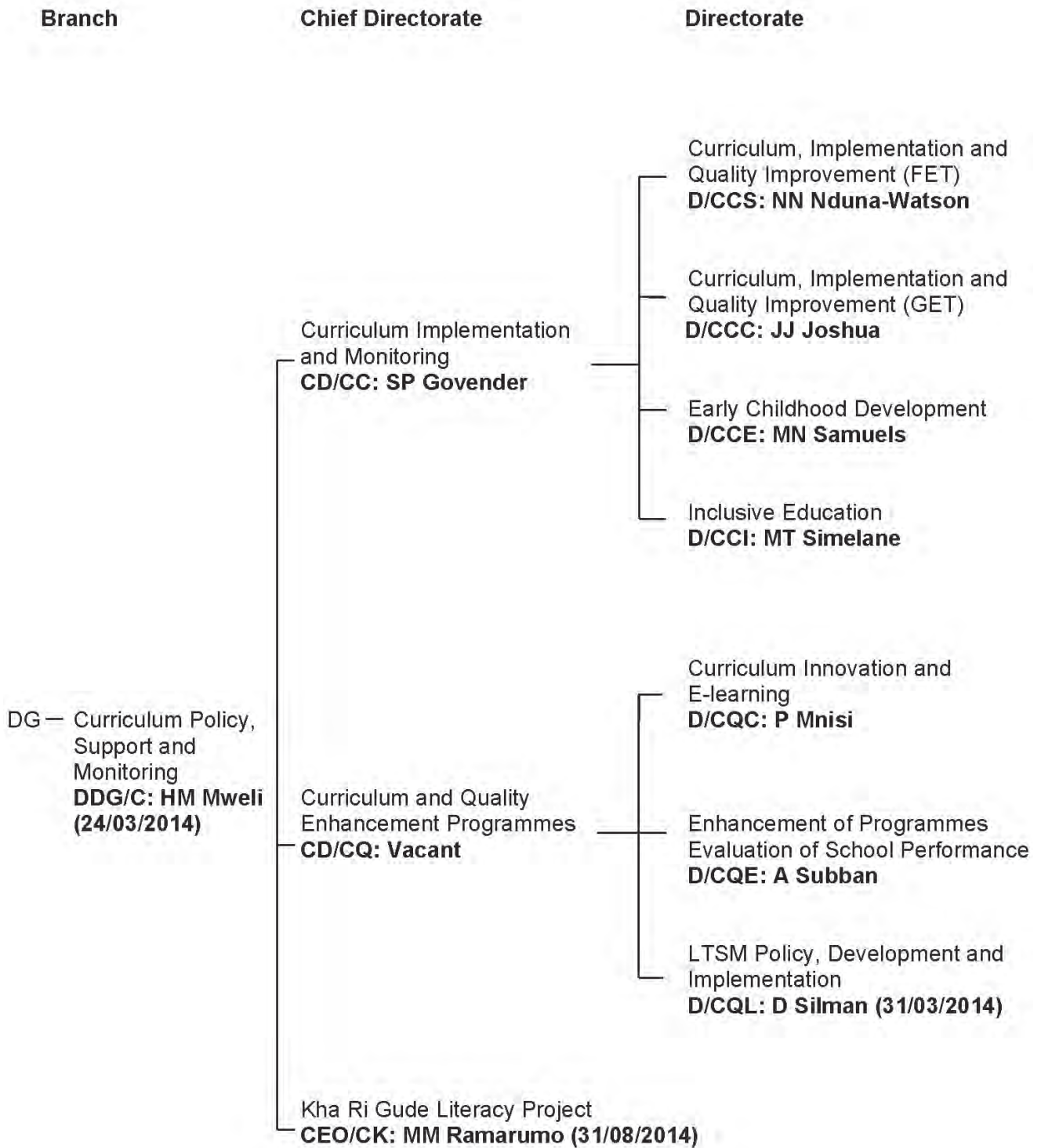
DEPARTMENT OF BASIC EDUCATION

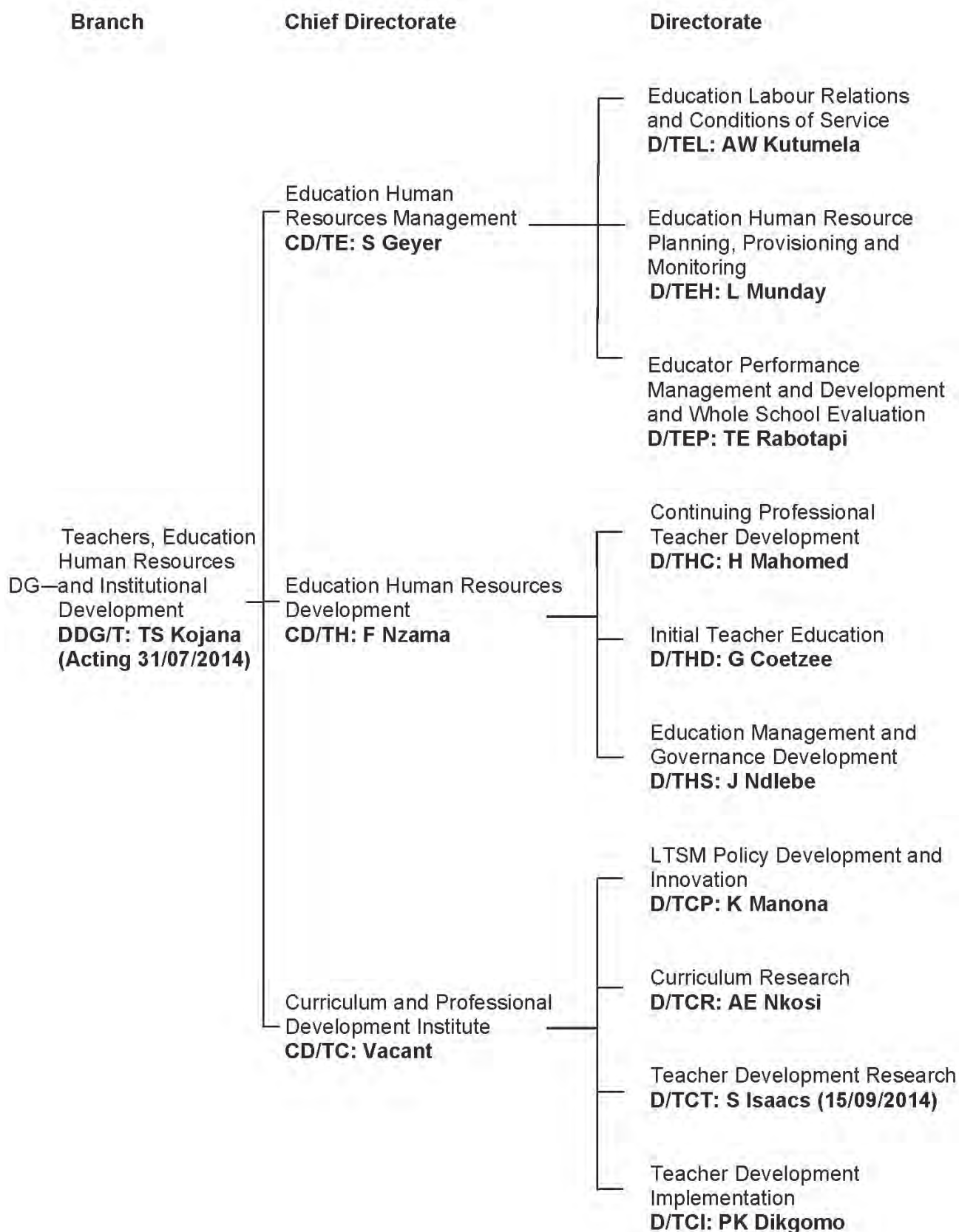
DIRECTOR-GENERAL
Mr PB Soobrayan

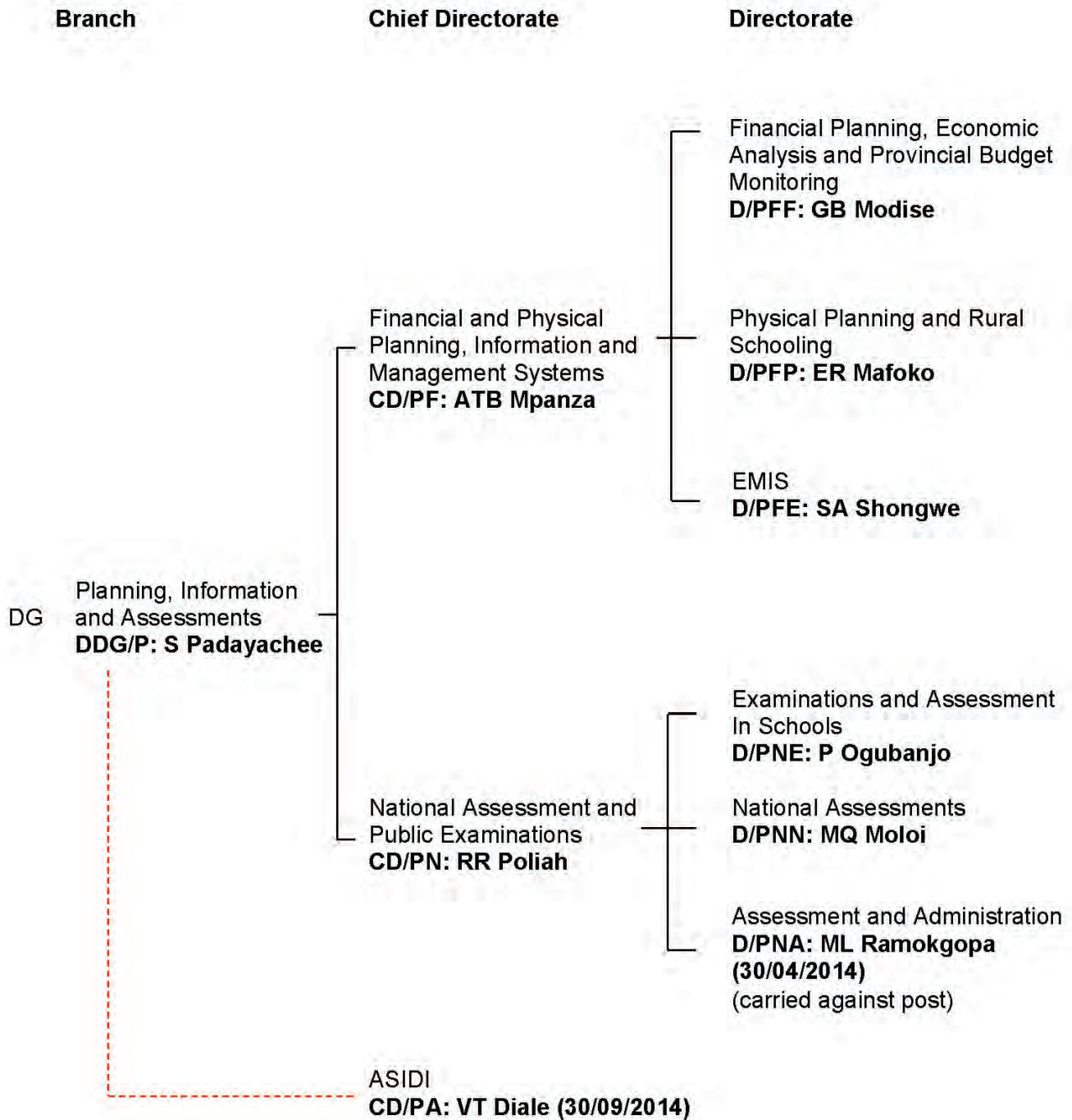


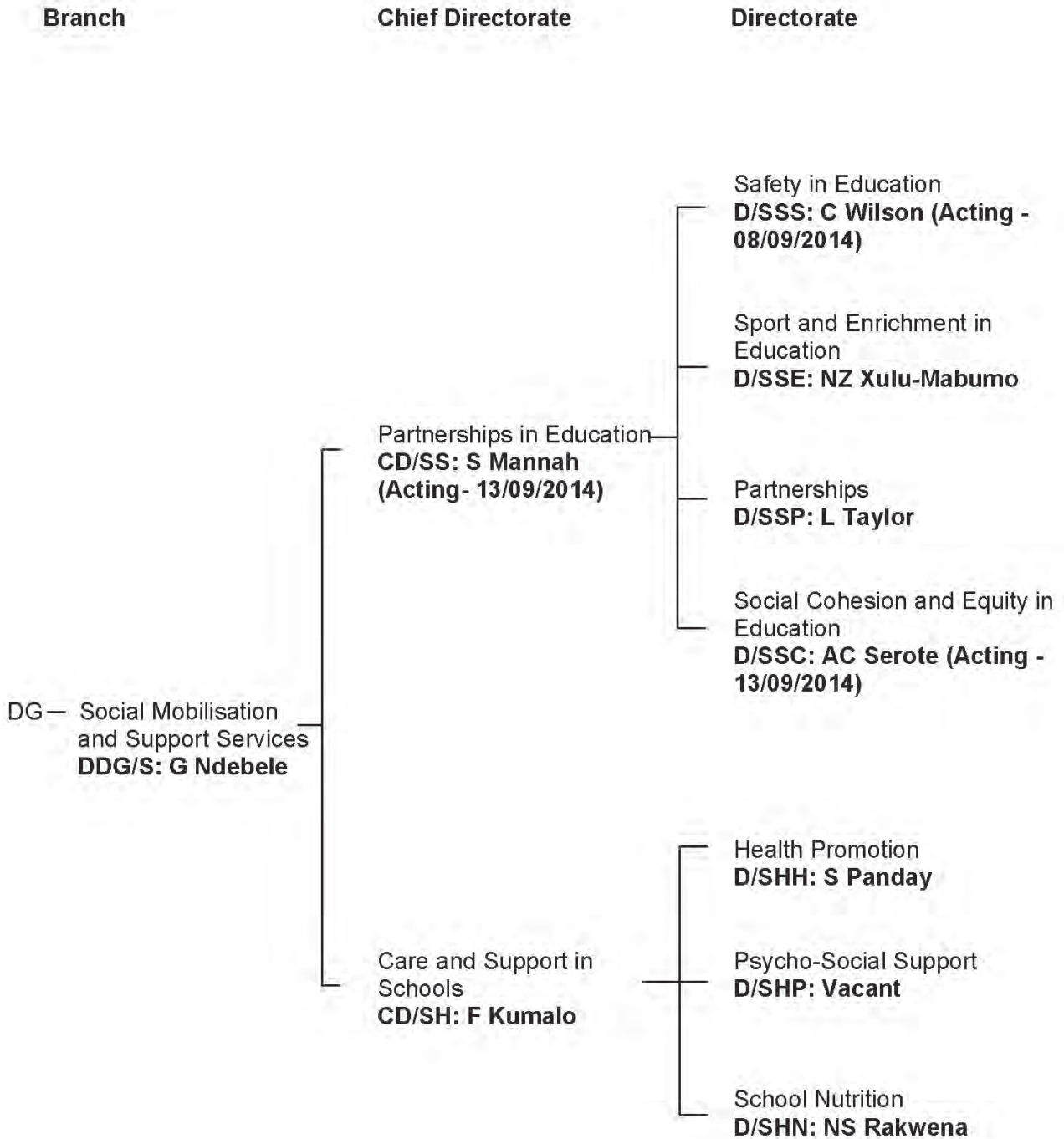


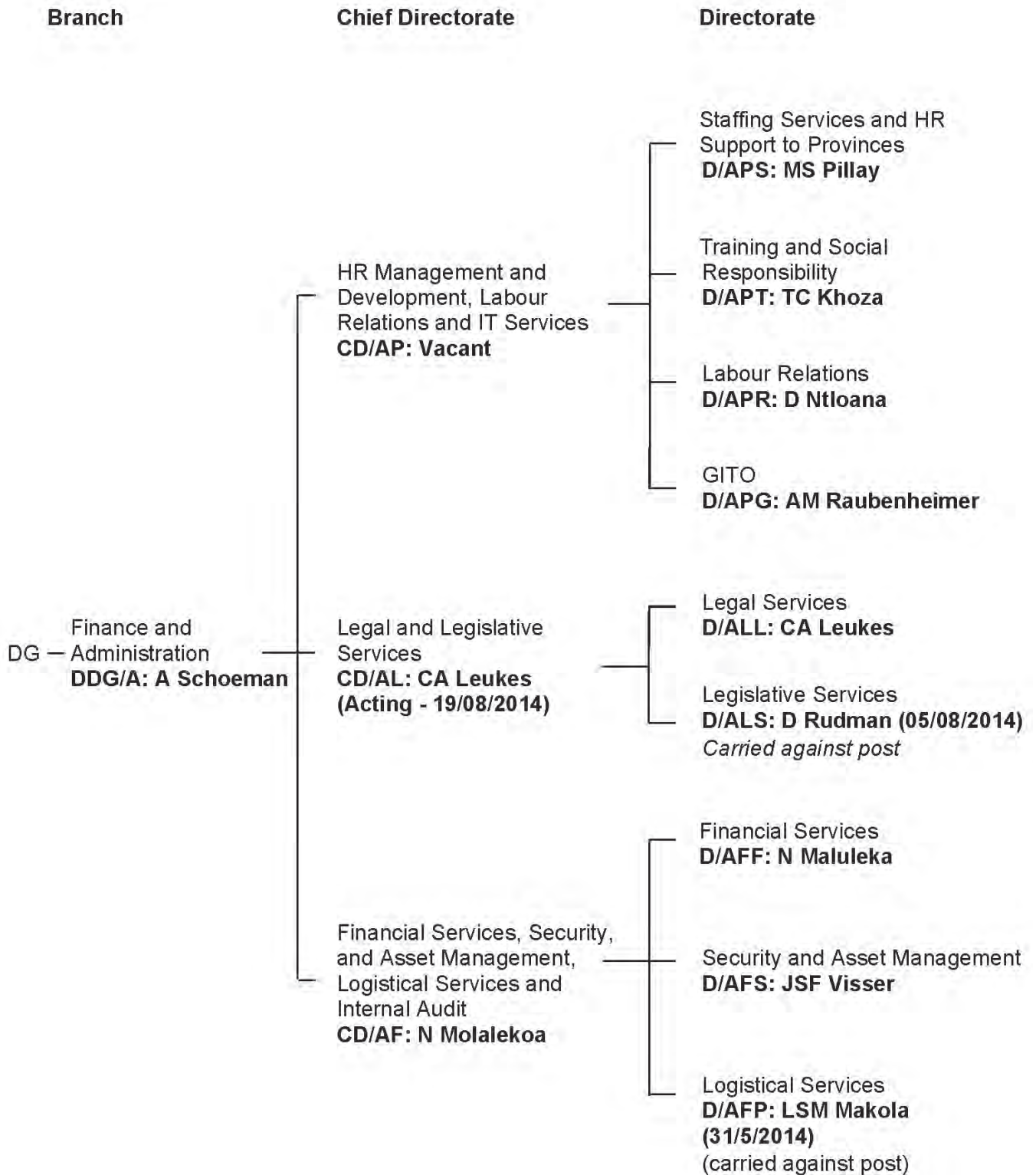












9. ENTITIES REPORTING TO THE MINISTER

There are three public entities that report to the Minister.

Name of entity	Legislation	Financial relationship	Nature of operations
ELRC	Labour Relations Act, 1995	No financial relationship	The main functions of the council are to negotiate agreements on matters of mutual interest and to settle disputes between parties in the council.
SACE	South African Council for Educators Act, 2000	Transfer made by DBE for continuing professional teacher development management system	The core functions of SACE are registration, promotion and professional development of educators, as well as setting, maintaining and protecting the ethical and professional standards of educators.
Umalusi	National Qualifications Framework Act, 2008	Transfer payment	Umalusi is responsible for developing and maintaining a sub-framework of qualifications for general and further education and training National Qualifications Framework (NQF) levels 1 to 4.

PART B: PERFORMANCE INFORMATION

1. AUDITOR-GENERAL'S REPORT: PREDETERMINED OBJECTIVES

The Auditor-General of South Africa (AGSA) currently performs the necessary audit procedures on the performance information to provide reasonable assurance in the form of an audit conclusion. The audit conclusion on the performance against predetermined objectives is included in the report to management, with material findings being reported under the "Predetermined objectives" heading in the report on other legal and regulatory requirements section of the auditor's report.

Refer to page 235 of the Report of the Auditor General, published as Part E: Financial Information.

2. OVERVIEW OF DEPARTMENTAL PERFORMANCE

2.1 Service delivery environment

The responsibility for schooling is shared between national and provincial governments. The national DBE develops national norms and standards and creates the main policy and legislative frameworks for schooling. The nine provincial departments of education are largely responsible for enacting policy and making funding decisions. While the central government provides a national framework for school policy, the administrative responsibility lies with the provinces. Power is further devolved to grassroots level via the election of SGBs, which have a significant role in the running of schools. The schools are the primary terrain for service delivery in the education sector, where improved learner performance and education provisioning are the key measures. According to the 2013 School Realities, the tenth school day statistics reflect 12 489 648 learners in ordinary public and independent schools in South Africa, who attended 25 720 schools and were served by 425 023 educators.

During the period under review, the DBE continued to address the issues of quality education through strategic interventions in the priority areas of the CAPS, workbooks, the ANAs and ASIDI; together with the ongoing focus on the 3 Ts of teachers, time and text.

The curriculum is the foundational basis of any education system. In formal education, a curriculum is the planned interaction of pupils with instructional content, materials, resources and processes for evaluating the attainment of educational objectives. It is pleasing to be able to report that South Africa now has a post-apartheid curriculum that is widely accepted and understood by all. The CAPS was introduced in 2012 with phased-in implementation. The last phase of the implementation of the CAPS, namely Grades 7 to 9 and Grade 12, will be completed in 2014. The academic year 2014 will therefore see the completion of the overhaul and phased-in introduction of new textbooks for the CAPS for Grades 1 to 12. In strengthening the implementation process, a national instrument has been developed to monitor curriculum coverage in schools. This monitors, guides, controls and supports teaching in the sector. Institutionalising the monitoring of teachers, time and texts will be a key intervention in the sector in 2014, using a comprehensive set of curriculum implementation special monitoring tools that were developed for application at school and district level in 2012. These tools will complement the special tools for subject advisors at district level that were developed in support of the National Strategy for Learner Attainment (NSLA).

The ANAs and the NSC examinations are significant learner achievement measures of educational quality in the South African schooling system.

The 2013 NSC examination was written by 562 112 full-time and 92 611 part-time candidates. Of the full-time candidates, 439 779 candidates attained a National Senior Certificate, which constitutes a 80,2% pass rate – which is the highest since the advent of democracy in the country. A total of 551 schools attained a pass percentage of 100%, while 3 270 schools attained a pass percentage of 80% and above. A total of 74 of the 81 districts attained a pass rate of 60% and above. The DBE has noted the improvement in performance, which clearly illustrates the success of its efforts and strategic interventions. While there has been a steady improvement in the pass rate in the NSC examinations – from 62,6% in 2008 – there are still concerns about the quality of passes. There is overall growth in the pipeline of candidates and numbers writing and passing subjects such as Mathematics and Physical Science. In 2014, the DBE will work to ensure that the NSC results improve in quantity and quality through the provision of materials aimed at improving learning and teaching. Support of classroom practices, teacher development and targeting of learner performance through the NSLA will be prioritised.

Almost seven million learners across more than 24 000 schools participated in ANA 2013 during the week of 10 to 13 September 2013. While the ANA results of 2013 show an upward trend in most grades, efforts are still required towards realising the desired 60% threshold of learners mastering the minimum language and mathematics competencies by the end of Grades 3, 6 and 9. Of particular concern is the performance in Mathematics, especially at Grade 9 level. The *ANA Diagnostic Report* released to the sector will inform interventions required to improve learner performance. The purpose of the *2013 ANA Diagnostic Report* is to inform all levels of the education system of the specific areas of language and mathematics knowledge and skills that learners who participated in the 2013 ANA found to be challenging, and recommends interventions to address these areas. These findings emanated from an analysis of a random sample of 2013 Grades 1 to 6 and Grade 9 learner scripts in Mathematics and Languages drawn from across provinces. The evidence contained in the report and accompanying *2014 ANA Framework for Improvement of Mathematics and Languages* is therefore pertinent to all public schools in South Africa and should be used by schools, districts and provinces to inform teaching programmes, and also specific interventions to improve the levels and quality of learner performance in schools. In addition, the Minister had earlier appointed a committee to investigate the implementation of MST programmes in provinces. The task team began its work on 24 January 2013 and finished on 7 June 2013. The task team submitted a report to the Minister, and it was also presented at the MST round table on 7 June 2013. The recommendations of the report are being implemented as part of improving performance in MST.

A range of learning assessments in mathematics and languages showed that additional support and resources were needed in classrooms. It was in response to improve learner performance that the DBE decided to provide workbooks in the critical areas of Languages and Mathematics from Grade R to Grade 9. Although the DBE's *Rainbow* workbooks are a fairly recent innovation in South Africa, several countries around the world have been using workbooks like these for several years to assist teachers in their day-to-day teaching.

The workbooks are now in their fourth edition. Each year the workbooks have been improved according to feedback received from learners and teachers, and research undertaken by the DBE. The 2014 edition of the workbooks is closely aligned to the CAPS. In addition, a concerted effort has been made to include a range of reading texts to compensate for schools and homes that have limited reading materials. Shortages of reading texts are most acute in the African languages. The workbooks address this situation through the inclusion of reading texts across all the languages. The DBE has trained subject advisors across all the provinces on how to use the workbooks. This training will be cascaded down to teachers in the various districts. In addition, a training manual has been developed to assist teachers in using the workbooks. However, teachers and parents should find it easy to use the workbooks because of the built-in guidance in the books.

The final cycle of the CAPS implementation also heralds the delivery of the last set of new textbooks corresponding to the new curriculum. As this delivery cycle is completed, the priority for schools becomes not only using them productively and regularly, but also caring for them and using them in a way that ensures use by future generations of scholars. Retention and retrieval of textbooks is a practice that has fallen out of use in many schools and has not been in practice in many others. The challenge for the sector now is to ensure that this becomes standard practice in all schools.

While it must be recognised that a wide variety of factors interact to impact on the quality of the education system in South Africa, teachers' subject-matter knowledge and pedagogical content knowledge are important contributors. The Integrated Strategic Planning Framework for Teacher Education and Development in South Africa outlines a 15-year rollout of improved and expanded teacher education and development opportunities, with the aim of improving the quality of teaching and learning in schools. Furthermore, the imbalances in the supply and demand of educators have resulted in a shortage of skilled educators in the areas of MST. The low level of qualified educators produced at higher education Institutions has resulted in a dearth of African Languages Foundation Phase teachers. This situation militates against the achievement of the Department's goal of ensuring that all learners speak an African language, irrespective of their home language. Recruitment efforts in the sector include the implementation of the Funza Lushaka bursary, which has resulted in an improvement in the number of young teachers entering service.

School infrastructure should provide a safe environment for effective teaching and learning. While funding has been made available to deal with school infrastructure backlogs, PEDs have not been able to drive school infrastructure projects with the anticipated momentum. Capacity and market and provider constraints have been cited as the main challenges in the provision of infrastructure. The Presidential Infrastructure Coordinating Commission, announced by the President in his 2012 State of the Nation Address, as well as the appointment of implementing agencies in different provinces, will improve delivery and provision of school infrastructure. Recruitment of qualified personnel with built-environment expertise in the provinces is expected to add impetus to the planning and delivery of infrastructure. The DBE will continue to eradicate mud and unsafe school structures through the ASIDI project in order to bring about dignity in education. The DBE commenced its ASIDI one-school-a-week handover schedule July 2013, when the Deputy Minister officiated the formal handing-over ceremony of Ndlovayiphathwa Senior Primary School in Libode district.

To advance infrastructure provisioning, the Minister approved a set of draft regulations containing minimum uniform norms and standards for school infrastructure. The objectives of the regulations will be to guide the provisioning of an enabling physical teaching and learning environment that is sustainable and equitable for all learners in South Africa and, therefore, at improving access to quality education facilities.

The reciprocal relationship between health and education is well established, with education being a key determinant of better health outcomes. Health and social issues experienced early on can compromise access, retention and achievement. Societal problems such as poverty, illness, and alcohol and drug use manifest in schools and impact negatively on the attainment of good educational outcomes. Much progress has been made in the sector in promoting and improving learner wellbeing, and addressing barriers to education through the ISHP, NSNP, school safety and social cohesion activities. However, the triple challenge of poverty, unemployment and equality that affects communities also manifests itself in school communities, as education remains a societal matter.

At the transition to democracy, access to primary education was already high, by developing country standards, and this has continued to improve. According to the 2012 General Household Survey (GHS), approximately 99% of 7 to 15-year-olds were enrolled in school – up from 96% in 2002. A comparison with age-specific enrolment rates in other developing countries indicates that South Africa has remarkably good access to primary education.

Public spending on education is one area where historical inequalities have now been largely eliminated. The overall amount spent on education has increased substantially in the last decade, especially since 2007/08, even after adjusting for inflation. South Africa's prioritisation of education spending relative to overall government spending is high by international standards. Growth in education spending occurred in all nine provinces, but was largest in some of the poorer provinces, with the positive effect of greater equity in spending between provinces. The main challenge with most provincial budgets is the considerable size of compensation for employees. This exerts pressure on non-personnel expenditure. Support will be given to provinces for budget monitoring and proper administration of post-provisioning norms to ensure that budget and system controls are in place to give early warning signs of over-expenditure and under-expenditure.

In 2012, the Department had oversight administration functions in the provinces of Limpopo and the Eastern Cape under section 100(1)(b) of the South African Constitution. The Department has to fulfil all its obligations as a national department, with the added responsibility of interventions in these two provinces. Considerable progress was made in the affected PEDs in implementing effective financial systems and controls, as well as the provision of LTSMs to schools. The Department will continue to provide special guidance and monitor service delivery.

The NDP provides the vision for South Africa's future, as well as useful beacons that will guide us in the attainment of that vision. Within this vision, the NDP takes forward Government's commitment to seeing education as an apex priority. The plan suggests that the interests of all stakeholders should be aligned to support the common goal of achieving good educational outcomes that are responsive to community needs and economic development. The plan proposes a national initiative involving all stakeholders to drive efforts in order to improve learning outcomes in schools, starting with the worst performers. It is within this context that the Education Collaboration Framework (ECF) was founded. The ECF is a partnership initiative involving government and social partners, which is aimed at increasing cooperation among stakeholders involved in education improvement, with a view to improved educational outcomes in South Africa. The ECF seeks to influence and support the implementation of the education reform agenda. It was within the ECF that the NECT was established as an organisation dedicated to strengthening partnerships within civil society and between civil society and government in order to achieve South Africa's national goals for basic education. The organisation is based on the principle that collaboration and focused effort by important role players increases our power as a nation to secure the changes we urgently need to deliver good education to all our children.

2.2 Service Delivery Improvement Plan

The Department completed a service delivery improvement plan. The tables below highlight the service delivery plan and the achievements to date.

2.2.1 Main services and standards

Main services	Beneficiaries	Current/actual standard of service	Desired standard of service	Actual achievement
Provision of LTSMs	All learners in public schools	Not all learners have a textbook for every subject per grade	100% universal coverage	To conduct an audit of universal coverage in the nine provinces

2.2.2 Batho Pele arrangements with beneficiaries (consultation, access, etc.)

Current/actual arrangements	Desired arrangements	Actual achievements
Quarterly meeting with provincial LTSM coordinators	Provinces to have the same meetings with districts and circuits	The meetings are held quarterly
Quarterly meeting with provincial publishers associations and relevant stakeholders	N/A	The meetings are held quarterly

2.2.3 Service delivery information tool

Current/actual information tools	Desired information tools	Actual achievements
Sector plan on management of LTSMs	The enforcement of monitoring tools by provinces	Most provinces are keeping up to the timeframes as outlined in the sector plan

2.2.4 Complaints mechanism

Current/actual complaints mechanism	Desired complaints mechanism	Actual achievements
Schools are reporting shortages to the district office; the district office consolidates and submits all shortages to the PEDs for consideration	To improve the turnaround time in addressing shortages	Shortages are being addressed by provinces, depending on the province's procurement model

2.3 Organisational environment

During the period under review, one of the key human resource (HR) priorities of the Department was to fill vacancies in the organisational structure. During the course of the year, the following key appointments have been made, which have helped to bolster processes and delivery in the respective branches:

- Chief Director: Curriculum Implementation and Monitoring;
- Director: Strategic Planning and Reporting;
- Director: Internal Audit; and
- Director: Communication.

Interviews for the key post of Deputy Director General: Teachers, Education Human Resources and Institutional Development were held during the latter part of the year. An appointment is imminent. The Department's recruitment strategy of placing advertisements on the Intranet of the DBE, the DBE website, the Department of Public Service and Administration (DPSA) website and in national newspapers has yielded the results expected. However, there were instances where the DBE had to head-hunt suitable candidates as the process did not attract skilled and competent candidates. In this regard, the DBE complies with all requirements for the appointment of individuals. Presently the Department's vacancy rate is at 5,4%.

Capacity is also being developed through the Workplace Skills Plan and the personal development plans of officials in the DBE. Training interventions for employees are informed by the Department's performance management outcomes.

The Department complies with all requirements of the DPSA in terms of its Performance Management Framework. Performance bonuses are awarded for outstanding performance and to motivate officials to strive for excellence, while poor performance is closely monitored for developmental purposes. The Department has also reviewed and finalised the Performance Management Development Policy, which was another key priority of the Department. Over the course of the year, 359 officials attended skills training and development courses as identified in their personnel development plans, as well as induction courses. The DBE has also strengthened the processes associated with skills training by examining the impact of the courses through questionnaires addressed to officials and their supervisors.

The Department has a health and wellness programme in place and organises health screenings for all officials. Support groups are also organised for HIV-positive employees. The DBE has initiated a voluntary counselling and testing campaign to encourage all officials to be tested. Booklets and pamphlets on HIV and Aids are distributed throughout the Department.

2.4 Key policy developments and legislative changes

2.4.1 Draft legislation and regulations

In the reporting period, the DBE was processing the following pieces of legislation.

- **National Education Evaluation and Development Unit Bill, 2011**

The NEEDU Bill was presented to HEDCOM and the CEM, and was well received by the two forums. A reworked version was referred to HEDCOM on 13 and 14 August 2009 and to CEM on 31 August 2009. Both forums accepted the draft, which was then sent to the Minister of Basic Education to publish for public comments. The NEEDU Bill was published in the *Government Gazette* of 15 December 2011. The closing date for public comments was 17 February 2012. Comments were received from organisations and individuals. Two meetings were convened to evaluate the comments and the submissions will be finalised for the Minister to approve their incorporation into the Bill. The Bill was legally certified by the Office of the State Law Adviser and the regulatory impact assessment report conducted on the Bill was approved by the Presidency. The Bill has been withheld pending the development of a business case, as required by section 38(1)(m) of the PFMA. Subsequent consultation with National Treasury and the DPSA revealed that the Minister of Public Service and Administration is of the view that the institution recommended by the Ministerial Committee be established, not as a statutory body but as an independent government component, under the title of Office of Standards and Compliance for Basic Education. The Department has the intention to convert the NEEDU into the Office of Standards and Compliance for Basic Education and to promulgate in it in the form of a regulation subject to the NEPA.

- **Basic Education Laws Amendment Bill, 2013**

The DBE is developing a profound proposal for the review and amendment of the education laws. The following legislative instruments are subject to the review process:

- o SASA, 1996;
- o NEPA, 1996;
- o Employment of Educators Act, 1998;
- o South African Council for Educators Act, 2000 (Act 31 of 2000); and
- o General and Further Education and Training Quality Assurance Act, 2001 (Act 58 of 2001).

The review is a work in progress and at the time of reporting, 80% of the review process has been completed. The draft Bill will be canvassed with various structures for inputs once it has been completed.

- **Regulations in terms of section 5A(1)(a) of SASA**

The regulations in terms of section 5A(1)(a) of SASA (norms and standards for school infrastructure) was promulgated on 29 November 2014 for public notice.

3. STRATEGIC OUTCOME-ORIENTED GOALS

The incoming administration in 2009 came up with an outcome-based planning idea, and agreed on work across all sectors until 2014. The DBE is responsible for Outcome 1 (Improved Quality of Basic Education) as the apex priority of government's Programme of Action.

The DBE's five-year strategic plan and all related annual performance plans are anchored on the Action Plan to 2014. The action plan is the country's first comprehensive long-term sector plan for schools. The plan comprises 27 goals: Goals 1 to 13 deals with outputs to be achieved in relation to learning and enrolments, while Goals 14 to 27 deals with how these outputs will be achieved. The strategic goals for basic education relating to learner performance are as follows:

1. Increasing the number of learners in Grade 3 who, by the end of the year, have mastered the minimum language and numeracy competencies for Grade 3.
2. Increasing the number of learners in Grade 6 who, by the end of the year, have mastered the minimum language and mathematics competencies for Grade 6.
3. Increasing the number of learners in Grade 9 who, by the end of the year, have mastered the minimum language and mathematics competencies for Grade 9.
4. Increasing the number of Grade 12 learners who become eligible for a Bachelor's programme at a university.
5. Increasing the number of Grade 12 learners who pass Mathematics.
6. Increasing the number Grade 12 learners who pass Physical Science.
7. Improving the average performance in languages of Grade 6 learners.
8. Improving the average performance in Mathematics of Grade 6 learners.
9. Improving the average performance in Mathematics of Grade 9 learners.
10. Ensuring that all children remain effectively enrolled in school up to the year in which they turn 15.
11. Improving the access of children to quality ECD below Grade 1.
12. Improving the grade promotion of learners through the Grades 1 to 9 phases of school.
13. Improving the access of youth to further education and training beyond Grade 9.

To achieve these goals, the sector contextualised Outcome1 and focused on the outputs reflected in the table below. These key improvement levers are found in the 2010 Delivery Agreement of the Minister.

Outcome 1: Improved quality of basic education	
Output	Sub-outputs
Output 1: Improve the quality of teaching and learning	1.1 Improve teacher capacity and practices
	1.2 Increase access to high-quality learning materials
Output 2: Undertake regular assessments to track progress	2.1 Establish a world-class system of standardised national assessments
	2.2 Extract key lessons from ongoing participation in international assessments
Output 3: Improve early childhood development	3.1 Universalise access to Grade R
	3.2 Improve the quality of ECD
Output 4: Ensure a credible outcomes-focused planning and accountability system	4.1 Strengthen school management and promote functional schools
	4.2 Strengthen the capacity of district offices

A summary of the main activities and how these contributed to progress made in each of the outputs is reflected below.

Output 1: Improve the quality of teaching and learning

Output 1: Sub-output 1: Improve teacher capacity and practices

One of the key achievements in teacher development has been the development of the continuing professional teacher development (CPTD) management system guide, which provides information to educators on all aspects linked to the CPTD system and endorsement of programmes. A total of 6 500 principals and their deputies have signed up for participation in the SACE CPTD system in 2013.

Continuous teacher development is probably the one area where government and unions need each other most. A memorandum of agreement (MoA) with teacher unions was signed to facilitate the achievement of teacher professional development targets as set out in the Action Plan to 2014 and the *Integrated Strategic Planning Framework for Teacher Education and Development*. The parties joining hands were the DBE, PEDs and teacher unions. Broadly, the DBE's main role is to collaboratively plan, coordinate, guide and support PEDs and teacher unions. The PEDs identify teacher development needs, which can be provided by teacher unions as complementary to PED programmes. In the past financial year (2013/14), R70 000 000 was allocated to the five teacher unions.

Output 1: Sub-output 2: Increase access to high-quality learning materials

In order to support provinces in procurement and delivery of textbooks, the DBE started a process of developing national catalogues in 2011. In the last year, catalogues were developed for Grades 7 to 9 and Grade 12. National catalogues of core textbooks for Grades 1 to 12 have been developed and disseminated to provinces, as illustrated below:

- national catalogues for Grades 1 to 3 and Grade 10: 2011;
- national catalogues for Grades 4 to 6 and Grade 11: 2012; and
- national catalogues for Grades 7 to 9 and Grade 12: 2013.

To ensure timeous delivery of textbooks to learners, the DBE monitored and provided oversight and support to provinces during the procurement and delivery of textbooks. The DBE also developed the *Basic Education Sector Plan for the Procurement and Delivery of Textbooks and Stationery*. Monitoring of provincial procurement has been undertaken and reported on, leading to the identification of risks and provision of support in mitigating them.

Development, printing and distribution of workbooks

The workbook project started in 2011. The DBE set up a workbook development team, and the team managed to develop Grade 1 to 6 *Literacy/Home Language* and *Numeracy/Mathematics* workbooks for the 2011 academic year. The project has been introduced to address poor performance by learners in national and international assessments of literacy and numeracy.

Development, printing and distribution of Grade 4 to 6 NST workbooks/textbooks

For the 2013 school year, the DBE provided the Grade 4 to 6 Natural Science and Technology workbooks to all public schools. The rationale behind the DBE's development of Grade 4 to 6 Natural Science and Technology workbooks was the fact that there were no textbooks for such grades in the national catalogue. The total number of NST textbooks and workbooks delivered in 2013 to all learners in public schools was 16 870 850.

The Department was also developing the Grades 7 to 9 (*Book A*) *NST* and *Mathematics* workbooks/textbooks with the Sasol-Inzalo Foundation for use during the first and second terms of 2014.

Development, printing and distribution of Grade 10 to 12 Mathematics and Science textbooks

The *Siyavula Mathematics and Physical Science* (CAPS-aligned) textbooks for Grade 11 were supplied in 2013. The total number of textbooks printed and delivered in 2013 was 968 080. The *Siyavula Grade 10 Life Science and Mathematical Literacy* textbooks are available on the DBE website. The *Grade 12 Mathematics and Physical Science* textbooks, in partnership with the Siyavula Foundation, have been CAPS-aligned for use in the 2014 academic year.

Distribution of Mind the Gap study guides

The Mind the Gap programme was conceived in 2012 by the DBE and included two key interventions. The first was the materials development, and printing and distribution of Grade 12 study guides in four subjects and two languages. The second was the monitoring of the delivery of the study guides and the evaluation of their impact using a randomised control trial to measure their effectiveness. The total number of *Mind the Gap* study guides printed and delivered for 2013 was 1 169 800.

Printing and delivery of Braille workbooks

Braille workbooks were printed and delivered in all languages for Grade R (first and second terms), and Grades 1, 2, 4, 5 and 6 Mathematics Braille workbooks for all 22 special schools. An order for the printing and delivery of Grade R for the third and fourth terms and Grade 3 Mathematics has been generated. Grade R Maths toolkits were processed and delivered by the end of November 2013.

Output 2: Undertake regular assessment to track progress

Output 2: Sub-output 1: Establish a world-class system of standardised national assessments

The ANAs have become a method of providing overall system feedback to inform the Department and the sector on literacy and numeracy levels. The ANAs allow teachers to reflect on their performance and to identify areas that require additional support in order to ensure that effective learning takes place. It is also designed to help the DBE determine where support for learning and teaching is most needed. A total of 6 997 602 learners across 23 662 schools participated in the third cycle of ANA in 2013. The ANA 2013 results provided a standardised complementary account of the system's performance in relation to the targets outlined for 2014.

The Department has stabilised the NSC examination and there has been progressive improvement in pass rates over the past four years. The pass rate has increased from 60,6% in 2009 to 80,8% in 2013. This is an increase of 4,3 percentage points from the 2012 results (73,9%), but also an increase of 17,6 percentage points since 2009. Learners passing matric with university entrance have more than doubled; from about 70 000 in 2000 to over 170 000 in 2013 – the highest ever in the history of South Africa.

Output 2: Sub-output 2: Extract key lessons from ongoing participation in international assessments

South Africa participates in several international tests which take place periodically. These are Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ), Trends in International Mathematics and Science Study (TIMSS) and Progress in Reading and Literacy Study (PIRLS). SACMEQ is an international, non-profit, developmental organisation formed by 15 ministries of education in southern and eastern Africa who work together to share experiences and expertise in developing the capacities of education planners in order to apply scientific methods to monitoring and evaluating the conditions of schooling and the quality of education, with technical assistance from Unesco's International Institute for Educational Planning.

In both reading and mathematics, South African children performed roughly at the average level of the region. There was no statistically significant change in South Africa's performance between 2000 and 2007. In SACMEQ, the small improvement between 2000 and 2007 in Grade 6 Mathematics was too small to be considered statistically significant; thus suggesting that there was virtually no quality improvement between 2000 and 2007 in this grade. The results from the SACMEQ Grade 6 testing that occurred in 2013, when released, will also assist in understanding the dynamics of the changes underway.

PIRLS measures trends in reading comprehension for Grade 4 learners. It has been carried out every five years since 2001. In 2011, PIRLS was expanded to include pre-PIRLS, which is a less difficult version of PIRLS. PIRLS was not conducted in 2013 and there are thus no results to report on.

TIMSS is an international assessment of mathematics and science for Grade 4 and Grade 8 learners. TIMSS has been conducted every four years since 1995. TIMSS was first administered in South Africa in 1995, and the last one was conducted in 2011. TIMSS 2011 was conducted among 11 969 Grade 9 learners in 285 schools. Our average in Mathematics improved over this period from 285 in 2002 to 352 in 2011. A similar trend was seen in Science. Not only did South Africa's Grade 9 TIMSS results improve, they improved while more learners reached Grade 9. The percentage reaching Grade 9 has improved from around 80% to 85% in the 2002 to 2011 period.

Output 3: Improve early childhood development

Output 3: Sub-output 1: Universalise access to Grade R

The Department developed a concept document outlining the basic tenets of a revised funding strategy for funding Grade R. This document is aligned to the strategic direction indicated in the NDP, namely that ECD services should be linked to primary schools and that pre-school enrolment for four- to five-year-olds before Grade 1 should be made compulsory. Funding was subsequently made available by provincial treasuries, for an increase in the appointment of Grade R teachers in the outer year of the 2013 Medium Term Expenditure Framework (2015).

The attainment of greater equity and public spending on ECD is yielding results. Grade R enrolment has increased from around 300 000 to 779 370 between 2003 and 2013 – and the DBE is well on its way to universal provision. The percentage of Grade 1 learners who have received formal Grade R education is at 93,9% (according to the 2012 GHS). A total of 16 909 of the 18 475 public primary schools now have Grade R classes. Work is ongoing on the consultation, approval and finalisation of a policy framework for universal access to Grade R that has been released for public comment.

Output 3: Sub-output 2: Improve the quality of early childhood development

The Department has started to absorb fully qualified Grade R practitioners into the system. The Department of Social Development has conducted an audit of ECD for Grade R and naught- to four-year-olds in terms of stimulation programmes and the training of practitioners. Information from the audits will be used in the finalisation of the HR development plan for 0 to 4 years and ECD practitioners.

Output 4: Ensure a credible, outcomes-focused planning and accountability system

Output 4: Sub-output 1: Strengthen school management and promote functional schools

Performance management of educators plays an important role in improving accountability in school management and teaching. The DBE deployed 67 external moderators in all provinces to visit schools and monitor the quality of IQMS implementation, the effectiveness of schools, as well as the district engagements and support of schooling. During the first quarter of 2013, a total of 1 789 school visits were undertaken by external moderators countrywide. These visits included 734 first-time visits and 1 025 follow ups. The purpose of follow-up visits was to verify whether schools were implementing the recommendations of the previous visits by a moderator and to provide further support where necessary. Project managers and moderators also observed the lessons of 3 330 teachers in their classroom. Furthermore, moderators monitored 221 schools in Limpopo in June 2013 as part of the “Race to the Top” project, which is a holistic and urgent response to the NDP.

The Deputy President joined the Minister of Basic Education and representative from civil society and business for the launch of the NECT in July 2013. The NECT was envisaged in the Education Collaboration Framework, which was developed by a range of stakeholders in response to the NDP. This takes forward government’s commitment to prioritising education.

The NECT was established as a response to the NDP’s call for cooperation across sectors to improve education outcomes. Since then, the Department has made financial and strategic in-kind investments in the NECT, including allocating 14 middle and senior managers to work with the NECT Secretariat to plan and oversee national setup activities, including the research process that produced profiles of 20 education districts in which the NECT will be working in 2014 and 2015. This involved visiting 3 487 schools to establish their needs. Quantity surveyors were sent to a total of 588 schools that needed infrastructural work in order to establish the extent of renovations required and prepare bills of quantities.

Output 4: Sub-output 2: Strengthen the capacity of district offices

The Minister's quarterly meetings with districts entrenched a culture of sharing good practices among districts. These quarterly meetings with district directors were held on 5 August 2013. The primary objective was to share best practices on managing structured interventions towards improving the NSC and ANA results in 2013. At these meetings with their peers, district managers from all provinces were able to discuss key national policies and initiatives, share best practices and discuss common challenges. District directors have grown in confidence, realising that they are an important cog in the leadership wheel of education. The senior management team of the DBE, led by the Deputy Minister, met with all 81 district directors in their quarterly meeting on 5 to 6 December 2013 to emphasise accountability with regard to learner performance. Significant progress has been made in the pilot study on the utilisation of ANA results being conducted in five Eastern Cape districts which performed below 65% in the 2012 NSC.

4. PERFORMANCE INFORMATION BY PROGRAMME

The DBE aims to improve the quality of learning and teaching in a sustained manner across the education sector in response to the basic education policy guiding documents, namely the NDP, 2010 Delivery Agreement and the Action Plan to 2014.

The action plan explains the 27 national goals that lie at the heart of the basic education sector plan. The main focus of the action plan is on the almost 25 000 schools known as public ordinary schools. The action plan guides those involved in the monitoring of progress in the schooling system and researchers examining trends and patterns. It provides a framework through which the trends and patterns in the schooling sector can be reviewed. This medium- to long-term plan identifies key interventions to improve the quality of learning, improve education management and administration and allow for the monitoring of progress against a set of measurable indicators covering all aspects of basic education.

The realisation of the action plan goals will contribute directly to improving the quality of basic education. The *Strategic Plan* and *Annual Performance Plan* of the DBE have been developed in response to the requirements of the 2010 Delivery Agreement and Action Plan to 2014. Reporting is based on programme performance, in line with the goals and targets articulated in the above key strategic departmental documents. The programme performance reported in this section concerns developments in improving the education sector, learning and teaching, and overall learner performance – all resourced through Budget Vote 15. It should be noted that additional coverage on achievements will be found in the programmes implemented by the nine PEDs.

4.1 Programme 1: Administration

4.1.1 Purpose

The purpose of Programme 1 is to manage the Department and to provide strategic and administrative support services.

4.1.2 List of sub-programmes

- Ministry;
- Departmental Management;
- Corporate Services;
- Office of the Chief Financial Officer (CFO);
- Internal Audit and Risk Management; and
- Office Accommodation.

4.1.3 Strategic objectives

- Improve the capacity of the DBE.
- Strengthen partnerships with all stakeholders, resulting in education becoming a national priority.

4.1.4 Programme overview

The programme contributes to quality in the basic education system through effective institutional service delivery processes, planning and provisioning. In support of capacity building and development to improve the delivery of the mandate of the Department, vacancy management, HR development and performance management intervention have been prioritised.

4.1.5 Programme summary and performance information

4.1.5.1 Corporate Services

4.1.5.1.1 Human Resource Management and Development

- The strategic thrust of this sub-programme is improving the capacity of the DBE to attain the goals of Action Plan to 2014. Although this programme does not contribute directly to the achievement of Outcome 1, it supports the achievement of Outcome 1 (Improved Quality of Basic Education) and the goals of the Action Plan to 2014, by ensuring that the DBE has adequate staff to execute the responsibilities associated with the achievement of Outcome 1, and that staff are fully capacitated to deliver on this mandate.
- The DBE advertised 25 posts during the fourth quarter and a total of 26 interviews were held, including for posts that were advertised during the third quarter.
- The DBE finalised the performance assessments of all officials for the final quarter and for the end of the financial year. The performance bonuses were paid out to officials that qualified at the end of March 2014. All matters related to end of the financial year were addressed and finalised in terms of tax reconciliations, etc.
- In terms of HR development, during the year a total of 359 officials attended skills training and development courses, as well as induction courses. The DBE exceeded the target of 300.
- The DBE also exceeded its target in terms of the appointment of interns. The target that was set for the year was 60, and the DBE had, over the course of the year, appointed 64 interns.
- In terms of labour relations, the recommendations of the Public Service Commission regarding payment matters from previous financial years were implemented in respect of two officials.
- The DBE received five grievances from officials, as indicated below:
 - o Two from NEEDU officials regarding renewal of their contracts (alleged unfair labour practices).
 - o One from a DBE official regarding conditions under which his contract was dealt with (alleged unfair labour practices).
 - o One regarding failure by the Department to appoint him in the position of Director.
 - o One regarding retention/remuneration in accordance with the Occupational-Specific Dispensation.
- There was labour peace during the year, largely owing to the DBE's good working relationship with the unions.

4.1.5.1.2 Legal and Legislative Services

The Legal Services Unit is responsible for providing the Minister, the Deputy Minister, the Department, the PEDs and the public with strategic direction and advice on education legislation. The Department is in the process of managing litigation in the cases set out below.

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No.	Matter	Cause of action	Status
1.	DIE AFRIKAANSE TAALRAAD VS. MINISTER OF BASIC EDUCATION	The applicants made an application to the Equality Court, claiming that the respondent was discriminating unfairly against Afrikaans-speaking students, with specific reference to Funza Lushaka bursary scheme. The bursaries are not awarded to students who choose Afrikaans as a subject for teacher training. Relief sought: Interim order that respondent stop unfair practice; final order that practice amounts to language discrimination; that all students be considered for bursaries on merit; a public apology; costs and any other alternative legal assistance.	Ongoing. Waiting for the applicant to file their answering affidavit.
2.	KHARITHOME TRAINING AND CONSULTING CC VS. MAKGETSE HIGH SCHOOL AND FOUR OTHERS	The plaintiff instituted the action in relation to a contract that he had entered into with the defendants. The Minister was cited as the third defendant. The plaintiff alleges that the defendants unlawfully terminated his contract and, as a result, he claimed R360 000.	Ongoing.
3.	S KHUBHEKA VS. MEC: KZN AND OTHERS	The KwaZulu-Natal Education Department (KZNED) unlawfully upgraded the posts Deputy Chief Education Specialists. This function resides with the Minister; the KZNED did not have the authority, or any authorisation, to upgrade the posts.	Ongoing.
4.	FRANCA LINGUA VS. THE MINISTER OF BASIC EDUCATION	The plaintiff alleges that the Department owes it an amount of R13 430 361 for the printing of textbooks.	Ongoing.
5.	AFRICAN PUBLISHERS ASSOCIATION VS. MINISTER OF BASIC EDUCATION AND OTHERS	The applicants applied for an order interdicting the respondents from selecting on behalf of the SA public school LTSMs as contained in the National Catalogue and that the respondents were bound by the aforesaid catalogue.	Ongoing.
6.	NEW GENERATION PUBLISHERS V MINISTER OF BASIC EDUCATION	The applicants, a publishing company, brought an application that the decision of the DBE to disqualify its History textbook on the basis that it was submitted after the cut-off date for resubmission of conditionally qualified textbooks, is set aside.	Ongoing.
7.	MAGNA FS V MINISTER OF BASIC EDUCATION	This case is based on the same cause of action as the Procon Fischer case. The plaintiffs in the Procon Fischer case withdrew that case and instituted a fresh action under the name of Magna FS.	Ongoing. The matter is set down for 12 August 2014.
8.	BEAUVALLON SECONDARY SCHOOL VS THE MINISTER OF EDUCATION FOR THE WESTERN CAPE	The applicants in this matter brought an application for an order to review and set aside the decisions of the MEC for Western Cape Education Department, to close any of the eighteen schools in that province. The Minister of Basic Education is cited as the third respondent in this matter.	Ongoing.
9.	MAKOFANE VS THE MINISTER OF BASIC EDUCATION	The plaintiff served the DBE with a summons, claiming an amount of R145 641,00 for the salary of December 2011, January 2012 and February 2012.	Ongoing.
10.	EDWARD J PETERSON VS MINISTER OF BASIC EDUCATION	The plaintiff served the Department with a summons, claiming against Kha Ri Gude campaign wages for the period of August 2009 to December 2009 at the rate of R4 000,00 per month, totalling R20 000,00, being supervisory services rendered by him.	Ongoing.
11.	EDO SOLUTIONS V MEC EDUCATION LIMPOPO AND OTHERS	The MEC for Education in Limpopo is the first defendant; the Administrator for Limpopo is the second and the Minister the third defendant. The plaintiff is claiming damages for breach of contract against the first defendant in the amount of R147 million and against the Minister in solidus with the first defendant an amount of R121 million plus interest at 15,5% per annum.	Ongoing.

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VOTE 15 DEPARTMENT OF BASIC EDUCATION

No.	Matter	Cause of action	Status
12.	MUMTAZ GANAS O.B.O MIKHAIL GANAS V MINISTER OF EDUCATION	This case was served on the Gauteng Education Department. The DBE was not informed of this case and only became aware of this matter when the sheriff of the court delivered a warrant of execution to the Department. It appear that default judgment was taken to the amount of R160 000.	Ongoing.
13.	GERHARD BEETGE V MINISTER OF BASIC EDUCATION AND OTHERS	The plaintiff in this matter is claiming damages in the amount of R20 229,92 resulting from a collision with his motor vehicle.	Ongoing.
14.	MOHLAHLUDI : MOOPA MOSES & 31 OTHERS VS MEC FOR EDUCATION: LIMPOPO PROVINCE AND MINISTER OF BASIC EDUCATION	The applicants lodged an application at Court, in terms of which they be paid a rural allowance continuously on a monthly basis (each applicant be paid outstanding rural allowance of R18 200,00); and the declaration that the Minister of Education in terms of section 4(30) of the Employment of Educators Act had made a determination that applicants are legible for and be paid rural allowance in concurrence with the Minister of Finance.	Ongoing.
15.	MICHELLE SAFER VS HOD, WESTERN CAPE EDUCATION DEPARTMENT AND OTHERS	The applicant applied for an order to review and set aside the decision of the HOD in an appeal in terms of section 40(2) of the Act, to the effect that she did not qualify for a partial exemption from the 2013 school fees levied by the school. The applicant needs the court to declare that her and her husband are jointly, rather than jointly and severally, liable for the payment of school fees in respect of their minor daughter, and in the alternative, to declare regulation 6(2) to be inconsistent with the Constitution and invalid.	Ongoing.
16.	EVELYN WILHEMINA PEASE, PROGRESSIVE PRINCIPALS ASSOCIATION VS GOVERNMENT OF SA, MINISTER OF BASIC EDUCATION AND 12 OTHERS	The applicant brought an application to Court that the Government of the Republic of South Africa is not meeting the obligations imposed on it by section 2(1)(a) of the Constitution, as read with sections 1, 2, 6(2), 7(2), 9, 10, 12(2), 195(1) and 237 of the Constitution. According to the applicant, the respondents has consistently failed to equip the majority of learners in South African public schools with sufficient literacy and numeracy skills, failed to ensure that delivery of textbooks and teaching materials takes place timeously in all public schools, failed to take reasonable steps to equip all teachers in public schools with adequate skills and suitable training, etc.	Ongoing.
17.	NCEBO WELLINGTON HOYI VS GENERAL PUBLIC SECTORAL BARAGAINING COUNCIL AND TWO OTHERS	The applicant brought a review application to the Labour Court, to review, set aside and substitute the arbitration award issued by the second respondent (Commissioner), alternatively referring the matter back to the first respondent (GPSSBC) for re-adjudication before a commissioner other than the second respondent.	Ongoing.

4.1.5.2 Internal Audit and Risk Management

During the period under review, 13 audits were completed out of a total of 40 audits as stated on the approved audit coverage plan. The audit coverage plan for the 2013/14 financial year was approved by the Audit Committee on 14 August 2014. The Internal Audit Unit reports functionally to the Audit Committee and administratively to the Director-General. The Internal Audit Unit functions in accordance with the Internal Audit Charter. During this period, a new committee member was appointed. A total of five Audit Committee meetings took place during this period. Four minutes were approved by the Audit Committee.

Risk champions were appointed for each branch in the period under review. Two Risk Committee meetings were held during this period. The risk registers for the 2013/14 financial year were signed off by the relevant risk owners. The whistle-blowing policy was developed and approved by the Director-General. An implementation plan was developed for the Minimum Anti-corruption campaign.

4.1.5.3 Office Accommodation

Office accommodation in the Department continues to be managed under the present PPP agreement and is currently in its fourth year. The Department does not envisage encountering any problems with office space.

4.1.5.4 International Relations and Multilateral Affairs

Partnerships with various institutions and organisations form part of the Department's efforts to engage and form a basis of support with strategic stakeholders across the world. Below are more details of the engagements for the period under review.

Bilateral agreements

- The Department concluded a draft implementation plan for the DBE and the Ministry of Education of China's cooperation agreement in the field of basic education, signed on 26 March 2013. The DBE initiated the drafting of the implementation plan, which indicates the prioritised areas for implementation. The implementation plan has been agreed to by the Ministry of Education in China through their embassy and was signed during the official ministerial working visit in February 2014. Implementation of the agreement is in progress.
- The Department concluded a cooperation agreement (referred to as the Declaration of Intent) between the DBE and the British Council in the field of English language in education. The declaration was subsequently signed in January 2014 during the Education World Forum in London. Implementation of the declaration is already in progress.
- The Department concluded facilitating the development of a bilateral agreement with Namibia on sharing certification data for Grade 12. The agreement has received the final presidential approval and is ready for signing by the Minister of Basic Education and the Namibian counterpart during 2014. The directorate is looking into various avenues through which the agreement can be signed.
- The Department is coordinating the development of a bilateral agreement between South Africa and Serbia. Negotiations of the agreement in the field of basic education have been finalised. The cornerstone of the agreement is the teaching of the Serbian language in South Africa, and also include areas such as experts, knowledge and information exchange. The Serbian counterparts have since requested an amendment on entry into force article. This is still receiving the attention of DIRCO. If agreed to, the agreement will undergo final stages of approval.

- The Department is currently negotiating with Cuba for the renewal of the 2002 agreement on a tutor-exchange programme. The Ministry has requested that the conclusion of the negotiation process be handed over to the envisaged new ministers of basic education for finalisation. In this regard, communication has been sent to the Cuban Ministry of Basic Education via the diplomatic channels.
- The Department is coordinating the development of a bilateral agreement between South Africa and Swaziland. A counter-proposal on the draft proposal received from the Swaziland Ministry of Education has been prepared by the Chief Directorate for Exams in the DBE. Legal opinion from DBE raised questions on several legal aspects. Proposals to address the legal concerns will be presented to the Minister and Deputy Minister for consideration and decision.
- The Department is coordinating the development of a bilateral agreement between South Africa and Sri-Lanka. Sri-Lanka sent the first draft when education was still under the former Department of Education. This was subsequently brought to the attention of the DBE. The draft agreement will be revised to separate the areas of cooperation from those of the DHET; and thereafter processed as per procedure.
- The Department is coordinating the development of a bilateral agreement between South Africa and Turkey. The Ministry of Education in Turkey sent a draft agreement to the DBE for consideration. The International Relations and Multilateral Affairs Directorate has finalised the internal consultations with branches and their inputs have been incorporated in the draft, which was then sent to Turkey through diplomatic channels for consideration.
- The Department is coordinating the development of a bilateral agreement between South Africa and Angola in the field of basic education. Angola sent the first draft when basic education was still under the former Department of Education. This was brought to the attention of the DBE in 2013. The draft agreement will be revised to separate the areas of cooperation from those of the DHET; and thereafter processed as per procedure. Proposed areas of cooperation include exchange of information and publications, cooperation between education institutions, and exchange of experts and academics.
- The Department received information that a commitment was made to partner with Mauritania during the June 2011 Senior Officials Meeting held in Mauritania. There was an agreement that the DBE would invite Mauritanian counterparts on a familiarisation visit to South Africa and that a memorandum of understanding (MoU) would be established between the two parties. In order to follow through, Mauritanian officials were advised to propose the MoU through diplomatic channels.
- The Department is coordinating the development of a bilateral agreement between South Africa and Kenya in the field of basic education. The draft agreement is currently receiving attention from heads of branches within the DBE.

Ministerial and high-level international relations engagements

- The Department coordinated a meeting between Minister Motshekga and the Minister of Education from the Republic of Guinea, Dr Ibrahima Kourouma and some delegates on 23 April 2013. Minister Kourouma requested to meet the Minister to discuss cooperation matters in the field of education. The Minister was supported by Acting Deputy Director General Mr M Mweliso.
- The Department coordinated and accompanied the Minister to the high-level meeting of the Educate-a-Child initiative in Qatar from 27 April to 1 May 2013. South Africa has been identified as a priority country to implement this initiative in 2014. The initiative has the potential to raise much needed funds, in addition to our allocation from the national fiscal to support our education priorities (such as infrastructure development, school nutrition programmes, scholar transport and the procurement of LTSMs).

- The Department assisted with protocol and logistical preparations for the opening plenary of the Commonwealth Workshop on Professional Standards for Teachers and Principals. The workshop was hosted by the Commonwealth Secretariat in association with the South African Qualification Authority (SAQA), with representatives selected from Africa, the Pacific and the Caribbean. The purpose of the workshop was to produce a pan-Commonwealth framework on professional standards for teachers and school leaders. The workshop was hosted from 27 to 30 May 2013 in Pretoria.
- The Department coordinated the participation of the Deputy Minister in the Sixth Ministerial Round Table on Policy and Innovation in Education in Africa, which took place on 29 May 2013 in Windhoek, Namibia. The main objectives of the round table were to take stock of more than a decade of investment in ICT integration in public education and skills development in Africa; discuss the rapid emergence of mobile learning models and their potential to improve education and skills development in Africa; and share ideas on appropriate policy responses and implementation strategies by African governments and their partners.
- The Ambassador Extraordinary and Plenipotentiary of the People's Republic of China to the Republic of South Africa, Mr TIAN Xiejun, met with the Minister of Basic Education in Cape Town on 11 September 2013. The courtesy call was essentially for the Minister and ambassador to recommit to implementing the cooperation agreement in the field of basic education signed on 26 March 2013. The ambassador and the Minister met again on 13 January 2014 to discuss preparations for Minister Motshekga's working visit to China scheduled for February 2014.
- The Department coordinated the participation of the Deputy Minister to the Southern African Development Community (SADC) Education and Training Ministers' Conference that took place in Maputo, Mozambique on 16 to 20 September 2013. The ministers' meeting was held on 19 to 20 September, and was preceded by a three-day preparatory senior officials' meeting, which was held from 16 to 18 September 2013.
- The Department coordinated and provided protocol and advisory support for the bilateral meeting between the Deputy Minister of Basic Education and Deputy Prime Minister and Minister of Education, Mr Jan Björklund from Sweden, on 9 October 2013 at Khayalihle Primary School in Vosloorus.
- The Department coordinated meetings for the Sri-Lankan Minister of Languages and Social Integration, Mr Vasudeva Nanayakara. He met with the Tutu Peace Foundation and the Institute for Justice and Reconciliation on the sidelines of the International Language Conference in Cape Town from 12 to 18 October 2013.
- The Department coordinated the Minister's attendance to the World Innovation Summit for Education in Doha, Qatar from 28 to 31 October. This summit is a dynamic and action-oriented initiative where thought leaders, experts, policy makers and practitioners from all sectors meet to interact, debate and purposefully plan actions for building the future of education. The Minister was invited as a key participant to share South Africa's experiences on education policies.
- The Department coordinated and provided protocol and advisory support for the Education World Forum from 19 to 23 January 2014. The summit was highly attended by ministers and deputy ministers from around the world. The focus was on information technology as the next phase in education.
- The Department coordinated and provided protocol and advisory support to the Education Minister's working visit to China from 23 February to 1 March 2014. The main purpose of the visit was to benchmark the education system of China from a policy perspective and to oversee the signing of the implementation plan of the agreement between the Ministry of Education of the People's Republic of China and the DBE on cooperation in the field of basic education. A comprehensive report on the visit has been compiled.

Partnerships

During the period under review, the Department convened initiatives to support the partnership with the United States Agency for International Development, Japan International Cooperation Agency and Flemish Association for Development Cooperation and Technical Assistance.

Unesco

- During the period under review, the Minister appointed Mr Yousuf Gabru as the chairperson of the South African National Commission for Unesco, after Professor Brian Figaji's term of office came to an end in May 2013.
- The Secretariat facilitated and attended the launch of the Unesco Africa Chair in Nanoscience and Nanotechnology at Unisa on 15 May 2013. The chair is a trilateral partnership between Unesco, Unisa and the iThemba Labs. It falls within the framework of the UNITWIN/Unesco Chairs programme, which provides "think tanks" and "bridge builders" between the academic world, civil society, local communities, research and policy making. The chair is a milestone outcome of NANOAFNET, and key partners include, among others, the Abdus Salam International Centre for Theoretical Physics, the Academy of Science for Developing World, the Organisation for Women in Science in the Developing World, the Science and Technology Directorate of the French Embassy, the National Research Foundation (NRF) and the US National Science Foundation.
- The DBE in collaboration with the South African Embassy in Paris, and the Unesco headquarters coordinated preparations, for the late former President Nelson Mandela's Rivonia Trial comrades, Messrs Andrew Mlangeni, Ahmed Kathrada and Denis Goldberg to attend the celebration of the 50th anniversary of the Rivonia Trial in Paris on 16 July 2013.
- The DBE facilitated South Africa's participation in the 37th session of the Unesco General Conference held in Paris, France on 5 to 20 November 2013. The South African delegation was led by the Minister. The DBE is the lead department at the South African National Commission for Unesco. South Africa's participation was a major success, as evidenced by the country's election to four important Unesco subsidiary bodies, namely the International Bureau of Education, Man and Biosphere, the Intergovernmental Council on the Management of Social Transformations, and the Intergovernmental Committee for Physical Education and Sport.
- In consultation with the ministries of education, Unesco delegations and national commissions of the People's Republic of China, Finland, Norway, United Arab Emirates and South Africa, the DBE developed the Unesco General Education Quality Analysis/Diagnosis Framework (GEQAF). The framework was finalised and South Africa became one of the five Unesco member states – and the only African country – that developed the GEQAF. The country submitted its GEQAF country report to Unesco in 2013, and was represented at GEQAF meetings in China and the United Arab Emirates, and also hosted the 2011 GEQAF meeting.

Unesco prizes, awards and fellowships

South African institutions and graduates, from undergraduate to post-doctoral levels, have been recipients of various Unesco prizes, fellowships and awards, which included among others the following in 2012/13:

- IFCD (International Fund for Cultural Diversity);
- IFPC (International Fund for the Protection of Culture);
- IPDC (Fund for Community Radio);
- Unesco/Keizo Obushi Research Fellowships Programme 2014; and

- Unesco-L'Oreal International Fellowships for Women in Science 2014.

Unesco high-level meetings and engagements

- The DBE participated and served as one of the jurors in the Unesco/Emir Al-Ahmad Al-Jaber Al-Sabah Prize to Promote Quality Education for Persons with Intellectual Disabilities, held on 25 to 27 September 2013 at the Unesco headquarters.
- The Department provided support to Unesco missions as and when required.
- The DBE attended the Unesco Capacity Building Workshop for Southern Africa National Commissions on 22 to 26 July 2013 in Gaborone, Botswana.
- In fast-tracking the proposed MoU between South Africa and South Korea, the Department hosted the Secretary-General of the South Korean National Commission for Unesco on 18 March 2014.
- In order to strengthen the coordination, monitoring and evaluation of Education for All projects between South Africa and the Korean National Commission for Unesco, the DBE hired an intern from the Korean commission.
- The Department appointed eight new members to the Education Sector Committee.
- On 8 to 10 December 2013 the Department hosted and supported the Unesco Director-General, Madam Irina Bokova, during her visit to South Africa to attend former president Nelson Mandela's memorial service.

4.1.5.5 Media Liaison and National and Provincial Communication

- The Department communicated and informed the public and stakeholders on an ongoing basis on the policies, programmes and interventions of the Department via regular media questions. The communication approach is based on developmental communications to ensure that all education stakeholders are informed of activities within the sector.
- A comprehensive communication strategy was developed for the Department and presented to the relevant structures and managers for input and approval. The following tools and platforms were used to convey education sector information:
 - o Communication strategies were developed for the third cycle of the ANA that was written in September 2013.
 - o *Vuk'uzenzele* was used to communicate, among others, the background of the NSNP and ECD.
 - o Media plans were developed for the Kha Ri Gude literacy campaign, Unesco stakeholder meeting, ANAs, NSC examinations, launch of the 2nd Women's Legacy Series, Discipline Summit, etc.
 - o Media liaison: on average, 40 topics were addressed and responded to per quarter and most were via the Minister's office, as well as via social media and other platforms. Responses were provided through interviews, media statements and other communication products.
 - o Design and layout support for external and internal communications was provided to branches, which included more than 100 printed materials that were produced. The Communications Unit also supported more than 100 DBE events through events management coordination, branding, photography and reports for the website to strengthen public relations and to assist with the implementation of broader communication strategies for various departmental projects and programmes.

- o Communication support for internal and external departmental campaigns and programmes included the public area display, which displayed the graphics and information on plasma screens, such as the NSNP Awards slide show, Supplementary Exams, SONA and National Teaching Awards 2013. Email signatures were also created to promote programmes such as Supplementary Exams, National Teaching Awards 2013, NSNP Awards and Proposed School Calendar for 2015.

Strengthening of web presence and e-communication

During the financial year, the following activities were monitored on social networking platforms:

- Facebook: The page had 12 500 followers, with queries received and addressed on the profile covering a wide range of topics, including NSC and supplementary examinations, ANAs, Kha Ri Gude, teacher training and development.
- Twitter: The Twitter account had 21 300 followers. The queries covered a wide range of topics including textbooks, NSC examinations, ANAs, ASIDI and school infrastructure in general, teacher training and development.
- Website: Unique visitors to www.education.gov.za totalled 1 357 946 for the year. Views (the number of visits to the site of which repeat visits are included) totalled 22 192 303 for the year (January: 5 941 369; February: 2 885 501; and March: 1 389 122).
- The info@dbe.gov.za mailbox received an average of 1 000 emails monthly and topics included school admissions, Grade 12 results, school books, infrastructure and matric certificates, and requests for information on teacher vacancies.
- Text messages were sent to school principals to inform them about learners support materials available on the website, the National Recruitment database, Democracy Week, ANA reports, Mandela Day, and to congratulate them on World Teacher's Day. Texts were also sent to district directors to remind them of the District Directors' meetings.
- Bulk e-mails were sent to stakeholder bodies to inform them of the draft regulations for minimum norms and standards for school infrastructure, call for comments on the NSC pass mark, invitation for contributions to the 20 Years of Freedom commemorative book, the incremental introduction of African languages policy, and the *Curriculum News* newsletter.
- YouTube videos: The following videos were created: NSC (top achievers), National Teaching Awards, NSNP Awards, SASCE CPTD management system and South African School Administration and Management System (SA-SAMS) learner support materials.

Internal communications

Pula, the DBE's internal newsletter, was compiled and published bi-monthly. Articles placed on the intranet included personal reflections on 20 years of freedom and democracy ("Does 20 years of freedom hold any meaning to born-frees"), resolving work conflict, office romances, Freedom Friday ("Remember to show your pride tomorrow"), a healthcare educational feature on World Glaucoma Week, and reawakening your passion for work.

20 Years of Freedom

There were contributions made for the book on 20 Years of Freedom, which included 39 interviews and written submissions for the publication. A website for the 20 Years of Freedom was also created, and it includes information on past administrations in education. The completed areas of the book are the overview, foreword by the Minister and conclusion by the Acting Director-General.

4.1.5.6 Strategic Planning, Research and Coordination

Planning and reporting

The DBE was able to meet its reporting, planning, monitoring, evaluation and coordination obligations for the period under review in compliance with the outcomes-approach of Government.

Reporting

- The performance information reported in accountability documents enables Parliament and the public to track government performance and hold it accountable. To this end, the DBE briefed the Portfolio Committee on Basic Education and Select Committee on Education and Recreation on an ongoing basis as requested during the 2013/14 period.
- Outcome 1 of the 2010 Delivery Agreement sets out measurable outcomes and outputs for the system. Cabinet memoranda and summary progress reports were compiled and submitted to the Department of Performance Monitoring and Evaluation (DPME) on a quarterly basis. The quarterly reports on the performance of the Department in meeting its strategic objectives for 2013/14 were compiled and submitted to National Treasury. Engagements were held with branches in support of managing performance information and evidenced-based reporting. The *Performance Information Management Strategy* of the Department was approved, together with the *Standard Operating Procedure* document. These documents will guide the Department in managing performance information and address some of the challenges raised in the audit of performance information.
- The Department contributed and reported on Outcome 7 (Rural Development and Land Reform) and Outcome 12 (Social Cohesion) of Government's Programme of Action.

Planning

- In an initiative to deepen strategic and operational planning in the DBE, support was provided to all branches in developing detailed and credible operational plans for the 2014/15 period. The planning sessions provided an opportunity to focus on statutory requirements for improving planning management, reporting and evaluation of the activities of the DBE programmes implemented in the system. These plans informed the development of the Department's *2014/15 Annual Performance Plan*, which was tabled on 11 March 2014.
- ***The DBE is committed to ensuring that every learner and teacher has access to the minimum set of material required to implement the national curriculum. Considering the recent management challenges in LTSM provisioning and delivery, addressing this area is of key importance for the DBE and the sector as a whole. Accordingly, the DBE Service Delivery Improvement Plan was developed for the period 2013/16 and focuses on LTSMs as a key improvement lever, as outlined in the Action Plan to 2014 and the 2010 Delivery Agreement.***

Assessment

The Management Performance Assessment Tool (MPAT) is a tool that collates existing management policy and guidelines into a framework of standards and indicators of good practice in order to promote a common understanding of good management practice. The DBE self-assessments for the 2013/14 cycle were finalised and submitted to the DPME on 18 October 2013. An improvement plan has been developed to strengthen the current areas of weakness.

Research Coordination, Monitoring and Evaluation

- Monitoring reports were developed. These include approval and publication of the following reports:
 - o *Macro Indicator Report 2013;*
 - o *General House Survey Report 2012: Focus on Schooling;*
 - o *Efficiency Report in the Schooling System;*
 - o *Education for All Country Report 2013;*
 - o *Formative for Workbooks and Textbooks Evaluation Report;* and
 - o *School Monitoring Survey 2011.*
- In addition to publishing the *School Monitoring Survey* (conducted in 2011), two reports were developed to provide an update on key indicators of the 2010 Delivery Agreement for the Basic Education Sector. In particular, the reports provide a detailed analysis in relation to three key indicators (access to texts, curriculum coverage and district support) where previously there had been a serious knowledge gap. The second report pays special attention to indicators dealing with educational attainment and learner performance. These reports were published in September 2013: *Detailed Indicator Report for the Basic Education Sector;* and *Report on Progress in the Schooling Sector against Key Indicators.*
- The Department created and updated Excel-based district profiles. The profiles are intended to assist managers to plan policy, resource provisioning and interventions to improve learner performance throughout the system and strengthen teacher ability. The DBE's *Performance Information Management Strategy* was finalised. The strategy describes the processes for performance information management in the Department, which includes planning, reporting and monitoring and evaluation processes, and the implementation of management systems to manage performance information.
- Coordination of monitoring in the sector was undertaken. The unit successfully organised four meetings of the HEDCOM Sub-committee on Planning, Monitoring and Evaluation. The meetings were held as follows: 11 June 2013; 11 September 2013; 13 November 2013; and 6 March 2014.
- The Department attended the Monitoring and Evaluation Forum meeting at the DPME, and presented an overview of monitoring and evaluation in the DBE. It also presented work that was done by the DBE on profiling education districts.

National and international reporting

- The Department compiled the following reports for international reporting. These reports assist the Department in fulfilling its international reporting obligations: *Convention against Discrimination in Education 2013;* *Convention on the Rights of a Child 2013;* and *Education for All Country Report 2013.*
- The Department provided responses to a questionnaire from the South African Human Rights Commission.
- The Department provided information and data to Statistics South Africa during the process for compiling the *Millennium Development Goals Country Report 2013.* The report is published on Statistics South Africa's website.
- *The Department provided the information to the Presidency for the compilation of the **Development Indicators Report.***

Research and evaluation

- Phase 2 of the Education Research Indaba took place. The theme of the indaba was national education assessments in South Africa – supporting literacy and numeracy improvements. Phase 2 was structured as a two-day workshop where education stakeholders presented selected papers in response to the recently completed call for research papers on literacy and numeracy from PED and DBE researchers.
- The 2013 report on the independent formative evaluation of the quality and usage of workbooks and textbooks for Grades 3, 6 and 9 was completed and finalised.
- The report on the impact of the introduction of Grade R on learning outcomes has been finalised. The report provides evidence of the impact of Grade R on learning outcomes in Grades 1 to 6.

Coordination and secretarial support

- The Department constituted various governance structures, such as the CEM, HEDCOM, ministerial management, senior management and broad management. In addition, the DBE is, together with the Department of Social Development, responsible for managing meetings of the Forum of South African Directors-General Social Cluster and the Social Cluster Technical Working Group (SCTWG).
- During the period under review, a total of 71 meetings were held, including three CEM teleconferences, and meetings for the Directors-General Social Cluster and SCTWG. Out of the 119 planned meetings, 50 meetings were not convened. The reason for not convening some of the meetings was unexpected cancellations, which was a result of the busy schedules of the executive authorities and senior managers. The DBE has therefore managed the logistical arrangements, agenda-setting and records drafting for all the meetings successfully.
- In line with the Coordination and Secretarial Support Unit of the DBE, the following documents were developed to further enhance the institutional mechanisms:
 - o *Inter-governmental Relations Framework for Basic Education Sector*: This sectoral engagement protocol was developed and incorporated into the *Procedural Guidelines for Basic Education Institutional Mechanisms*. The protocol is intended to serve as a correct code of conduct guiding formal interactions between the DBE, PEDs and stakeholders by outlining a system of rules that explains the correct procedure to be followed at all times. Furthermore, it seeks to address identified challenges pertaining to requests by various NGOs and related private service providers to conduct research studies and projects in various provinces, as well as communication aspect within the sector.
 - o An analysis of attendance trends for 2012 and 2013 in respect of CEM and HEDCOM, as well as HEDCOM sub-committee meetings, was conducted to check compliance by members. A report was developed in this regard, tabled and endorsed at the ministerial management and HEDCOM meetings as a way forward and for further processing.
 - o The 2014 Calendar for CEM and HEDCOM meetings was developed and approved at HEDCOM and CEM meetings. A consolidated meeting schedule for HEDCOM sub-committees was developed and approved by the HEDCOM meeting held on 9 December 2013.
 - o SOPs for document management were developed, with the intention of establishing a uniform process for handling all documents concerning meetings of institutional mechanisms within the DBE. The document provides generally acceptable established procedures relating to collation of information, creation of records and their classification and storage, security, archiving, and preserving, retrieving and tracking of records.

- o Terms of reference for the SCTWG were developed and approved by the Social Cluster meeting of 29 January 2014. The SCTWG was established with a responsibility to interrogate and process submissions received prior to the Social Cluster meeting and to make recommendations to the Social Cluster, thereby setting the agenda for the Social Cluster to take decisions.

- o In addition, the DBE Institutional Mechanisms' Meeting Effectiveness Questionnaire was developed to help determine the productivity of the institutional mechanisms within the sector which in turn will help to improve the effectiveness and efficiency of the meetings, in particular the HEDCOM sub-committees.

4.1.6 Strategic objectives, performance indicators, planned targets and actual achievements

Strategic objectives	Programme performance indicator	Actual achievement 2012/13	Planned target 2013/14	Actual achievement 2013/14	Deviation from planned target for 2013/14	Comments on variance
Improve the capacity of the DBE (development)	Number of officials participating in staff development activities (out of 738)	350	300	A total of 359 officials attended skills development and training courses.	A positive variance of 59 was achieved.	The implementation of an intensive induction programme in order to familiarise staff with policies and procedures in the Public Service resulted in the increased achievement.
	The number of internships implemented for unemployed graduates in the Department	87	60	A total of 63 interns were appointed.	A positive variance of 3 was achieved.	None.
Strengthen partnerships with all stakeholders, resulting in education becoming a national priority	A report highlighting South Africa's role and participation in multilateral bodies and international organisations in support of the development of the education system is produced twice a year, including strategic opportunities, threats, utility and areas of partnership	2 reports	2 reports	Two reports were generated. These reports will be utilised, <i>inter alia</i> , to conduct environmental scanning during the development of the next strategic development plan of the DBE.	None.	None.
	The number of signed financial disclosure forms for DBE SMS members submitted by 31 May 2013 (out of 78 SMS members)	-	All SMS members sign financial disclosure forms within the stipulated time	Overall there were 79 financial disclosure forms submitted to the PSC.	A positive variance of 1 was achieved.	The variance occurred due to resignations and new appointments in the year.
Improve capacity of the DBE (efficiency)	The number of signed performance agreements by DBE SMS members by 31 May 2013 (out of 78 SMS members)	-	All SMS members sign performance agreements within the stipulated time	There were 77 performance agreements submitted and two resignations.	A variance of 1 was noted.	A variance occurred due to resignations and new appointments in year.
	MPAT process facilitated and report developed on time	-	MPAT process results available and submitted to DPME	Scores finalised and submitted to DPME on 18 October 2013	None.	None.
	Performance information capacity improvement	-	Capacity improvement performance information strategy developed by DBE	A performance information management strategy was developed to guide evidence-based reporting.	None.	None.

4.1.7 Strategy to overcome underperformance

None.

4.1.8 Changes to planned targets

None.

4.1.9 Linking performance with budgets

Programme 1: Administration						
	2013/14			2012/13		
Detail per sub-programme	Final Appropriation	Actual Expenditure	(Over)Under Expenditure	Final Appropriation	Actual expenditure	(Over)Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
1.1 Ministry						
Current payment	28 757	28 738	19	22 187	21 592	595
Transfers and subsidies	3	2	1	9	8	1
Payment for capital assets	1 010	1 008	2	1 296	1 275	21
Payments for financial assets	-	-	-	-	-	-
1.2 Departmental Management						
Current payment	61 316	61 215	101	54 776	53 156	1 620
Transfers and subsidies	93	93	-	30	29	1
Payment for capital assets	530	523	7	479	386	93
Payments for financial assets	-	-	-	-	-	-
1.3 Corporate Services						
Current payment	69 847	69 749	98	59 885	58 709	1 176
Transfers and subsidies	15 278	15 277	1	12 229	12 240	(11)
Payment for capital assets	1 089	1 083	6	1 405	1 277	128
Payments for financial assets	5	5	-	-	-	-
1.4 Office of the CFO						
Current payments	34 301	34 301	-	25 421	25 064	357
Transfers and subsidies	-	-	-	3	2	1
Payment of capital assets	196	194	2	237	235	2
Payments for financial assets	-	-	-	-	-	-
1.5 Internal Audit and Risk Management						
Current payments	5 133	5 103	30	4 340	4 201	139
Transfers and subsidies	49	49	-	39	0	39
Payment of capital assets	245	245	-	79	116	(37)
Payments for financial assets	-	-	-	-	-	-
1.6 Office Accommodation						
Current payments	134 384	135 347	(963)	125 798	125 366	432
Transfers and subsidies	-	-	-	-	-	-
Payment of capital assets	14 678	13 568	1 110	14 672	13 672	1 000
Payments for financial assets	-	-	-	-	-	-
Total	366 914	366 500	414	322 885	317 328	5 557

4.2 Programme 2: Curriculum Policy, Support and Monitoring

4.2.1 Purpose

The purpose of Programme 2 is to develop curriculum and assessment policies and monitor and support their implementation.

4.2.2 List of sub-programmes

- Programme Management: Curriculum Policy, Support and Monitoring;
- Curriculum Implementation and Monitoring;
- Kha Ri Gude Literacy Project; and
- Curriculum and Quality Enhancement Programmes.

4.2.3 Strategic objectives

- Improve teacher capacity and practices.
- Increase access to high-quality learning materials.
- Strengthen partnerships with all stakeholders, resulting in education becoming a national priority.
- Universalise access to Grade R.

4.2.4 Programme overview

Curriculum Policy, Support and Monitoring is the primary vehicle for ensuring quality delivery of the curriculum in the basic education sector. The indicators in this programme are fundamentally directed towards improving learner performance as captured in the Action Plan to 2014. The programme contributes to the following sector goals on learner performance:

- Goal 1: Increase the number of learners in Grade 3 who, by the end of the year, have mastered the minimum language and numeracy competencies for Grade 3.
- Goal 2: Increase the number of learners in Grade 6 who, by the end of the year, have mastered the minimum language and mathematics competencies for Grade 6.
- Goal 3: Increase the number of learners in Grade 9 who, by the end of the year, have mastered the minimum language and mathematics competencies for Grade 9.
- Goal 4: Increase the number of Grade 12 learners who become eligible for a Bachelor's programme at a university.
- Goal 5: Increase the number of Grade 12 learners who pass Mathematics.
- Goal 6: Increase the number of Grade 12 learners who pass Physical Science.
- Goal 7: Improve the average performance of Grade 6 learners in Languages.
- Goal 8: Improve the average performance of Grade 6 learners in Mathematics.
- Goal 9: Improve the average performance of Grade 9 learners in Mathematics.
- Goal 12: Improve the grade promotion of learners through Grades 1 to 9.

The realisation of these goals is rooted in the work done within this programme in the core policy areas of:

- CAPS;
- LTSMs (workbooks, textbooks and libraries);
- ECD;
- adult literacy;
- special needs education;
- e-learning; and
- MST.

The DBE has contributed to improved learner performance in the classroom by working collaboratively with PEDs on developing policy, providing guidelines and institutionalising support in these core policy areas. A summary of the activities for this programme, as resourced by Vote 15, for the period under review is detailed below.

4.2.5 Programme summary and performance information

4.2.5.1 Curriculum Implementation and Monitoring

4.2.5.1.1 Curriculum, implementation and quality improvement of Grades R to 12

(a) Curriculum and Assessment Policy Statement

The national CAPS is a single, comprehensive and concise policy document that replaced the Subject and Learning Area Statements, Learning Programme Guidelines and Subject Assessment Guidelines for all the subjects listed in the NCS Grades R to 12. CAPS forms part of the NCS Grades R to 12, which represents a policy statement for learning and teaching in South African schools. It comprises the following:

- CAPS for all approved subjects;
- National Policy Pertaining to the Programme and Promotion Requirements of the NCS Grades R to 12; and
- National Protocol for Assessment Grades R to 12.

CAPS addresses the gaps and challenges that were identified in the NCS; thus facilitating improved understanding of the curriculum focus and direction by teachers and resultantly improved classroom practice. A total of 4 073 subject advisors were orientated in CAPS for the Senior Phase and Grade 12. This orientation was done in preparation for subject advisors to be able to train teachers in their different provinces. The orientation was conducted in all nine provinces for all subjects.

(b) Incremental Introduction of African Languages

South Africa is a multilingual country with a rich diversity of languages reflective of its multicultural population. The South African Constitution provides for eleven official languages (Sepedi, Sesotho, Setswana, Siswati, Tshivenda, Xitsonga, Afrikaans, English, IsiNdebele, IsiXhosa and IsiZulu). The Constitution calls for the State to take practical and positive measures to promote and develop the previously marginalised languages. The NDP requires all South Africans to learn at least one indigenous language as part of nation building and social cohesion. To make concrete this noble intention, the DBE conducted an investigation on how best this can be done. The investigation recommended that the offering of indigenous languages should be made compulsory to all learners in all public schools. The Department did its ground work, conscious of the importance of languages and communication in promoting social cohesion and nation building, and announced plans to strengthen the teaching of African languages through the IIAL programme in all public schools from Grades 1 to 12. The incremental introduction of African languages is preceded by a pilot project for Grade 1, which commenced on 1 February 2014 and will run to 31 October 2014.

The IIAL draft policy was gazetted for public comments from 11 November 2013 to 12 February 2014. Approval for the IIAL pilot in at least ten schools per province was approved in August 2013. The national core training team, comprising 66 Foundation Phase African language specialists, participated in a national training workshop from 27 October to 1 November 2014.

In preparation for the pilot, provincial teacher training workshops were completed in seven provinces. Grade 1 workbooks in all African languages have been developed and distributed to pilot schools. Lesson plans for two terms were developed in all languages and distributed to schools. Audios, big books and posters aligned to the workbooks are currently being developed. These will be made available to the pilot schools between April and June 2014.

The IIAL will require all learners in public schools to learn an African language. Effectively, this means that all learners in all public schools will be required to learn three languages, of which one should be an African language.

(c) Multi-grade teaching

The Action Plan to 2014 identified a number of weaknesses in the system that need to be tackled in order to ensure the provision of quality education. The action plan reiterates that multi-grade schools are prevalent in our education system and exist in all provinces. The action plan also indicates that of all learners in primary schools, 13% find themselves in schools where multi-grade teaching takes place in one or more grades, and that very little guidance has been given to teachers of multi-grade classes despite the fact that such classes are a widespread phenomenon. Accordingly, teachers who do multi-grade teaching need special guidance regarding the curriculum and the in-service training they receive.

During the period under review, a total of 331 teachers and subject advisors were trained by the Cape Peninsula University of Technology (CPUT) in multi-grade teaching through a nationally funded initiative. The training sessions were jointly monitored in all provinces by DBE subject specialists and PED officials. School support visits were jointly made by the DBE subject specialists, PED officials and trainers from CPUT in 18 multi-grade schools (two per province). To finalise the training programme, teachers and subject advisors that were trained were assessed and accredited.

The multi-grade toolkit was finalised and piloted in 27 schools (three per province). Furthermore, the *Multi-grade Strategy* and *Basic Education Sector Plan* were completed.

(d) Reading programme

The basic education sector has made tremendous progress in meeting the Millennium Development Goals. However, one of the challenges for the national and provincial departments of education has been to promote and implement changes that advance improved learner outcomes in reading and literacy in Grades R to 12. The *NEEDU Report 2012* and the *Ministerial Reading Audit Report* (February 2013) have confirmed that the teaching of instructional reading in the Foundation Phase is a cause for concern in underperforming schools across the system. Following the release of the reading audit report and NEEDU recommendations, a *National Remedial Reading Plan* and a *Reading Programme for Grades R to 12* was released.

Furthermore, the implementation of reading interventions across the system is being monitored through reports to HEDCOM and CEM, which are informed by provincial reading progress reports submitted on a quarterly basis by provinces.

One of the key recommendations of the ministerial audit team is the establishment of an advisory reading office, comprising external experts who will provide strategic guidance, and who will advise and assist the DBE in strengthening the improvement of reading and literacy outcomes in Grades R to 12. A concept document has been developed, which provides details regarding the staffing of the Reading Advisory Office. The office will comprise a team of external experts (at least six members); some of whom conducted the National Reading Audit and experts from HEIs.

(e) Mathematics, Science and Technology

The Minister appointed a ministerial task team to investigate the performance of MST in the schooling system. The findings and recommendations of the task team were presented at the first MST round table. As a follow up to the first MST round table, Cabinet issued a directive in 2014 that the Minister of Basic Education should convene another round table that would involve a wider participation of stakeholders with interest in MST; in particular, the DST and the DHET. Cabinet saw it as imperative to solicit inputs from among others the DST, DHET, universities, social partners, MST associations and councils. This MST round table was held on 18 March 2014. The recommendations of the second MST round table included the establishment of a steering committee (DBE, DST and DHET) and the development of an integrated framework for MST. A concept paper on the establishment of an MST office, institute and directorate was developed.

(f) Dinaledi schools

The number of Grade 12 candidates passing Mathematics and Physical Science increased, exceeding all performance targets. In addition, 86% of candidates passed Mathematics and achieved a diploma pass or higher. 52% of these candidates qualified for university entrance. This result clearly highlights the success of the programme, illustrating significant improvement in the provision of quality of basic education in the 500 Dinaledi schools.

Dinaledi schools' learner performance in Mathematics (2010 to 2013)

Year	Wrote	No. passed	% pass rate
2010	47 137	26 733	56
2011	42 083	22 461	53
2012	43 237	26 502	61
2013	46 459	30 719	66

The number of learners writing Mathematics exceeded the target of 46 219, and the number of learners who passed Mathematics exceeded the target of 28 189 by 2 530, representing an increase of 16% on the 2012 NSC results and a 37% increase compared with the 2011 NSC results.

The participation rate increase in Dinaledi schools between 2011 and 2012 was 3%, increasing further by 7,5% between 2012 and 2013. It is encouraging to note that the improved pass rate is disproportionately higher than the increase in participation rate by a factor of two.

Learners writing Mathematics and achieving a diploma pass or better in Dinaledi schools

Diploma pass and wrote Mathematics	Bachelor pass and wrote Mathematics	Total number of learners who qualify for tertiary studies
13 862	26 149	40 011

As an indicator of subject-specific quality, it is useful to abstract the number of learners who achieved a Bachelor pass and who also passed Mathematics.

In the Dinaledi schools, this group consists of 26 149 candidates. This constitutes 51% of the total who wrote Mathematics in Dinaledi schools (26 149 from 46 459). In contrast, nationally (including the contribution of the Dinaledi schools), 45% of candidates who wrote Mathematics achieved a Bachelor pass (86 750 from 194 638).

Of the national total of 86 750 candidates passing Mathematics with a Bachelor pass, 26 149 were from Dinaledi schools. Thus, 31% of the good performers came from Dinaledi schools but constituted only 14% of the total group – a significantly positive but disproportionate contribution.

Altogether 60 601 candidates in non-Dinaledi schools achieved a pass in Mathematics as well as a Bachelor pass. This represents 31% of the candidates writing Mathematics in non-Dinaledi schools who achieved both a Bachelor pass and a pass in Mathematics.

This indicator highlights the significance of the contribution made by learners in Dinaledi schools to the overall national success rate for this category.

Mathematics participation and performance of girl learners in Dinaledi schools

Mathematics					
Participation			Passes		
Target 2013	Achieved 2013	Target 2014	Target 2013	Achieved 2013	Target 2014
25 359	26 076	28 162	14 727	16 347	17 654

In the 2013 NSC examination, 717 more girl learners wrote Mathematics than the target of 25 359; yet 1 620 more girl candidates passed than the target of 14 727.

Physical Science

Dinaledi schools' learner performance in Physical Science (2010 to 2013)

Year	Wrote	No. passed	% pass rate
2010	35 894	20 894	58%
2011	33 401	20 271	61%
2012	34 402	23 570	69%
2013	34 633	25 811	75%

Physical Science participation, pass rates and targets for Dinaledi schools

Subject	Wrote	Participation target for 2013	Pass target for 2013	Achieved passes NSC 2013	Pass rate %	Participation target for 2014	Pass target for 2014
Physical Science	34 633	36 504	24 006	25 811	75%	37 403	28 581

A similar pattern to that observed in the Dinaledi Mathematics performance is evident. The number of learners achieving over 50% exceeds the number of learners achieving 30% to 39% in all provinces. This is a clear indicator of improved quality of learner performance. It must be noted that, despite a small drop in the participation rate for Physical Science, the number of passes has nevertheless exceeded the target of 24 006 by almost 2 000. This is a significant indicator of improved performance quality. All targets for 2014 have been revised because Dinaledi schools exceeded the performance targets set for NSC 2013.

Number of distinctions (80%) and higher in Mathematics and Physical Science in Dinaledi schools per province

Number of candidates achieving 80% or higher		
Province	Mathematics	Physical Science
Eastern Cape	129	87
Free State	106	77
Gauteng	436	298
KwaZulu-Natal	627	401
Limpopo	335	226
Mpumalanga	141	104
North West	126	21
Northern Cape	43	20
Western Cape	165	158
Total	2 108	1 392

(g) Annual National Assessments

The DBE developed and implemented focused interventions in 2013 to respond to the results of the 2012 ANA. The diagnostic report and the framework for improvement have been combined into a single document called the *2013 Diagnostic Report and the 2014 Framework for Improvement*. Mediation of the *2013 Diagnostic Report and the 2014 Framework for Improvement* will enhance common understanding of the contents thereof and ensure effective utilisation to improve classroom practice in 2014. In order to enhance accountability, provinces are expected to report quarterly on ANA activities that are aimed at improving learner performance.

Learner performance in 2013 ANAs

The DBE introduced the ANAs nationally in 2011 to measure learner performance in numeracy/mathematics and literacy/language in public schools for Grades 1 to 6 and Grade 9 learners from 2012. The ANAs are nationally standardised assessments that measure the skills and knowledge learners are expected to have acquired as a result of learning and teaching based on the curriculum. The purpose of ANAs is captured in the 2010 Delivery Agreement, as well as in the Action Plan to 2014. In terms of these strategic documents, the ANAs are expected to have four key effects on schools namely, expose teachers to better assessment practices, make it easier for districts to identify schools with the greatest need for assistance, encourage schools to celebrate outstanding performance, and empower parents with important information about their children’s performance.

Almost seven million learners across more than 24 000 schools participated in ANA 2013 during the week of 10 to 13 September 2013. In 2013, the methodology of the ANAs involved two essential streams. The first stream involved all learners in Grades 1 to 6 and Grade 9 in all public schools and state-subsidised independent schools. The second stream involved a verification process that was based on a representative sample of schools at the key stage grades, i.e. Grades 3, 6 and 9. The verification process provided an added quality control measure to ensure that credible results were reported for the whole system. The verification process was conducted by an independent service provider, who monitored the administration of the tests and collected the tests directly from the schools. The tests were subsequently independently marked and the results were captured and processed. The results emanating from the verification stream were used to confirm the reliability of the data emanating from the test results collected from all schools.

Overall results in Mathematics – average percentage marks in Mathematics by grade and poverty quintile

Grade	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5	2013 average
1	56.6	57.8	59.0	61.8	68.6	60
2	55.5	56.3	57.4	61.6	70.6	59
3	49.6	50.3	51.2	55.6	66.6	53
4	31.8	33.2	34.4	39.6	52.9	37
5	28.7	29.4	30.7	35.8	50.8	33
6	34.6	35.6	36.6	41.5	54.3	39
9	11.7	11.1	11.3	12.6	26.7	14

Average percentage marks in Home Language by grade and poverty quintile

Grade	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5	2013 average
1	57.6	57.6	58.4	63.6	75.7	60
2	52.4	53.7	55.0	58.8	70.6	57
3	48.5	49.2	50.0	51.6	59.8	51
4	40.9	41.1	43.9	48.9	61.7	49
5	35.2	37.1	39.3	47.9	63.8	46
6	46.6	48.4	50.9	58.4	70.5	59
9	32.0	34.0	36.5	40.9	54.6	43

Average percentage mark in First Additional Language by grade and poverty quintile

Grade	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5	2013 average
4	36.7	38.9	40.2	44.5	54.8	39
5	33.5	34.9	36.5	43.4	59.5	37
6	43.3	45.0	46.9	51.3	59.2	46
9	30.4	31.7	33.9	37.2	47.5	33

From the above summary results it can be noted that the performance in Home Language is at a reasonable level of performance – at an average mark of close to 50% and above except in the case of Grade 9 Home Language. The First Additional Languages offered in Grades 4 to 6 and 9 are certainly at a lower level of performance, and given the importance of EFAL as the language of learning and teaching, there is a need for a targeted programme in this area. The performance in Mathematics is observed to be at an average mark of 50% and above in Grades 1, 2 and 3. However, the decline in performance commences at the Grade 4 level, and therefore a more detailed intervention that targets the teaching and learning of Mathematics at the Intermediate and Senior Phases is warranted.

There are increases in the results of learners in a number of grades when compared to previous years. These increases need to be monitored in future years to confirm the validity of the improvements. Performance of learners in Grade 3 and Grade 6 in both Languages and Mathematics is particularly an area where there were significant increases. The focus of the DBE in strengthening basic skills at the Foundation Phase and targeted interventions in the Intermediate Phase are beginning to have a positive impact and is encouraging for the system going forward. It should, however, be noted that the Grade 9 performance of learners in Mathematics, as in 2012, remains below expectation and requires further attention.

(h) National Senior Certificate

The 2013 NSC pass rate was 80,8% – an improvement of 4,3% from the 2012 NSC results. The DBE also exceeded the target for Bachelor passes in 2013. However, there are a number of subjects that need to be improved despite the overall improvement in the results, namely Accounting, Economics, Mathematics, Physical Science and Life Science.

Learner performance in the 2013 NSC

The NSC examinations, commonly known as “matric”, have become an annual event of major public significance in South Africa. The NSC examinations are the exit examination that Grade 12 learners complete in order to measure competencies learners are expected to have mastered over twelve years of schooling. The NSC is a requirement for enrolment in most HEIs, particularly universities. The NSC not only signifies the culmination of twelve years of formal schooling, but the NSC examination is one of the key barometers to indicate the state of health of the education system.

The 2013 NSC examination was written by 562 112 full-time candidates and 92 611 part-time candidates. Of the full-time candidates who wrote the examination, 439 779 candidates attained a National Senior Certificate, which constitutes an 80,8% pass rate – the highest since the advent of democracy in the country. The table below provides a summary of achievements in the nine provinces.

Province name	November 2013 NSC examination			Combined November 2013 NSC examination and 2014 NSC supplementary examination			Difference in achievement percentages
	No. wrote	No. achieved	% achieved	No. wrote	No. achieved	% achieved	
Eastern Cape	72 138	46 840	64.9	72 369	48 509	67.0	2.1
Free State	27 105	23 689	87.4	27 153	24 121	88.8	1.4
Gauteng	97 897	85 122	87.0	98 028	87 087	88.8	1.8
KwaZulu-Natal	145 278	112 403	77.4	145 450	117 047	80.5	3.1
Limpopo	82 483	59 184	71.8	82 618	62 736	75.9	4.1
Mpumalanga	50 053	38 836	77.6	50 082	40 108	80.1	2.5
North West	29 140	25 414	87.2	29 151	25 939	89.0	1.8
Northern Cape	10 403	7 749	74.5	10 427	8 053	77.2	2.7
Western Cape	47 615	40 542	85.1	47 654	41 209	86.5	1.4
National	562 112	439 779	78.2	562 932	454 809	80.8	2.6

Achievement status per quintile

Achievement status	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5	Schools not classified into quintiles	Totals
Achieved Bachelors	21 068	26 931	30 408	26 225	55 181	11 942	171 755
Achieved diploma	30 734	35 893	37 758	28 386	32 296	8 225	173 292
Achieved H-certificate	22 653	24 605	23 132	12 489	8 417	3 244	94 540
Achieved NSC	82	53	14	7	1	20	177
Total achieved	74 537	87 482	91 312	67 107	95 895	23 431	439 764

(i) National Strategy for Learner Attainment

Through the NSLA, the DBE together with PEDs identified strategies with clear deliverables to improve learning and teaching for implementation during the 2014/15 financial year. An agreement with provinces was reached that the NSLA would be used to measure progress of provinces in attaining the action plan goals for 2014. As a result, provinces implemented interventions in response to the NSLA Framework.

Quarterly reports were received from provinces, which indicated progress and challenges as per the requirements of the NSLA Framework.

The 2013 ANA results have necessitated a focus on both the General Education and Training (GET) and Further Education and Training (FET) band. This led to the development of the *NSLA Integrated Framework for GET and FET Schools*. The following are the key areas for implementation in the NSLA:

- CAPS implementation and curriculum coverage;
- reading;
- focus on high enrolment subjects;
- LTSM coverage and utilisation;
- measuring the impact of interventions;
- tracking learner performance;
- increase learner retention; and
- strengthening accountability.

The NSLA attempts to meet the targets set out in the action plan to improve learning and teaching in the schooling system.

4.2.5.1.2 *Early childhood development*

The early years of a child are critical for the acquisition of concepts, skills and attitudes that lay the foundation for lifelong learning. These include the acquisition of language, perception-motor skills required for learning to read and write, basic numeracy concepts and skills, problem-solving skills and a love of learning. With quality ECD provision in South Africa educational efficiency would improve, as children would acquire the basic concepts, skills and attitudes required for successful learning and development prior to or shortly after entering the system, thus reducing their chances of failure. The system would also be freed of under-age and under-prepared learners, who have proven to be most at risk in terms of school failure and dropout.

This programme is designed to improve the quality of ECD services in Grade R and registered ECD centres. It impacts on the lives of approximately 80% of the five-year-olds in public primary schools, and about 37% of those below Grade R in registered ECD centres subsidised by the Department of Social Development as part of the Action Plan to 2014.

The key ECD activities for 2013 were as follows:

- Costing of the Grade R policy towards universal access.
- Development of school readiness indicators and guidelines to improve the quality of ECD programmes in provinces.
- Management of the training of officials on the National Curriculum Framework for Children Birth to Four Years.
- Develop, print and distribute the National Curriculum Framework documents to improve the quality of pre-Grade R programmes.
- Develop and distribute materials to guide pre-Grade R practitioners and parents regarding the early stimulation of young children.

To improve the quality of ECD provisioning, the following progress has been made:

- The Quality Council for Trades and Occupations appointed the ETDP SETA to review all ECD qualifications. The DBE worked closely in this process to address the training needs of practitioners working with children from birth to four years and Grade R.
- Two gazettes were published on 15 August 2013 for public comment, namely the *Draft National Curriculum Framework* (Gazette no. 36751) and *Draft ECD Policy Framework for Universal Access to Grade R* (Gazette no. 36752). By the closing date of 22 September 2013, a total of 34 responses were received for Gazette no. 36751 and 22 for Gazette no. 36752. A service provider has been appointed for a period of three months (February to April 2014) to edit the draft National Curriculum and incorporate the public comments towards finalising the document, as well as to develop a shortened version for implementation.
- PEDs submitted details of the qualifications for a total of 16 212 Grade R practitioners who have at least a Level 4 qualification. This information was matched against the records held on the National Learner Records Database (NLRD) at SAQA to check the authenticity of the information.

4.2.5.1.3 *Inclusive education*

The South African Constitution founded our democratic state and common citizenship on the values of human dignity, the achievement of equality and the advancement of human rights and freedoms (section 1 [a]). These values summon all South Africans to take up the responsibility and challenge of building a humane and caring society, not for the few, but for all South Africans. In establishing an education and training system for the 21st century, we carry a special responsibility to implement these values and to ensure that all learners, with and without disabilities, pursue their learning potential to the fullest.

The inclusive education programme was declared a priority for 2013 with the objective of building capacity at every level of the system to ensure effective implementation. The programme went hand-in-hand with an advocacy programme to raise public awareness about the roles and rights of parents, learners and communities to access quality, inclusive education.

The full-scale implementation of the policy of inclusive education requires deep change in the cultures, policies and practices of schools. The key strategic levers for ensuring the successful implementation of the policy are special schools that have to function as resource centres, the flagship inclusive/full-service schools, and the district-based and school-based support teams. Teachers need to be trained regarding their key institutional roles, as well as on how to respond to diversity through curriculum and how to identify and address barriers to learning. For the period under review, the following progress was reported:

- During 2013, further steps were taken towards strengthening and consolidating critical systems for the implementation of the policy on inclusive education. The measures taken to consolidate critical systems included the review of the screening, identification, assessment and support mechanisms, which was finalised and approved by the CEM in February 2014 for gazetting for public comments.
- After the draft SASL Curriculum documents were gazetted for public comments in September 2013, the comments received were analysed and incorporated in February 2014. Preparation for implementing the SASL Curriculum from 2015 commenced in the same month, with the respective orientations of stakeholders for the deaf and the SMTs from schools for the deaf.
- As part of guiding the system for implementing the inclusive education policy, the DBE conducted a training session of national training teams and provincial training teams on three sets of guidelines: *Guidelines for Full Service Schools*; *Guidelines for Special Schools* and *Guidelines on Curriculum Differentiation in July 2013*. This was followed by the submission of PED plans for rolling out the guidelines, which were consolidated at the DBE in March 2014.
- A steering committee was established in October 2013 to oversee the development of learning programmes for intellectually disabled learners (“schools of skill”), as well as an exit qualification at NQF level 1. Its work continued in the fourth quarter, largely focusing on the development of the qualification framework and compiling a list of subjects whose content will be written during the next financial year.
- The establishment of the Home Education Sub-directorate in October 2013 was followed by the establishment of a task team that would review the 1999 Policy on Home Education, as well as the respective draft regulations. Work sessions of the task team commenced in January 2014.

4.2.5.2 Curriculum and quality enhancement programmes

4.2.5.2.1 Curriculum innovation and e-learning

ICTs are central to the changes taking place throughout the world. Digital media has revolutionised the information society, and advances in ICTs have dramatically changed the learning and teaching process. This has opened up new learning opportunities and provided access to educational resources well beyond those traditionally available. The provision of a telecommunication infrastructure available for learning and teaching is gradually increasing, and many schools are exploiting the benefits of ICTs to enhance the quality of teaching and learning.

ICT content

- A total of 24 titles in PDF of Grade 10 to 12 Physical Science and Mathematics textbooks for learners and teachers in English and Afrikaans were aligned to CAPS in partnership with the Shuttleworth Foundation (Siyavula).

- Web-based multimedia Grade 4 to 6 Natural Science and Technology workbooks were developed, with embedded videos and comics, which are accessible via different devices such as Android, Windows and Apple as e-publications and on DVD.
- A total of 96 titles of Grade 4 to 9 Natural Science, Technology and Mathematics workbooks, consisting of two volumes of each, for learners and teachers in English and Afrikaans were developed in partnership with the Sasol Inzalo Foundation.
- Curriculum-aligned Khan Academy Grade 6 to 12 Mathematics and Science videos were developed in partnership with Numeric and Clickmaths.
- GET and FET content were distributed to 1 250 schools participating in the FIFA 2010 legacy project.

ICT infrastructure

A total of 1 583 schools were provided with ICT Infrastructure for teaching and learning in the 2013/14 financial year. This was done in partnership with the Department of Communications and the Vodacom Foundation:

- 1 250 schools received a 20-laptop trolley, a printer projector and server as part of the 2010 FIFA World Cup legacy project.
- 333 schools received ICT equipment from the Vodacom Foundation.
- Nine existing ICT resource centres were provided with specialised equipment by the Vodacom Foundation, including switches, hands-free mouse solution, specialised keyboards, eye control equipment, low-tech books and software for inclusive education.

ICT teacher training and professional development

Teacher training and professional development in ICT was mainly provided by provincial e-learning sections and non-government organisations (NGOs) such as SchoolNet South Africa. The DBE facilitated training of provincial centre managers/facilitators in the use of special-needs equipment at the nine provincial ICT resource centres.

The DBE Cloud, in partnership with the Department of Communication, is in progress and forms part of the 2010 FIFA World Cup legacy project (the URL is <http://www.dbecoloud.org.za/web/guest/welcome>). The DBE Cloud provides an engaging and interactive online environment with easy navigation to support teachers, learners, managers and the broader education sector. The solution provides access to services such as email, Internet, online courses and multimedia content through various site and portals that includes the following:

- Thutong at www.thutong.doe.gov.za;
- the DBE's official site at www.education.gov.za;
- the Vodacom teacher development site at www.digitalclassroom.co.za; and
- SACE at www.sace.org.za.

Thutong portal

Through the Thutong portal, the DBE aims to lead the drive to improve learning through appropriate use of technology. The Thutong portal is the online point of entry to a comprehensive array of free educational resources, policy information and interactive services concerning all aspects of the South African schooling sector. It provides relevant information and services about the school curriculum, teacher development, school administration and management. Thutong aims to facilitate ease of use, enabling users to find and make use of its resources and services in the most intuitive ways possible. The table below illustrates activities on the Thutong portal for the period under review.

	Primary resources	Primary members	Secondary members	Primary resource downloads	Home page hits	Blog views	Forum views	Contact Us hits
1 April 2013	31 357	26 679	1 212 207	315 994	157 581	10 646	8 514	1 371
31 March 2014	31 875	30 692	1 511 559	437 964	244 108	14 254	11 273	1 802
Variance	518	4 013	299 352	121 970	86 527	3 608	2 759	431

4.2.5.2.2 Enhancement of programmes and evaluation of school performance

The DBE has developed a sector plan, which is an extensive plan that seeks to heighten the importance of managing LTSM comprehensively. Instead of focusing only on procurement and delivery, the plan is about sustainable LTSM management. In main, the sector plan outlines activities such as monitoring access to LTSMs, reporting on coverage, retention and retrieval, utilisation, as well as reporting on budgets and expenditure. The plan was sent to provinces for comments. It was also discussed at the LTSM Forum meeting held on 25 March 2014.

4.2.5.2.3 Textbook retention and retrieval

CAPS has seen the sector spending in excess of R6 billion on procurement of textbooks since the first year of incremental implementation. With regards to preserving textbooks that are already in schools, textbook retrieval has been highlighted in various reports on the assessment of the sector as an area that needs serious attention. As a result, the DBE communicated its importance to PEDs and provided guidance on responsibilities for the province, districts and schools. Timeframes for reporting were also provided. A circular communicating these responsibilities, addressed to the heads of departments (HODs), heads of curriculum sections, district managers, LTSM managers, school principals and SGBs, was sent via email on 5 September 2013. The circular was sent with a letter to the HOD, which also reiterated the timeframes for reporting as communicated in the circular.

4.2.5.2.4 Provision of Braille and large print

The selection process for Grades 1 to 6 and Grades 10 to 11 took place on 4 December 2012; and the selection for Grades 7 to 9 and Grade 12, as well as Grades 4 to 6 Natural Science and Technology took place on 4 to 6 December 2013. The original commitment by the DBE was to fast-track the availability of resources for learners with visual impairment by paying for the provision of the master copies for Braille and large print. The DBE initiated a process of appointing a service provider to develop master copies and large print through a tender process. The tender was advertised and a briefing with service providers was held. However, by the closing of the tender, no bids were received from prospective service providers. Provinces were advised to consider procuring the Braille as well as large-print materials listed in the National Catalogue directly from Pioneer Printers, as they already have some master copies available.

4.2.5.2.5 Provision of Grades R to 9 workbooks

The DBE has committed to improving literacy and numeracy skills of learners. To achieve this, the Department has

produced a series of workbooks to assist learners in Grades R to 9. All workbooks comply with the latest CAPS. For each year, a learner in Grade 1 to 9 will get two workbooks for each subject: one to use from January to June and another one for use from July to December. Grade R learners will receive four books per year, one for each term.

They provide every learner with worksheets to practice the language and numeracy skills they have been taught in class. They are also meant to help teachers track the progress of learners and provide extra support if needed. They are a simple way to structure learning activities for learners. Workbooks are distributed free of charge.

For the 2014 school year, the DBE printed 25 million each of Volumes 1 and 2 of Grade 1 to 9 workbooks and 3,6 million of the Grade R Volumes 1, 2, 3 and 4 for distribution to learners in all public (ordinary and special) schools. The delivery of Volume 1 of Grades 1 to 9 commenced during the first week of September 2013, and was completed by November 2013. The delivery of Volume 1 of the Grade R workbooks occurred from January to February 2014. As at 19 March 2014, a total number of 10 202 065 learners across the country received workbooks for use during the 2014 school year. The table below indicates the breakdown per province of number schools that received Volume 1 of Grade 1 to 9 workbooks as at 11 December 2013.

Province	Total no. of schools	Schools delivered	% delivered
Eastern Cape	5 190	5 171	99,6%
Free State	1 301	1 300	99,9%
Gauteng	2 091	2 084	99,7%
KwaZulu-Natal	5 921	5 919	100%
Limpopo	3 934	3 900	99,1%
Mpumalanga	1 704	1 701	99,8%
Northern Cape	542	542	100%
North West	1 464	1 462	99,9%
Western Cape	1 526	1 526	100%
Total	23 673	23 605	99,7%

The delivery of Volume 2 of Grade 1 to 9 workbooks started in January and was completed by 7 March 2014. The table below indicates the breakdown per province of number schools that received Volume 2 of the Grade 1 to 9 workbooks.

Province	Total no. of schools	Schools delivered	% delivered
Eastern Cape	5 165	4 222 245	99%
Free State	1 288	1 480 670	100%
Gauteng	2 122	4 148 830	99%
KwaZulu-Natal	5 974	5 574 430	100%
Limpopo	3 927	3 262 110	99%
Mpumalanga	1 704	2 105 370	100%
Northern Cape	543	626 050	100%
North West	1 464	1 671 860	100%
Western Cape	1 525	2 284 835	100%
Total	23 712	25 376 400	99,7%

4.2.5.2.6 School Library and Information Services

School Library and Information Services must provide learners and teachers with access to a wide variety of curricular support resources, exposing learners to diverse ideas, experiences and opinions. Furthermore, the service must instil a culture of reading and writing, promote respect for intellectual property, and support the acquisition of information literacy skills in order to access, process and use information resources in various formats, including digital formats where accessible and appropriate. The South African school curriculum is, in essence, a resource-based curriculum and these guidelines were developed to attain the objective of integrating resources in order to develop information literate learners and a culture of reading.

Provisioning of resources

As per the *National Policy for an Equitable Provision of an Enabling School Physical Teaching and Learning Environment 2010*, which seeks to transform the school environment into an enabler for the effective implementation of sector policies, effective curricula delivery and effective teaching and learning processes, newly built ASIDI schools that were completed and handed over to communities in the Eastern Cape were provided with library resources at an initial ratio of 3:1 per learner allocation.

In partnership with various donors, the Department has given some schools wheeled library cabinets, container libraries and centralised libraries. The libraries consist of English books (fiction and non-fiction), indigenous language books, and reference materials.

As part of an inter-departmental collaborative approach, the DBE developed a strategy with the Department of Arts and Culture to explore a dual-purpose library as an alternative model, whereby community libraries complement schools without school libraries.

The DBE has commenced with the process of developing a national policy to guide the provision and management of LTSMs, including library supplementary resources. The policy is aimed at guiding the effective provision, development of provincial library catalogues, funding norms and standards and management of LTSMs, including library resources. The policy is strengthened by legislative services and was released for comments to external stakeholders for inputs.

Training and capacity building in LIS

Subsequent to the development of the *National School Library and Information Services (LIS) Guidelines* that explores a range of library models, which include classroom libraries, mobile libraries, cluster libraries and school community libraries, a training pack was developed consisting of facilitators' and participants' manuals will be used to train district library advisors and teacher-librarians on the implementation of the guidelines. In order to support the effective utilisation of the LIS guidelines and to standardise implementation in provinces, all district library advisors, teacher-librarians and other personnel responsible for libraries in schools will be orientated on the guidelines and its intentions. The training manual is identified as an essential instrument for the training and capacity-building of provincial, district, school library and information personnel. All provinces have trained district library advisors who will cascade the training and orientate school librarians and other relevant personnel on the LIS guidelines.

Advocacy and marketing of LIS

The DBE had an opportunity to present its plan of increasing library and information access in schools at the LIASA School Library and Youth Interest Group at its annual pre-conference in Cape Town on 5 October 2013.

The Department also had an opportunity to give inputs to the technical team commissioned by the National Council for Library and Information Services to review and finalise the 7th LIS Transformation Charter, with regards to its stance on LIS issues as a member of the council.

4.2.5.3 Kha Ri Gude mass literacy campaign

The Kha Ri Gude mass literacy campaign was launched in February 2008 with the intention of enabling 4,7 million adults to become literate and numerate in one of the eleven official languages by 2017. To this end, Kha Ri Gude has made the following achievements:

- Altogether 2,9 million adults have enrolled between 2008 and 2012, and this will increase to 3,4 million by the end of the 2013/14 financial year.
- An average of 40 138 volunteers have been contracted since 2008 to teach adult learners. These volunteers receive a monthly stipend.
- The campaign's ability to create jobs has helped the EPWP to increase the number of volunteers by 5 000 per annum since 2011. The volunteers are on average 73% female and 62% youth. The completion rate of learners on average is 80% per year, of which 8% are classified as having special needs (some kind of disability).
- According to the 2011 National Census, South Africa is now at a 8,62% illiteracy rate, compared to the 17,9% illiteracy rate in 2001. The ETDP SETA has offered bursaries to 504 unqualified volunteers to register for an ABET diploma at Unisa.

4.2.6 Strategic objectives, performance indicators, planned targets and actual achievements

Strategic objectives	Programme performance indicator	Actual achievement 2012/13	Planned target 2013/14	Actual achievement 2013/14	Deviation from planned target for 2013/14	Comments on variance																				
Improve teacher capacity and practices (e-education)	An e-education strategy that updates the 2004 White Paper and includes future targets for ICT access in schools is released	The new draft strategy was developed but not yet approved.	Audit of e-education is completed.	The audit report on ICT in education initiative has been completed.	None.	None.																				
Improve teacher capacity and practices	Number of subject advisors and other teaching professionals orientated in the CAPS	4 003	3 000	Cumulatively, a total of 4 073 subject advisors were orientated as follows:	A positive variance of 1 073 was achieved.	In order to ensure that there is sufficient time to prepare teachers to implement CAPS it is necessary to start orientation as early as possible and thus the programme is aligned to the school academic year. As a result, CAPS orientation straddles two financial periods. This indicator has been achieved within the academic year.																				
				<table border="1" style="margin-left: 20px;"> <thead> <tr> <th></th> <th>Grade 12</th> <th>Senior Phase</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Jan-Mar 2013</td> <td>1 525</td> <td>534</td> <td>2 059</td> </tr> <tr> <td>Apr-Jun 2013</td> <td>646</td> <td>1 346</td> <td>1 992</td> </tr> <tr> <td>July-Sep 2013</td> <td>22</td> <td></td> <td>22</td> </tr> <tr> <td>Total</td> <td>2 171</td> <td>1 880</td> <td>4 073</td> </tr> </tbody> </table>		Grade 12	Senior Phase	Total	Jan-Mar 2013	1 525	534	2 059	Apr-Jun 2013	646	1 346	1 992	July-Sep 2013	22		22	Total	2 171	1 880	4 073		
	Grade 12	Senior Phase	Total																							
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Apr-Jun 2013	646	1 346	1 992																							
July-Sep 2013	22		22																							
Total	2 171	1 880	4 073																							
	A report on subject advisors in each district	N/a	Quarterly report to be used to identify and quantify subject advisors by phase	2 reports were produced.	A deviation of 2 reports was recorded.	The first two quarters were utilised to put systems in place to collate the required data for this indicator.																				
	Number of district officials and teachers trained in multi-grade teaching in all provinces in 2013 (through nationally funded intervention)	151	200	A total of 331 officials and teachers trained in multi-grade teaching in all provinces.	A positive variance of 131 was achieved.	Available funding allowed for more teachers to be trained.																				

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Strategic objectives	Programme performance indicator	Actual achievement 2012/13	Planned target 2013/14	Actual achievement 2013/14	Deviation from planned target for 2013/14	Comments on variance
Increase access to high-quality learning materials	<i>Mind the Gap</i> titles to be introduced for Grade 12 learning resource supplements in 2013	N/a	Mathematics, Physical Science, EFAL, Mathematical Literacy (plus Afrikaans translations)	The following <i>Mind the Gap</i> title was developed for Grade 12: <ul style="list-style-type: none"> • EFAL The first proof of the following <i>Mind the Gap</i> titles were developed for Grade 12: <ul style="list-style-type: none"> • Mathematics • Physical Science • Mathematical Literacy 	Translations will be done upon finalisation of the English titles.	Funding constraints delayed the production process.
	Percentage of learners who obtain a NSC	73,9%	74%	The percentage pass of Grade 12 learners sitting for the 2013 National Certificate was 80,8%.	A positive variance of 6,8% has been achieved.	The increased achievement is the result of a number of interventions that were embarked upon by the DBE and PEDs. The areas of low performance identified from the analysis of the 2012 results were given adequate attention to ensure that the Class of 2013 was better supported.
	Percentage of ordered Grade 3 Literacy workbooks (Vol. 2 for 2013) distributed to schools (Vol. 1 workbooks already distributed by December 2012/ January 2013)	N/a	97% to 100% as per data and information received from provinces against orders	Delivery data shows that the total number of Grade 3 Literacy workbooks ordered was 1 097 695. Of these books, a total of 1 084 825 were delivered to schools, which translates to 98,8%.	None.	None.
Percentage of ordered Grade 3 Numeracy workbooks (Vol. 2 for 2013) distributed to schools (Vol. 1 workbooks already distributed by December 2012/ January 2013)	N/a	97% to 100% as per data and information received from provinces against orders	Delivery data shows that the total number of Grade 3 Numeracy workbooks ordered was 1 083 030. Of these books, a total of 1 070 580 were delivered to schools, which translates to 98,8%.	None.	None.	None.

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Strategic objectives	Programme performance indicator	Actual achievement 2012/13	Planned target 2013/14	Actual achievement 2013/14	Deviation from planned target for 2013/14	Comments on variance
	Percentage of ordered Grade 6 Language workbooks (Vol. 2 for 2013) distributed to schools (Vol. 1 workbooks already distributed by December 2012/ January 2013)	N/a	97% to 100% as per data and information received from provinces against orders	Delivery data shows that the total number of Grade 6 Language workbooks ordered was 1 022 960. Of these books, a total of 1 010 320 were delivered to schools, which translates to 98,7%.	None.	None.
	Percentage of ordered Grade 6 Mathematics workbooks (Vol. 2 for 2013) distributed to schools (Vol. 1 workbooks already distributed by December 2012/ January 2013)	N/a	97% to 100% as per data and information received from provinces against orders	Delivery data shows that the total number of Grade 6 Mathematics workbooks ordered was 983 780. Of these books, a total of 972 175 were delivered to schools, which translates to 98,8%.	None.	None.
	Percentage of ordered Grade 9 Mathematics workbooks (Vol. 2 for 2013) distributed to schools (Vol. 1 workbooks already distributed by December 2012/ January 2013)	N/a	97% to 100% as per data and information received from provinces against orders	Delivery data shows that the total number of Grade 9 Mathematics workbooks ordered was 1 034 560. Of these books, a total of 1 022 040 were delivered to schools, which translates to 98,7%.	None.	None.

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Strategic objectives	Programme performance indicator	Actual achievement 2012/13	Planned target 2013/14	Actual achievement 2013/14	Deviation from planned target for 2013/14	Comments on variance
	Percentage of Grade 12 learners who are doing Mathematics that have access to <i>Siyavula</i> Mathematics textbooks	N/a	97% to 100% as per data and information received from provinces against orders	Grade 12 <i>Siyavula</i> Mathematics textbooks were printed and delivered to all schools offering Mathematics in 2012. The textbooks were retrieved from learners at the end of 2012 for use in the 2013 academic year. Printing and delivery for 2013 was not executed, as 2013 was the final year of implementation of non-CAPS aligned curriculum. The development of CAPS-aligned Grade 12 <i>Siyavula</i> Mathematics textbooks was completed for use by learners who were taking the subject in 2013. PEDs were requested to print the textbooks and print-ready files were sent to provinces electronically.	The Grade 12 <i>Siyavula</i> Mathematics textbooks were provided to PEDs for printing and distribution.	Actual distribution data resides with PEDs.
	Percentage of Grade 12 learners who are doing Physical Science that have access to <i>Siyavula</i> Physical Science textbooks	N/a	97% to 100% as per data and information received from provinces against orders	Grade 12 <i>Siyavula</i> Physical Science textbooks were printed and delivered to all schools offering Mathematics in 2012. The textbooks were retrieved from learners at the end of 2012 for use in the 2013 academic year. Printing and delivery for 2013 was not executed, as 2013 was the final year of implementation of non-CAPS aligned curriculum. The development of CAPS-aligned Grade 12 <i>Siyavula</i> Physical Science textbooks was completed for use by learners who were taking the subject in 2013. PEDs were requested to print the textbooks and print-ready files were sent to provinces electronically.	The Grade 12 <i>Siyavula</i> Physical Science textbooks were provided to PEDs for printing and distribution.	Actual distribution data resides with PEDs.
	Number of different exemplars and other tools provided to support ANA preparation	N/a	Baseline to be determined	A total of 90 exemplars were developed to support ANA preparations for 2013.	Baseline was established.	None.

Strategic objectives	Programme performance indicator	Actual achievement 2012/13	Planned target 2013/14	Actual achievement 2013/14	Deviation from planned target for 2013/14	Comments on variance
	Number of different exemplars and other tools provided to support NSC preparation	N/a	Baseline to be determined	The following resources were produced to support NSC preparation: <ul style="list-style-type: none"> • Life Science study guide • Accounting study guide • Economics study guide • SBA tasks in seven key subjects were set, moderated and released to provinces and published on the DBE website • The Exemplification of Standards of Learner Evidence in Business Studies, History, Geography and EFAL was developed and released to provinces for distribution to all Grade 12 teachers and learners in the schools. 	Baseline was established.	None.
	Database set up with useful assessment tools for in-year assessment	N/a	Baseline to be determined	The question papers and memoranda of previous examinations were uploaded on the DBE website as a database of assessment items that both teachers and learners could utilise. The link to the database is http://www.education.gov.za/Examinations/PastExamPapers/tabid/351/Default.aspx .	Baseline was established.	None.
	Number of Braille workbooks distributed to learners with visual impairments	N/a	5 000	A total number of 10 430 Braille workbooks were developed, translated and distributed to 22 special schools for Grades 1 to 6.	A positive variance of 5 430 was recorded.	The positive deviation was due to the multiple volumes of the workbook produced for each grade.
	An audit in special schools to determine the utilisation of assistive devices provided by DBE	N/a	Audit report is finalised	An audit on the availability of Braille production equipment and technologies was conducted in all schools for the blind, and a report developed.	None.	None.

Strategic objectives	Programme performance indicator	Actual achievement 2012/13	Planned target 2013/14	Actual achievement 2013/14	Deviation from planned target for 2013/14	Comments on variance
Strengthen partnerships with all stakeholders resulting in education becoming a national priority	Number of learners enrolled in the Kha Ri Gude programme per year	669 815	683 514	A total of 566 364 learners enrolled in the Kha Ri Gude programme.	A shortfall of 117 150 was recorded.	Some of the reasons for variances are as follow: <ul style="list-style-type: none"> The figure being reported on excludes blind learner assessment portfolios. Learner assessment portfolios for the blinds are currently being submitted. As soon as this process is completed, after moderation, the (blind learner) numbers may increase. Some learners dropped out in the beginning of the academic year while others have relocated, which contributes to these learner numbers.
	Percentage of learners completing the Kha Ri Gude programme per year	93%	85%	The completion rate was 80,6%.	A variance of 4,4% was recorded.	None.
Universalise access to Grade R	Number of qualified ECD practitioners (NQF level 4) in public Grade R out of 21 951 classes	N/a	12 500	There are a total of 16 212 ECD practitioners in public Grade R.	A positive variance of 3 712 was recorded.	The total of 16 212 Grade R practitioner qualifications was matched to records on the NLRD. 9 035 records could be matched. The NLRD does not have the old qualifications registered on the NQF and therefore these cannot be matched.

4.2.7 Strategies to overcome areas of underperformance

During the period under review, the DBE was able to produce essential resources to improve learner performance in Mathematics and Physical Science. For Grade 12, a Mathematics and Physical Science textbook was developed. The DBE was unable to report on the actual percentage delivery of *Siyavula* Mathematics and Physical Science textbooks, as the printing and distribution was done by PEDs. The DBE will strengthen the type of reporting in the future in order to be able to obtain the required data.

The challenges that were experienced with enrolment data in the Kha Ri Gude programme will be addressed by ensuring that management reporting is adjusted to indicate the information on learners with no South African ID number or with an invalid ID number. Furthermore, all duplicated learners will be flagged on the database and regular follow-ups will be done to sort out and clear duplication. A decision has been made to only accept learners with valid ID or a valid foreign document. This decision will be communicated during the scheduled workshop in order to prevent recruitment in 2014 of learners without South African IDs. The DBE is also in the process of establishing a formal communication channel with the Department of Home Affairs in order to expedite the verification of learner ID numbers.

4.2.8 Changes to planned targets

None.

4.2.9 Linking performance to budgets

Programme 2: Curriculum Policy, Support and Monitoring						
Detail per sub-programme	2013/14			2012/13		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
2.1 Programme Management: Curriculum Policy, Support and Monitoring						
Current payment	2 598	2 597	1	2 887	2 709	178
Transfers and subsidies	-	-	-	-	-	-
Payment for capital assets	26	-	26	20	18	2
Payments for financial assets	-	-	-	-	-	-
2.2 Curriculum Implementation and Monitoring						
Current payment	34 526	34 514	12	26 124	25 765	359
Transfers and subsidies	290	287	3	47	46	1
Payment for capital assets	272	133	139	235	174	61
Payments for financial assets	-	-	-	-	-	-
2.3 Kha Ri Gude Literacy Project						
Current payment	599 913	598 726	1 187	589 519	572 021	17 498
Transfers and subsidies	-	-	-	334	334	-
Payment for capital assets	40	40	-	105	102	3
Payments for financial assets	-	-	-	-	-	-
2.4 Curriculum and quality Enhancement Programmes						
Current payments	833 116	833 187	(71)	798 251	797 672	579
Transfers and subsidies	10	9	1	1	-	1
Payment of capital assets	297	99	198	225	65	160
Payments for financial assets	-	-	-	-	-	-
Total	1 471 088	1 469 592	1 496	1 417 748	1 398 906	18 842

4.3 Programme 3: Teachers, Education Human Resources and Institutional Development

4.3.1 Purpose

The purpose of Programme 3 is to promote quality teaching and institutional performance through the effective supply, development and utilisation of human resources.

4.3.2 List of sub-programmes

- Programme Management: Teachers, Education Human Resources and Institutional Development;
- Education Human Resource Management;
- Education Human Resources Development; and
- Curriculum and Professional Development Unit.

4.3.3 Strategic objectives

- Improve teacher capacity and practices.
- Strengthen school management and promote functional schools (management tools).
- Strengthen the capacity of district offices.

4.3.4 Programme overview

The Teachers, Education Human Resources and Institutional Development Programme is responsible for promoting quality teaching and institutional performance through the effective supply, development and utilisation of human resources in the basic education sector. The work of the programme is strongly aligned to the imperatives of the basic education sector captured in the Action Plan to 2014. The programme contributes to the following sector goals regarding teacher supply, development and utilisation:

- Goal 14: Attract a new group of young, motivated and appropriately trained teachers into the teaching profession each year.
- Goal 15: Ensure that the availability and utilisation of teachers is such that excessively large classes are avoided.
- Goal 16: Improve the professionalism, teaching skills and subject knowledge of teachers throughout their entire careers.
- Goal 17: Strive for a teacher workforce that is healthy and enjoys a sense of job satisfaction.

The realisation of these goals is rooted in the work done in the following core policy areas of the programme:

- teacher supply and utilisation;
- teacher development;
- teacher accountability
- school management and governance; and
- district development.

By working collaboratively with PEDs, public entities and unions in developing policy, providing guidelines and institutionalising support in these core policy areas, the DBE contributes to the improved quality of basic education with a special focus on teachers. Teachers are at the centre of our curriculum implementation process. Teachers who understand and are able to interpret the curriculum to ensure that learners are engaged in learning are at the heart of education transformation. A summary of the activities of this programme for the period under review, as resourced by Vote 15, is discussed below.

4.3.5 Programme summary and performance information

4.3.5.1 Education Human Resource Management

4.3.5.1.1 Human resource planning, provisioning and monitoring management

Maintaining stability in schools in support of curriculum delivery and improved learner performance is a critical focus of HR planning, provisioning and monitoring.

Supply of qualified educators

The number of qualified teachers who are 30 years and younger entering the profession for the first time was monitored during the reporting period. The annual target for 2013/14 was 7 400. The nature of post-provisioning processes in education is such that a large proportion of appointments occur in the first quarter of the school year or last quarter of the financial year. 78% (5 280) of all the young and qualified new entrants were appointed in the first quarter of the calendar year of 2013. In total, 6 762 new and qualified entrants were appointed in 2013/14, which is 638 less than the target of 7 400. As was indicated in the third quarter of the reporting period, challenges relating to the implementation of post-provisioning processes and compensation budgets in larger PEDs such as the Eastern Cape, KwaZulu-Natal and Limpopo have contributed to the low rate of appointment of new entrants.

Province	Number of educators
Eastern Cape	89
Free State	450
Gauteng	1 775
KwaZulu-Natal	865
Limpopo Province	552
Mpumalanga	378
North West	765
Northern Cape	472
Western Cape	1 416
Total	6 762

During the 2013 school year, a total of 3 318 qualified educators resigned, of which only 436 were 30 years and younger and 2 882 were above the age of 30.

Schools where allocated teaching posts are filled

The vacancies with regard to all levels of posts at schools (principal, deputy principal, heads of departments and teachers) and the trends within each PED were prepared. One month was selected for reporting for each quarter in 2013/14. The percentage of schools where all posts were filled in selected months of each quarter of 2013/14 was as follows: June 2013: 34%; August 2013: 47%; October 2013: 49%; and March 2014: 42%. It must be noted that in order to ensure that no class is without a teacher, temporary teachers are appointed in vacancies until the posts are permanently filled. In addition, acting appointments are made in management posts. The indication of vacancies as reported here only implies that posts have not been filled permanently.

A strategy to improve teacher recruitment and reduce teacher shortages in schools has been finalised. In April 2013, the CEM approved a strategy document detailing the strategy on recruitment and deployment of educators, which was developed in conjunction with the PEDs. The document outlines strategies and guidelines for management of the post-provisioning process, and the deployment of educators in the system, including challenges related to the utilisation of educators additional to post establishments. The overall aim of the strategy document is to ensure stability in staffing at school level and to improve efficiency in processes for the deployment of educators.

During the months of August and September 2013, implementation support workshops were held in KwaZulu-Natal, Mpumalanga, Gauteng, Limpopo and the Western Cape. During the reporting period, North West, the Northern Cape and Free State were visited, with the Eastern Cape still outstanding. A report on the visits, summarising the provincial implementation plans including possible challenges and risks, was presented to the HEDCOM Sub-committee on Human Resource Matters, where in it was decided that a final national workshop would be held in February 2014. A national workshop was held in February 2013 with the aim of facilitating the sharing of PED implementation plans and possible best-practice instances.

Placement of Funza Lushaka bursary scheme beneficiaries

As at the end of December 2013, 82% of graduates had been placed in PEDs. Only the Western Cape and Eastern Cape PEDs had a placement rate of lower than 88%. The North West, Northern Cape and Free State PEDs had placed all their initially allocated graduates as at end of August 2013, with Mpumalanga reporting a 100% placement in October 2013. However, new graduates who either wrote supplementary examinations or completed their studies in mid-year were added to the placement database, hence revision of the placement rates. Placement in the Eastern Cape was affected by post-provisioning challenges in that province, which are being resolved.

PED	Not yet placed as at Dec 2013	Placed as at Dec 2013	Total as at Dec 2013	% placed (placed/ revised total)
Eastern Cape	164	112	276	41%
Free State	27	190	217	88%
Gauteng	72	486	558	87%
KwaZulu-Natal	96	855	951	90%
Limpopo	4	215	219	98%
Mpumalanga	17	126	143	88%
North West	11	77	88	88%
Northern Cape	5	81	86	94%
Western Cape	172	414	586	71%
Total	568	2 556	3 124	82%

Criteria to combat over-sized classes

In response to the recommendations of the project to develop a research tool for the evaluation of the implementation of the post-provisioning policy, the Department developed the terms of reference for the appointment of a service provider to, among other things, revise the software used for post-provisioning norms, develop an implementation manual, and provide training in policy implementation and software use.

Teacher laptop initiative

After much difficulty with the implementation of the teacher laptop allowance model, a new approach was developed and approved by the CEM on 23 September 2011. Unlike the laptop allowance model, which required that teachers purchase the ICT package and then access the allowance, the new approach requires government to provide an ICT package to permanently employed school-based educators as an essential tool of trade. In September 2013, National Treasury approved that the DBE be exempted from using the services of SITA for the procurement of laptops, allowing the Department to follow its own internal supply-chain processes. This involves issuing a transversal tender for the appointment of service provider(s), from which PEDs could purchase laptops. The DBE, supported by National Treasury, developed the terms of reference during September and October 2013, which were subsequently presented at the BAC meeting on 29 January 2014. A request for a formal letter of exemption from the DPSA has been made through the Minister's office. This will allow the Department to proceed with the procurement process.

Profiling of educator qualifications and investigation of utilisation patterns

Two pilot projects were conducted to analyse teacher qualifications and areas of specialisation in order to determine qualification levels and utilisation focusing on suitable placement (i.e. whether teachers are teaching what they are qualified to teach). The first project involved an analysis of teacher qualification and utilisation patterns based on the data collected from all schools in the Eastern Cape using the IQMS moderators as fieldworkers. A comprehensive report on this project was presented to the Acting Director-General, Deputy Minister, Minister and the Superintendent-General of the Provincial Department of Education and the MEC of the Eastern Cape in October 2013. This report will be used to develop policies on teacher utilisation. The second project involved the analysis of qualifications and utilisation patterns of teachers in schools classified as poor performing schools in the 2011 NSC examinations. Due to weak data, partly attributable to the methodological weakness of self-reporting, the results of the report were deemed not to be reliable and were thus not disseminated. Certain elements of the report will however be used for developing policies on teacher utilisation.

Database of qualified educators seeking employment

The aim of compiling the database is to make available an alternate source of supply of qualified educators to the PEDs as a way of supporting recruitment processes in the PEDs. The database can be accessed by districts and schools for either immediate needs, such as the appointment of educators in a substitute or temporary capacity, or for permanent appointments. As at 31 March 2014, there were 2 173 qualified educators available for employment on the database. During 2013/14, 522 educators from the database were appointed at schools.

PERSAL clean-up

As part of ensuring the maintenance of reliable information on PERSAL, the DBE successfully implemented the project to audit the organisation structures in the Northern Cape and North West PEDs, which was concluded on 31 October 2013. The two PEDs confirmed that they now have a funded organisation structure that is correctly linked to the relevant Basic Accounting System codes, pay-points and components. The PEDs are now able to report on the cost of their structure, the number of vacancies and an estimate cost thereof, and the number of posts in addition to the staff establishment. A number of recommendations were made, including strengthening and maintaining the relationship between Finance and HR PED teams, development and support of a maintenance plan; documented HR delegations on PERSAL and the Basic Accounting System to ensure the continued quality of the data; and training to identify and close exceptions by HR teams at the beginning and end of the project. A support and maintenance plan has been developed and involves a DBE audit team conducting two external audits annually and the PEDs conducting internal audits quarterly. The maintenance and support plan is underway. The management plan was communicated to the Northern Cape and North West PEDs, and reminders for the submission of internal audit reports were communicated.

Reduction of the backlogged PILIR cases in the Eastern Cape PED

During the DBE's involvement in the management of HR processes of the Eastern Cape PED, it became apparent that the management of the PILIR processes in the Eastern Cape PED had not been effectively conducted. A decision was taken to appoint a service provider to expedite the processing of all outstanding and backlogged PILIR cases in the province. Fevertree Consulting was appointed. All 23 districts were visited, and a database of the backlogged cases categorised and captured. The verification of cases indicated as closed by Fevertree Consulting was completed and a total of 72 cases were verified as closed. The service provider was paid on 6 December 2013.

4.3.5.1.2 Educator performance management and development and whole-school evaluation

Integrated Quality Management System

The IQMS was negotiated with teacher unions in the ELRC and subsequently signed as ELRC Collective Agreement No. 8 of 2003. The DBE has the responsibility to monitor the implementation of the collective agreement, and ensure that all processes and procedures outlined in the agreement are fully complied with.

During the year, processes were put in place to strengthen the DBE's monitoring capacity in line with the goals of the Action Plan to 2014 and the NDP. A total of 68 moderators were deployed across all provinces to monitor IQMS implementation and profile schools. The purpose of monitoring the IQMS processes and procedures was to promote accountability and provide support for continued growth.

External moderators visited 9 330 schools to monitor the implementation of the IQMS, as well as other school aspects that have a bearing on IQMS implementation. During the visits, they were able to provide support on IQMS implementation in particular, as well as on the quality of teaching.

The target of 8 000 schools for the year was exceeded by 17%, and most of these visits were follow-ups. In some instances, moderators were able to monitor two schools per day since the schools were located in close proximity to each other.

The provincial breakdown of the 9 330 schools visited for IQMS monitoring is reflected below.

Province	Number of first-time school visits	Number of follow-up school visits	Number of schools monitored across provinces
Eastern Cape	560	1 598	2 158
Free State	8	303	311
Gauteng	100	511	611
Kwazulu-Natal	455	1 950	2 405
Limpopo	609	1 704	2 313
Mpumalanga	85	611	696
North West	12	442	454
Northern Cape	9	142	151
Western Cape	73	158	231
Total	1 911	7 419	9 330

Furthermore, external moderators simultaneously profiled 13 255 schools in 54 districts across all provinces. The school profiling project is a holistic and urgent response to the NDP and also forms part of the ECF initiative.

The provincial breakdown of the profiling of the 13 255 schools is reflected in the table below.

Province	Number of public schools across provinces	Number of schools profiled	Proportion of schools profiled
Eastern Cape	5 585	2 574	46%
Free State	1 351	354	26%
Gauteng	2 045	793	39%
KwaZulu-Natal	5 955	2 672	45%
Limpopo	3 935	3 861	98%
Mpumalanga	1 807	1 384	77%
North West	1 591	1 141	72%
Northern Cape	560	249	44%
Western Cape	1 453	227	16%
Total	24 282	13 255	55%

The profiling of schools has been completed at all schools in 21 districts across seven provinces. The remaining schools will be profiled in 2014.

The findings of the moderators show that most schools submitted their IQMS summative scores and their school improvement plans (SIPs) on or before the due date. It was also observed that:

- most schools have established their safety and security committees;
- almost all schools had received the necessary stationery, CAPS documents, workbooks and textbooks for the current year; and
- the NSNP is working well in the majority of schools.

During the school visits, it was observed that there is a need for district intervention to improve the quality and implementation of the SIPs. Moderators also identified key challenges as follows:

- Many principals were not evaluated in terms of the requirements of the ELRC Collective Agreement of 2003. There was a tendency by circuit managers to summon principals to a central venue to finalise the evaluation process.
- Self-evaluation has often been neglected by teachers.
- Multi-grade teaching remains a challenge, as teachers have not acquired the necessary skills to engage in multi-grade teaching.
- There is also a need to repair and improve toilet facilities, especially at schools in rural areas.

During the first quarter of the year, moderators undertook lesson observations in seven provinces where 330 teachers were observed in their classrooms. The purpose of the classroom visits is to monitor the quality of curriculum delivery and curriculum coverage in schools, as well as to identify best practices and areas in need of improvement. Furthermore, the intention is to strengthen classroom teaching by providing support and development to teachers. This has assisted teachers to reflect critically on their own practices. It was observed that, although lesson planning was aligned to the requirements of CAPS, learner participation during lessons was minimal. It was also found that there is a need for teachers to strengthen monitoring and feedback on learners' work.

Whole-school evaluation

During 2013/14, whole-school evaluation (WSE) supervisors evaluated a total of 412 schools (i.e. 34% out of a target of 1 215). The target of 1 215 schools could not be reached because of financial and HR constraints in the provinces. The disengagement of the South African Democratic Teachers' Union (SADTU) with the DBE during the year also compounded the shortfall.

The 412 schools were evaluated in nine provinces by WSE supervisors as follows.

Province	Number of schools evaluated
Eastern Cape	7
Free State	58
Gauteng	77
KwaZulu-Natal	19
Limpopo	10
Mpumalanga	23
Northern Cape	41
North West	52
Western Cape	125
Total	412

Key issues emanating from the WSE reports are as follows:

- District offices should arrange capacity-building workshops to empower SMTs on policy implementation and contextualisation.
- Circuit managers should be responsible for supporting principals on school self-evaluations and on the implementation of SIPs.

- School governance units in district offices should capacitate SGBs on their roles and responsibilities.
- District officials should monitor and support schools to ensure that contact time is adhered to by all teachers.
- Subject advisors should support schools to conduct an item analysis for ANA and develop intervention strategies that would result in improved learner performance.

The DBE monitored WSE implementation through on-site and post-evaluation visits to schools as follows:

- On-site monitoring: 4 schools were monitored across three provinces, i.e. Northern Cape, Eastern Cape and North West.
- Post-evaluation monitoring: 23 schools were monitored across five provinces, i.e. Eastern Cape, Mpumalanga, KwaZulu-Natal, Northern Cape and North West.

During the monitoring process, it was found that schools had factored in some of the key recommendations in their current SIPs. Schools were advised to share the WSE findings and recommendations with the parent community.

During the year, the orientation of 310 WSE supervisors took place from 18 April to 30 May 2013 in various provinces. 377 officials consisting of 310 WSE supervisors and 67 IQMS moderators were orientated on the revised WSE instrument. Subsequently, all provinces have progressively implemented the revised WSE instrument as they evaluate schools, in line with the WSE policy.

Performance Management and Development Scheme

The DBE is responsible for monitoring the implementation of the Performance Management and Development Scheme in provinces, in line with the ELRC Collective Agreement of 2002. The aim of the PMDS is to enhance accountability of office-based educators (circuit managers, subject advisors, etc.) by improving their future performance.

Monitoring of the scheme was conducted in three provinces (Eastern Cape, KwaZulu-Natal and Mpumalanga). Key findings emanating from the monitoring and provincial visits are as follows:

- Sampled work plans were completed and signed by both staff members and supervisors.
- Provinces were not consistent regarding the implementation date for pay progression based on the annual performance of office-based educators.
- There was a need for provinces to structure developmental programmes in line with the personal development plans of office-based educators.
- Quarterly reviews on the performance of office-based educators were conducted without any scores being allocated.

Subsequently, the DBE developed a quarterly review template for provinces to use during the quarterly review process. Monitoring of the Performance Management and Development Scheme processes will be sustained in 2014/15. Support will be provided to provinces on the development of work plans, conducting quarterly reviews and performance appraisals.

Skills development

The DBE has a responsibility to ensure that provinces comply with the provisions of the Skills Development Act, 1998 (Act 97 of 1998). Provinces used an online reporting template, which was accessible via the ETDP SETA website.

An analysis of the *Annual Training Report* and the Workplace Skills Plan found that 110 943 educators were beneficiaries of developmental programmes in 2012/13. Provinces identified their training needs for 2013/14 as follows:

- PIVOTAL (professional, vocational, technical and academic learning programmes) training for 68 621 educators and 6 809 clerical and support staff.
- 22 793 educators for critical skills (i.e. topping up of current skills); and
- 28 888 educators for scarce skills in the following areas: Mathematics, Technology, Physical Science, Information Technology, Languages, Accounting and ECD.

In November 2013, a task team consisting of provincial skills development facilitators was established by the ETDP SETA to refine the organising of codes in the Framework for Occupations and align the skills plan templates with the Integrated Strategic Planning Framework for Teacher Education and Development. Subsequently, the codes were included in the Workplace Skills Planning and Reporting template, which has been aligned to reporting processes within the public service.

As from 2014, provinces will be submitting quarterly progress reports to the DBE on their workplace skills plans.

4.3.5.1.3 Educator labour relations and conditions of service

Management of queries and support to provinces

In the year under review, the DBE received 44 queries – ranging from unfair dismissal to dissatisfaction about the filling of posts in schools. This number excludes the queries that have been received via e-mail and telephone. A total of 45 queries were handled in the year under review (this includes one query from the Northern Cape that has been outstanding since the previous financial year). A total of 39 were dealt with and 6 are still outstanding. This number does not include the queries that were incorrectly routed to the Directorate, the duplications and those that were settled through engagement with the concerned parties, e.g. via telephone or consultation. Of the six outstanding queries, the DBE is still awaiting reports from PEDs.

The majority of queries received were related to dispute resolution between educators and their employers (over which the DBE has no jurisdiction), followed by complaints on the filling of posts, and general complaints on the conduct of managers, SGBs and teachers.

Notifications for secondments of office bearers and shop stewards for the period 1 January to 31 December 2014 were received from all teacher unions except NATU, and all have been processed.

The KwaZulu-Natal Education Department was assisted with the interpretation and implementation of collective agreements to the extent that a strike by SADTU was called off. The North West Education Department was also assisted in reducing the number of appeal cases that had created a backlog.

Collective bargaining

The DBE participated in all committees of the ELRC and the Public Sector Collective Bargaining Council (PSCBC) with the aim of reaching amicable solutions to labour-relation challenges facing the education sector. This resulted in the signing of Collective Agreement 2 of 2013 (Vote weights for the trade unions that are parties to the ELRC). In this financial year, three quarterly reports of the ELRC have been approved, and five employer caucus meetings, eleven Executive Committee meetings and six Financial Committee meetings were held.

The dispute between the Department and teacher trade unions over the exam tariffs was referred to the Labour Court where a ruling was passed in favour of the Department.

The Department has been handling a dispute declared by SADTU and the ATU over the demand for “parity of notches for educators with the rest of the Public Service”. The matter was postponed indefinitely, and the ELRC asked the parties to engage in facilitation.

The first facilitation meeting took place on 17 March 2014 to discuss how each party understood the dispute and how each party wished to resolve the matter. The second facilitation meeting would take place on 8 April 2014 about, among others, the mandates of the parties, cost of the demand, and ways on how and when the dispute will be resolved.

The Department is involved in negotiations with the ELRC on the signing of a collective agreement on the IQMS. The matter is still outstanding in the ELRC, with no meaningful negotiations taking place from August 2013 to the end of March 2014.

It is further reported that there has been some review on the amendments made to the personnel administrative measures and that the document was ready for publication. The matter is still outstanding, pending legal advice.

Monitoring the implementation of agreements in the provinces and providing support

The KwaZulu-Natal Department of Education resolved a dispute by SADTU relating to various matters mainly affecting the conditions of service of employees. This intervention resulted in a settlement agreement that led to the termination of the strike action that had engulfed the province.

The MEC for Education in the North West was assisted in resolving 52 outstanding appeals from previous financial years. The procedure followed included investigations, holding of appeal hearings and writing recommendations to the MEC. Furthermore, the Director advised and restructured Collective Agreement 1 of 2013 for the province, dealing with the provincial procedure for principals displaced as a result of rationalisation, mergers and/or closure of schools, for it to comply with the Employment of Educators Act.

Assistance was provided to the Eastern Cape Department of Education in two ways. The first was an intervention in the implementation of a court order which, among others, ordered that the Bisho Child and Youth Care Centre be transferred to the Department of Social Development and Special Programmes. The child and youth care workers that worked at the centre have now been absorbed into the organisational structure of the Eastern Cape Department of Education. The second intervention was to craft a collective agreement regarding the permanent appointment of temporary educators in vacant substantive posts and the transfer of serving educators in terms of operational requirements.. This agreement has since been ratified by the ELRC.

Interventions in the Limpopo Department of Education included the Department assisting in preventing the occurrence of industrial action, particularly in the AET sector. The Ministerial Task Team developed proposals to protect the rights of AET teachers and bring about uniformity in the province.

4.3.5.2 Education Human Resource Development

4.3.5.2.1 Continuing professional teacher development

The Ministers of Basic and Higher Education launched the *Integrated Strategic Planning Framework for Teacher Education and Development* in 2011. The framework is the product of consultation with all stakeholders in the teacher education and development field. It identifies the need for enabling increased access to good quality and relevant programmes for teachers in order to address the critical need to improve teacher quality and learner performance.

Goal 16 of the Action Plan to 2014 and the implementation of the requirements of the planning framework were advanced as below during the period under review.

CAPS teacher orientation

The total number of teachers who participated in the CAPS orientation for the Senior Phase and Grade 12 in 2013/14 was 164 448. The Department monitored orientation sessions on CAPS in the Eastern Cape, Free State, Mpumalanga, and North West from 1 to 18 July 2013:

- Eastern Cape (Senior Phase);
- Free State (Senior Phase and Grade 12);
- Gauteng (Senior Phase and Grade 12);
- Limpopo (Grade 12);
- Mpumalanga (Grade 12); and
- North West (Senior Phase and Grade 12).

The DBE monitors observed that, compared to previous years, most provinces conducted better prepared orientations. The monitors remarked that the Free State workshops stood out as well- planned, coordinated and run, with sufficient provision of resources.

HR development plan for inclusive education

A total of 75 delegates attended an orientation session for SMTs in preparation for the implementation of the SASL Curriculum. The orientation session took place on 4 to 6 February 2014.

The Minister hosted the North/South Workshop on Inclusive Education, with a focus on teacher development that involved research on inclusive education in South Africa, Namibia, Botswana and Sweden.

CPTD management system development

A total of 27 000 principals and their deputies were signed up for participation in the CPTD management system. Currently, the remaining outstanding forms are being awaited from provinces in order to finalise the signing up of this cohort of educators.

In addition to finalising the signing up of this cohort, SACE in partnership with the DBE, officially launched the CPTD management system with the Deputy Minister making a keynote address.

Development of courses

The DBE, in collaboration with the British Council, provided training to 61 provincial Intermediate Phase EFAL specialists/subject advisors in the effective delivery of EFAL across all nine provinces on 22 to 26 July 2013.

The training of 69 Senior Phase EFAL specialists, 20 HEI specialists and union representatives took place on 24 to 28 February 2014 at Birchwood Hotel. The purpose of the training was to provide capacity to the specialists to be able to train teachers in the Senior Phase in the delivery of EFAL at classroom level.

The Minister hosted the 10th International Conference on Language and Development in partnership with the British Council, Unesco, PRAESA and AU-ACALAN.

Teacher centres

During 2013/14, the DBE in partnership with Vodacom equipped 31 teacher centres with ICT-enabled facilities, trained 40 teacher centre managers, and equipped 360 schools and teachers. Implementation of provincial centres will happen in the new financial year. The DBE will monitor the implementation of these plans through quarterly meetings and visits to selected sites.

Teacher competence assessments

A total of 20 000 mathematics test items have been developed for all phases. A detailed project report and pilot proposal was compiled and sent for ADDG approval. The pilot is projected to be conducted during July to September. Additional assessment items on EFAL will be developed in the new financial year and are projected to be piloted during 2014.

Recognition of teachers

The DBE co-hosted – with ELRC, SACE and all teacher unions – a successful World Teacher’s Day seminar on teacher professionalism and a celebration event involving 2 000 teachers.

The national celebrations of World Teachers’ Day were held at the Westville Campus of the University of KwaZulu-Natal, and the theme was “A Call for Teachers”. The keynote addresses were delivered by Mr Enver Surty, Deputy Minister of Basic Education, and Ms Irene Duncan Adanusa, Vice President of Education International.

The Minister hosted the 14th National Teaching Awards on 6 March 2014 at Birchwood Hotel and Conference Centre. The event was broadcast live on SABC2 from 9:30 to 23:30. About 450 delegates graced the occasion. All 88 finalists were awarded certificates, and 30 finalists in positions one to three were awarded cash prizes. There was also a Special Award (the Prof. Kader Asmal Excellence Award).

4.3.5.2.2 Initial teacher education

Funza Lushaka bursary programme

The Funza Lushaka bursary programme is a multi-year programme that promotes teaching in public schools. Full-cost bursaries are available to enable eligible students to complete a teaching qualification in an area of national priority. Recipients of these bursaries will be required to teach at a public school for the same number of years that they receive the bursary.

The Funza Lushaka bursary allocation from National Treasury for 2013/14 was R893 867 000, which translated into 14 513 bursaries being awarded to qualifying students at HEIs participating in the programme. 98,4% of the allocation from National Treasury has been paid to HEIs by the National Student Financial Aid Scheme (NSFAS) as part of claims received on behalf of students.

The selection of Funza Lushaka bursary holders for 2014/15 has been completed. The bursary allocation from National Treasury for 2014/15 is R947 499 000, which translated into about 13 972 bursaries to be awarded to students in 2014. Bursary selection committee meetings were held from 3 February to 14 March 2014 at all participating HEIs. The HEIs are in the process of submitting lists of selected students to the DBE for approval. After approval, the lists will be submitted to the NSFAS to prepare for the disbursement of the bursary money to students through the HEIs.

Specifications for an improved Funza Lushaka bursary programme information management system have been developed. To track the academic progress of Funza Lushaka bursary holders, the Department wrote to the vice chancellors of HEIs, requesting them to report on the academic progress of recipients of the bursary. A simple template was prepared on which universities had to indicate whether 2012 recipients of the bursary registered in 2013, and to provide an indication of the academic progress made by each student. Information was received from all HEIs. The information was analysed to generate an accurate academic profile of each Funza Lushaka bursar. The analysis showed that 77,4% of the 2012 bursars that re-registered in 2013 passed their courses; 15,7% passed conditionally; and 5,3% failed. The analysis provides the Directorate the ability to track bursars who default because of unsatisfactory academic achievement.

The implementation evaluation of the Funza Lushaka bursary programme was achieved in 2013/14. It was placed on the National Evaluation Plan (NEP) of the DPME for 2014/15, and appeared in the APP of the DBE for 2013/14. The Department had to commission the evaluation in collaboration with the DPME. Special arrangements had to be made by the DPME to bring the evaluation forward by a year in order to meet the obligations of the DBE's APP. Although the indicator in the APP of the Department has not entirely been achieved during 2013/14, the target in the NEP will be met during 2014/15.

The following progress can be reported on regarding the implementation evaluation of the Funza Lushaka bursary programme:

- The terms of reference have been approved by the Director General and were noted by the Steering Committee.
- A letter of commitment to co-fund the evaluation has been written to inform the Director-General of the DPME accordingly. The budget for commissioning the evaluation as per the 2014/15 NEP amounts to R3 000 000. Procedurally, each department contributes 50%.
- The procurement of a service provider is the responsibility of the DPME. A bid evaluation committee was established. The committee considered proposals from service providers on 14 March 2014. The DPME Supply Chain Directorate is in the process of appointing a service provider and the evaluation should commence during April 2014. The Service Provider has six months to complete the study. A final report must be submitted by December 2014.
- The Department has informed provincial heads of education departments and vice chancellors at HEIs of the evaluation. The Steering Committee will conduct a briefing session with the service provider, approve the inception report and continue to monitor the project.

The DBE maintains a dedicated link to the Funza Lushaka bursary programme, and has information on becoming a teacher on its website. Information on approved initial teacher education programmes is also provided, as well as a link to the Funza Lushaka website, which specifies priority phases and subjects.

District-based recruitment campaign

The district-based recruitment was rolled out to PEDs, with a target of 000 bursaries set aside to benefit learners from quintiles 1 to 3 schools. A total of 1 193 promissory letters have been issued to district-based selected students to enable them to register at HEIs where they are admitted to study. The 2014/15 recruitment campaign will commence in May 2014.

DBE/ISASA Mathematics, Science and English programme

A total of 50 students were selected to join the DBE/ISASA internship programme in 2014. All students involved in the programme were assisted to register with Unisa for the 2014 academic year and to receive study materials.

Arrangements were made with the NSFAS for the selected students to receive stipends electronically on a monthly basis. This process was finalised and the interns received their stipends for January, February and March 2014.

Community-based teacher recruitment campaign

The introduction of the community-based recruitment programme has been done in addition to the 2013/14 operational plan of the Directorate. The Alexandra teacher recruitment programme is serving as a pilot for similar community-based initiatives in other districts and provinces. To guide the expansion of the programme to other areas, the Directorate has developed a draft concept note based on its experiences in the Alexandra programme, entitled "The implementation of community-based teacher recruitment programmes to support unemployed youth". The identification of districts (communities) for participation in community-based recruitment campaigns will be guided by the requirements of the basic education sector.

The community-based teacher recruitment programme pilot has been extended to include the Modjadji community in Limpopo. Teacher recruitment events were held on 11 October 2013, 24 January 2014 and 28 March 2014. The events were jointly coordinated by the DBE, Kara Heritage Institute, members of the Modjadji community, the Greater Letaba Municipality, and representatives from CONTRALESA, the University of Venda, the University of Limpopo, the Limpopo Department of Education, the Parliamentary Constituency Office in Modjadji and other government departments. Approximately 3 500 youth attended these events. During the event, screening forms were handed out to identify potential recruits for teaching and other career opportunities. A report is available as evidence.

Evaluation of qualifications and programmes

The Department is collaborating with the DHET in the areas of evaluating educator qualifications and teacher education programmes, in support of improving the quality of basic education in the system. A total of 1 944 individual qualifications have been evaluated in the last quarter of 2014. These include both foreign and national qualifications. This number is limited by the existing capacity in the section. There are a number of evaluations that are awaiting responses from foreign universities following requests from the section for authentication. The qualifications submitted still vary significantly between individuals, schools, districts and provincial submissions. The policy and procedures for the evaluation of qualifications prescribes that all communication is pursued through the provincial departmental offices rather than directly from individuals.

4.3.5.3 Education Management and Governance Development

4.3.5.3.1 School management

Quality education is supported and informed by sound management practices. Within a whole-school development context, all planning and management should be a collaborative effort and should involve all role players in a context where the curriculum plays a central role. Improved learner performance, quality teaching and learning and a healthy school environment rely strongly on good management plans and practices.

The draft proposal on the Standards for South African Principalship was approved by HEDCOM in December 2013 for presentation to the CEM. HEDCOM recommended the gazetting of the standards by the Minister for implementation in 2015. The item served at the CEM for approval.

The committee recommended that further consultations must take place with organised labour before the document is released for public comments. The document was circulated to all registered unions for input. Consultative meetings would be arranged for further discussions with unions before the document is sent back to the CEM.

The Department hosted a summit on discipline in schools under the theme “Discipline in Schools Revisited: Striking a Balance between Ethics and Legislation”. The summit aimed at bringing together a collection of key role players in matters relating to ethics and discipline in order to assist the DBE in developing a strategy to deal with ill-discipline in schools. The following were the key outcomes of the summit:

- Having a common understanding of the concept of discipline underpinned by ethics and the rule of law.
- Sharing national and international best practice in promoting and sustaining discipline in schools.
- Developing a framework for a clear and coherent implementation, monitoring and support strategy for combating ill-discipline in schools, with well-defined roles for all stakeholders.

A report on the summit is being submitted to the Minister for approval. A management plan for the implementation of the recommendations has also been developed.

Management guidelines for school principals have been developed with the following themes:

- school administration;
- human resources;
- curriculum matters;
- support services;
- legislation;
- financial management;
- school governance;
- school policies; and
- school organisation.

The guidelines are being customised to be placed on the Department’s website.

SAIDE was appointed by the Department to develop a course outline for the Advanced Diploma in Education: School Leadership and Management. The course outline was completed and submitted to the Department. The framework paves the way for the development of a qualification that will replace the Advanced Diploma in Education: School Leadership. To date, an external literature review has been developed and a report is available. A draft core curriculum outline for the diploma has been developed by SAIDE. The DBE will publish a tender in the first quarter of the 2014/15 financial year to develop the course materials.

4.3.5.3.2 School governance

SGBs play a key role in making policies relating to issues such as language, religious instruction, school fees and a code of conduct for learners. SGBs make policies that:

- allow all South African children to enter the schooling system;
- promote values of non-racialism and equality between boy and girl learners;
- help communities to respect and tolerate all religions and cultures in our country;

- encourage children to speak a range of our country's languages; and
- respect children's rights and promote non-violent ways of solving problems.

A total of 2 000 schools were targeted for establishing SGB functionality, with data eventually collected from 2 119 schools. The survey tool covered the following areas:

- availability of school policies as legislated in SASA;
- meetings held by the SGBs during the term;
- financial management matters; and
- support in curriculum matters.

Data from the tool was collected and analysed. The data indicated that, on the availability of policies established, most SGBs did not have policies on the recruitment processes, even though it is an SGB responsibility to recruit staff at schools. However, more than 70% of SGBs have the SASA-required policies in place.

SGBs' holding of meetings is at an acceptable level. The low percentage of disciplinary meetings is an indication that teachers are able to handle most disciplinary matters without a need for a disciplinary process.

SGBs are least involved in matters relating to classroom practice. Most SGBs are only involved when drafting the SIP. A total of 30% of schools were found to be planning on their own without fully involving their SGBs on matters relating to teaching and learning.

With regard to financial administration, it was found that most schools scored favourable as having the correct process in place and being able to show evidence of this. As a majority of schools are non-fee paying schools, the scores for school-fee exemptions are low.

Most SGBs have mastered the process of banking in their schools and can provide the correct documentation and show that they are following the right processes.

The overall school governance indicates that almost 80% of schools are seen as functional. This is interesting, as it gives an improved figure from the NDP of 2011.

4.3.5.3.3 District development

Education district offices play a pivotal role in ensuring that all learners have access to education of progressively high quality, since district offices are the link between the PEDs and the respective education institutions under their care.

The Department conducted a sample survey to determine the level of satisfaction of school principals regarding the support they receive from districts. A total of 7 722 schools in the Eastern Cape, KwaZulu-Natal, Limpopo, Mpumalanga, Northern Cape and North West were profiled as part of the Race to the Top project. The results of the survey indicate that:

- 3% of 7 722 principals rated the support they receive from districts as outstanding;
- 40% of principals rated the support they receive from districts as good;
- 44% of principals rated the support they receive from districts as satisfactory; and
- 13% of principals rated the support they receive from districts as unsatisfactory.

The Department conducted a survey on the district performance regarding identified quality indicators using a standardised tool. The data collection tool was sent to all 86 districts. A total of 54 districts responded. The provinces that had a 100% response are the Free State, Mpumalanga, KwaZulu-Natal and Western Cape. In the Eastern Cape, only 6 out of 23 districts responded, in Gauteng only 7 out of 15, in Limpopo only 9 out of 10, and in North West 3 out of 4 responded. The data was captured, analysed and a report was written. The report has five main parts:

- The first part of the report focuses on the infrastructure and resources that are available in each district, e.g. office buildings, furniture, telephones, cellular phones, telephones, fax machines, desktop computers, laptops, photocopiers, internet connectivity, e-mail services and vehicles.
- The second part focuses on the roles of district, e.g. planning, support, oversight, accountability and public engagement.
- The third part focuses on the minimum powers that can be delegated to a district, e.g. HR management, school governance and financial management.
- The fourth part focuses on district organisation and functions, e.g. district curriculum support, district management support and district learner support.
- The last part focuses on district operations, i.e. how data is managed and records are kept, etc.

Some of the findings of the report are as follows:

- On infrastructure and resources, only 19% of districts rated infrastructure and resources as outstanding, very good or good. 38% of districts rated infrastructure and resources as acceptable and 43% rated it as unacceptable;
- 95% of districts rated the status of district roles and responsibilities as outstanding, very good, good or acceptable. Only 5% rated the status of district roles and responsibilities as unacceptable;
- 79% of district directors rated the status of powers delegated to them as outstanding, very good, good or acceptable. 21% rated the status of powers delegated to them as unacceptable.
- 96% of district directors rated the status of district organisations and functions as outstanding, very good, good or acceptable. Only 4% rated the status of district organisations and functions as unacceptable.
- 93% of district directors rated the status of district operations as outstanding, very good, good or acceptable. Only 7% rated the status of district operations as unacceptable.

During the 2013/14 financial year, the DBE conducted a survey on the availability of subject advisors in each district by phase. The data collection tool was sent to all 86 districts. A total of 61 districts responded. The provinces that had a 100% response were the Free State, Limpopo, Mpumalanga, KwaZulu-Natal, Northern Cape, North West and Western Cape. In the Eastern Cape, only 7 out of 23 districts responded, and in Gauteng only 6 out of 15 responded.

The DBE identified New Leaders Foundation (NLF) as a partner with whom there will be collaboration in fast-tracking the district policy implementation process. A MoU that defines the collaboration has been approved and letters sent to the provincial heads of education departments, informing them of the collaboration.

The collaboration processes have commenced, with the following activities accomplished:

- NLF team members have already reported for duties at the DBE.

- The team has been fully integrated and aligned with the EMGD.
- A draft operational plan has been developed and is awaiting approval.

The MoU between the DBE and NLF is in force. NLF officials are now reporting at the DBE to finalise the planning for the implementation of the support programme to districts.

The Department has partnered with the Michael and Susan Dell Foundation on the Roadmap towards the Development of a District Administration and Management System project to evaluate and support the use of data for education, placing particular emphasis on equipping districts.

After the investigation, collection and utilisation of data in schools and districts, seven districts were selected as pioneers for the pilot phase. The selected districts are:

- Thabo Mofutsanyane in the Free State;
- Waterberg in Limpopo; and
- Ekurhuleni South, Ekurhuleni North, Gauteng East, Sedibeng East and Sedibeng West in Gauteng.

The Roadmap to the Development of a District Administration and Management System programme has had three distinct phases – diagnostic research that was done in 2012; design and planning that was conducted in quarters one and two of 2013; and pilot preparations conducted from quarter three of 2013 to the end of quarter one of 2014. The project is now gearing up for full piloting to begin in quarter two of 2014.

In 2013, project activities centred on scoping the current data systems and practices at each of the seven pioneer district clusters in order to develop a new approach to district management. In the pilot preparation phase, specific recommendations for the initiation of pilots in the seven districts were developed and syndicated within the districts and provinces for acceptance. The assessment of the seven districts showed different operating realities that included uneven capacity and capabilities for data collection and use across provinces (i.e. Free State has developed processes for data collection at scale, while Ekudibeng districts are focusing on rolling out the use of the SA-SAMS to all the schools), as well as different degrees of technology development.

Although the project is still in the early stages, it has achieved some notable successes that will be built on going forward. These achievements included:

- A proven methodology, including a set of options, for districts and schools to drive data collection and use; and for technology and implementing partners to support this. This approach is documented in the *Implementation Playbook* that is attached as an addendum to this document.
- A functional dashboard that visualises priority school and district data in an easy-to-use way. The dashboard is a simple, visual tool that people at provincial, district, circuit, and school level can use when they support schools. The dashboard tells districts and schools how well they are performing on achievement, attendance, progression, and curriculum coverage. For example, it can tell users how learners are doing on their SBAs, and how regularly learners are attending class. The dashboard uses colours and numbers to show where districts and schools are doing well, and where districts and schools should focus attention to raise learner outcomes (Exhibit 1). The dashboard can currently process manual data from the SA-SAMS. In future, the input will be automated and the access rights extended to schools.

4.3.6 Strategic objectives, performance indicators, planned targets and actual achievements

Strategic objectives	Programme performance indicator	Actual achievement 2012/13	Planned target 2013/14	Actual achievement 2013/14	Deviation from planned target for 2013/14	Comments on variance
Improve teacher capacity and practices (development)	A comprehensive user-friendly guide to available professional development programmes is established on the DBE website	A catalogue of 150 short courses offered by HEIs in priority subject areas was developed and placed on the DBE website and circulated to all stakeholders.	A user-friendly guide to available professional development programmes is available on the website with 250 offerings.	A guide to available professional development programmes is available on the website with 314 offerings covering 33 fields of study.	A positive deviation of 64 has been achieved.	None.
Improve teacher capacity and practices (recruitment)	Number of qualified teachers aged 30 and below entering the Public Service as teachers for the first time during the past year	8 227	7 400	Cumulatively, a total of 6 762 young and qualified educators had been appointed by end of December 2013.	A shortfall of 638 was recorded.	Challenges in post-provisioning and employee compensation issues in larger PEDs, namely Eastern Cape, KwaZulu-Natal and Limpopo, have affected the rate of absorption of new entrants. The intake of new entrants in these provinces was relatively lower than expected, especially in the Eastern Cape.
	A comprehensive teacher HR strategy is developed	N/a	An analytical report on teacher shortages, placement, attrition and entry is compiled and an assessment of teacher supply and demand is made	The CEM approved the strategy on recruitment and deployment of educators for the education sector.	None.	None.
	Number of bursaries awarded to students enrolled for initial teacher education during the past year.	11 715	14 500	A total of 14 513 bursaries were awarded.	A positive deviance of 13 has been achieved.	The Funza Lushaka bursary allocation from National Treasury for 2013/14 was R893 867 000, which translated into 14 513 bursaries being awarded.
	An impact assessment of the Funza Lushaka programme is undertaken.	N/a	Report showing the impact of the programme and areas for strengthening is finalised	The terms of reference have been approved and a steering committee was established.	The actual assessment will occur in the next financial period.	The implementation evaluation of the Funza Lushaka bursary programme was placed on the NEP of the DPME for 2014/15 period.

Strategic objectives	Programme performance indicator	Actual achievement 2012/13	Planned target 2013/14	Actual achievement 2013/14	Deviation from planned target for 2013/14	Comments on variance
Strengthen school management and promote functional tools (management tools)	Percentage of ordinary public schools where the SGB meets minimum criteria in terms of effectiveness as determined through a school monitoring sample survey.	71%	52%	A total of 2 119 schools were surveyed to determine the effectiveness of SGBs. 85% of schools met the minimum criteria in terms of effectiveness.	A positive variance of 33% was achieved.	An alternate data source to the school monitoring survey was used to gather information.
	Number of public ordinary schools moderated through school-based IQMS evaluations per year. (The target is fixed based on the number of available moderators).	N/a	8 000	A total of 9 330 schools have been visited for IQMS monitoring.	A positive variance of 1 330 (i.e. 17%) was recorded.	Moderators were able to monitor 2 schools per day, as most visits were follow-ups. In other instances the sampled schools were located in close proximity to each other.
	A monitoring tool for post-provisioning norms is finalised and piloted.	N/a	Pilot study report available and used to inform roll-out of the tool	Investigation of the post-norms implementation in all nine PEDs was completed. The findings were made known to HEDCOM.	None.	The objective for this year has been achieved. Further work will now be done to close the gaps that were identified.

Strategic objectives	Programme performance indicator	Actual achievement 2012/13	Planned target 2013/14	Actual achievement 2013/14	Deviation from planned target for 2013/14	Comments on variance
Strengthen the capacity of district offices	Percentage of principals in ordinary public schools rating the support services of districts as being satisfactory as determined in a sample survey.	N/a	50%	The DBE developed a survey tool to determine the level of satisfaction of school principals on the support they receive from districts. The survey revealed that 87% of schools surveyed rated the services of districts as being satisfactory or better.	A positive variance of 37% was recorded.	An alternate data source to the school monitoring survey was used to gather information.
	Quarterly reports available from each district on identified quality indicators using a standardised tool.	N/a	Bi-annual reports produced on key findings of quarterly reports and interventions	<p>During the year under review the following was achieved:</p> <ul style="list-style-type: none"> • A standardised tool with identified quality indicators was finalised and approved by the sector. • The standardised tool was mediated during the provincial road shows that took place in July to August 2013. • A standardised tool was administered by 54 districts. The data was captured, analysed and a report compiled. • One report was produced. 	One report was produced.	Since the standardised tool was administered for the first time in the sector, it was necessary to consult and conduct advocacy prior to implementation.

4.3.7 Strategies to overcome areas of underperformance

The Funza Lushaka impact study is a collaborative effort between the DBE and the DPME. It can be confirmed that the implementation evaluation of the Funza Lushaka bursary programme has been placed on the NEP of the DPME for 2014/15.

The appointment of educators aged 30 and below is a competency of PEDs, while the DBE monitors this process. Challenges in post-provisioning and employee compensation issues in larger PEDs, namely Eastern Cape, KwaZulu-Natal and Limpopo, affected the rate of absorption of new entrants. The intake of new entrants in these provinces was relatively lower than expected, especially in the Eastern Cape. For the next financial year, the DBE will provide support to the affected provinces to improve the situation.

4.3.8 Changes to planned targets

None.

4.3.9 Linking performance to budgets

Programme 3: Teachers, Education Human Resources and Institutional Development						
Detail per sub-programme	2013/14			2012/13		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
3.1 Programme Management: Teachers, Education HR and Institutional Development						
Current payment	660	659	1	1 048	929	119
Transfers and subsidies	-	-	-	1 551	1 549	2
Payment for capital assets	28	27	1	8	8	-
Payments for financial assets	-	-	-	-	-	-
3.2 Education HR Management						
Current payment	50 177	49 822	355	52 317	49 787	2 530
Transfers and subsidies	1 136	1 131	5	193	192	1
Payment for capital assets	116	58	58	109	91	18
Payments for financial	-	-	-	-	-	-
3.3 Education HR Development						
Current payment	60 689	60 485	204	121 284	81 719	39 565
Transfers and subsidies	893 867	893 867	-	677 944	677 943	1
Payment for capital assets	188	124	64	122	100	22
Payments for financial assets	-	-	-	-	-	-
3.4 Curriculum and Professional Development Unit						
Current payments	4 652	4 621	31	8 867	8 150	717
Transfers and subsidies	-	-	-	10	10	-
Payment of capital assets	79	35	44	166	99	67
Payments for financial assets	-	-	-	-	-	-
Total	1 011 592	1 010 829	763	863 619	820 577	43 042

4.4 Programme 4: Planning, Information and Assessment

4.4.1 Purpose

The purpose of Programme 4 is to promote quality and effective service delivery in the basic education system through planning, information and assessment.

4.4.2 List of sub-programmes

- Programme Management: Planning, Information and Assessment;
- Information Management Systems;
- Financial and Physical Planning;
- National Assessments and Public Examinations;
- NEEDU; and
- Planning and Delivery Oversight Unit.

4.4.3 Strategic objectives

- Establish a world-class system of standardised national assessments.
- Strengthen school management and promote functional schools.
- Strengthen the capacity of district offices.
- Strengthen partnerships with all stakeholders, resulting in education becoming a societal priority.

4.4.4 Programme overview

The programme is responsible for promoting quality and effective service delivery in the basic education system through planning, implementation and assessment. The indicators in this programme are fundamentally directed towards quality improvements, assessments and physical and financial planning, as captured in the Action Plan to 2014. The programme contributes to the following sector goals:

- Action plan goals on physical and financial planning.
- Goal 23: Ensure that all schools are funded at least at the minimum per learner levels determined nationally and that funds are utilised transparently and effectively.
- Goal 24: Ensure that the physical infrastructure and environment of every school inspires learners to want to come to school and learn, and teachers to come and teach. The realisation of these goals is rooted in the work done within this programme in the core policy areas of:
 - o assessments;
 - o school funding and infrastructure; and
 - o education information systems.

By working collaboratively with PEDs in developing policy, providing guidelines and institutionalising support in these core policy areas, the DBE contributes to the improved quality of basic education with a special focus on the physical environment, finances and assessments. The administration and management of assessments is an important component that measures learner performance in the education sector. A summary of the activities for this programme for the period under review, as resourced by Vote 15, is set out below.

4.4.5 Programme summary and performance information

4.4.5.1 Public examinations

4.4.5.1.1 Examinations and assessments in schools

2013 National Senior Certificate

During November 2013 NSC examinations, the DBE handed over the following to provinces:

- 258 question papers were set, moderated, approved by Umalusi external moderators;
- 5 adapted question papers for the blind;
- 55 question papers for the deaf; and
- 66 non-official languages question papers.

The practical/performance assessment tasks for Grade 12 NSC 2014 in the 16 subjects requiring such tasks were set, moderated, externally moderated and handed over to PEDs.

The CAPS-aligned examination guidelines for 2014 were developed for all subjects in Grade 12 and released to PEDs for utility. Furthermore, the exemplar question papers in all non-language subjects and Home Languages Paper 1 for Grade 12 have been set, internally moderated, with inputs from Umalusi and the Curriculum Unit, and released to PEDs for utilisation.

On 2 to 12 September 2013, the 409 appointed examiners and internal moderators for the 2014-2016 NSC examinations were successfully trained on the setting and moderation of questions, in line with CAPS.

School-based assessment

The Department appointed 80 SBA moderators and SBAs were moderated across all nine provinces in June and July 2013. The DBE conducted a follow-up moderation of SBAs across all PEDs after a system audit was conducted in June and July 2013. The exemplar tasks for alternative assessments for SBAs were developed in seven key subjects, namely Accounting, Physical Science, Life Science, History, Mathematics, Geography and EFAL. Life Orientation was also moderated. These moderations were conducted in a sample of two schools across two districts in each province.

Signing of the Examination Pledge and dealing with irregularities

The signing of the Examination Pledge by all learners writing the 2013 NSC examination on 18 October 2013 was a meaningful intervention that rekindled the moral obligation of all candidates to an examination that is free of acts of dishonesty. This certainly contributed to the reduction of serious irregularities that have the potential to undermine the credibility of the examination. It is noteworthy that only 0,07% of the total number of candidates who sat for the 2013 NSC examinations was implicated in behavioural offences or acts of dishonesty.

Conduct of the 2013 NSC examinations and release of results

The 2013 NSC examination was written by 562 112 full-time candidates and 92 611 part-time candidates across 6 676 examination centres, over a period of five weeks, from 28 October 2013 to 29 November 2013. The administration of the examinations was successful, with no serious irregularities that could compromise the integrity of the examinations. The DBE appointed 27 part-time monitors to help DBE officials monitor the writing of the examination after extensive training and orientation. This ensured increased monitoring presence in as many centres as possible, thereby adding a greater degree of confidence in the credibility relating to the writing of the examinations.

Marking of the 2013 NSC examinations

In preparation for the 2013 NSC marking process, a total of 221 NSC marking guideline discussions meetings were hosted by the DBE from 2 November 2013 to 1 December 2013 prior to the commencement of marking of the NSC examination. The aim of these meetings was to refine and standardise the marking guidelines and ensure that all possible correct responses are accommodated. The meetings also incorporated the training of chief markers and internal moderators. The training exercise reached its aim of ensuring that the marking guidelines are applied consistently across all provinces. Marking was conducted in 118 marking centres across the country by 39 039 markers.

Standardisation of NSC results

Standardisation of marks is an international practice used in large-scale assessments to mitigate fluctuations in learner performance as a result of factors within the examination processes rather than learners' knowledge, aptitude and abilities. Umalusi is responsible for overseeing the quality assurance of the NSC, which includes the standardisation of the marks done on a subject-level basis.

Umalusi hosted the standardisation of the 2013 NSC results on 23 December 2014. Prior to this, on 21 to 22 December 2013, a two day pre-standardisation meeting was hosted by the DBE, involving provincial examination managers (chief directors and directors in exams and those in curriculums, and heads of education departments) to prepare standardisation proposals to be presented to Umalusi on 23 December 2013. 59 subjects written in the 2013 NSC were presented for standardisation to Umalusi. Of the 59 subjects, 38 were accepted with raw marks, 16 were moderated downwards and 5 subjects were moderated upwards.

NSC examination results and feedback

Examination results were processed and released to candidates on 7 January 2014. Four reports and a pamphlet/booklet were produced in order to adequately consolidate all the data to be presented to the PEDs, the stakeholders in education and the media. Of the four reports, three were released during the release of results on 6 January 2014 and the fourth one (the diagnostic report) was released to schools by end of January 2014. The reports produced were as follows:

- a national technical report on learner performance in the 2013 NSC Grade 12;
- a schools performance report which reflected the overall achievement of schools offering Grade 12 over a three year period;
- a schools subject report which highlighted the performance in each school in terms of their performance in key subjects; and
- a diagnostic report on learner performance for the 2013 NSC examinations, highlighting areas of weaknesses and providing suggestions for improvement in teaching and learning.

An information brochure/pamphlet/booklet targeting learners and parents, providing general information on registration, supplementary examinations, re-marking, re-checking and viewing of examination scripts, HEI requirements and appeal processes was also produced and released on 6 January 2014.

Senior Certificate

In 2013, the May/June 2013 Senior Certificate examination was successfully administered. The examination commenced on 19 April 2013 and concluded on 20 June 2013. The examination was administered with 179 question papers for 159 361 candidates who registered to write examination. The memorandum discussion on about 77 memoranda was successfully completed on 21 June 2013.

For 2014, 179 question papers for the May/June 2014 Senior Certificate examinations have been set and moderated, ready to be handed over to PEDs in consignments for printing in preparation for the examinations.

4.4.5.1.2 Preparations for 2014 examination

Setting and moderation of NSC question papers

Preparations for the 2014 NSC examinations are as follows:

- All 258 question papers for the November 2014/March 2015 have been set and internally moderated.
- Out of 258, 76 question papers have been externally moderated and 24 question papers have been approved by Umalusi in this quarter.
- Furthermore, in preparation for the first Grade 12 NSC examinations based on CAPS, Grade 12 exemplars for 2014 have been set in all 27 non-language subjects and 11 Home Languages Paper 1s in the NSC in 2014.

School-based assessment

The DBE is committed to ensuring that the scores emanating from the implementation of SBAs are valid and reliable. Therefore it has strengthened its SBA team by appointing 7 additional SBA moderators, bringing the total to 75 moderators. These moderators will conduct sample moderation of SBAs for seven NSC subjects, namely EFAL, Mathematics, Geography, History, Physical Science, Accounting and Life Orientation. They will also conduct onsite moderation in PEDs during the year to evaluate provincial moderation systems and assessment tasks and provide feedback to PEDs. A three-year plan to improve the implementation of SBAs has also been developed.

In order to build capacity in the development of quality items, 112 provincial examiners and moderators have been trained to set and moderate preparatory examination question papers across all provinces.

In addition to the four reports on the 2013 NSC published in the third quarter, a fifth report (*Exemplification of the standard learner evidence for extended writing*) has been compiled in six critical subjects, namely Physical Science, Accounting, Economics, Life Science, Consumer Studies and Tourism. The report targeted subjects where paragraphs, essays or extended writing were a required competency, which was one of the areas of weaknesses identified in the diagnostic analysis of the performance of learners in the 2013 NSC examinations. The publication provides learners and teachers with actual examples of Grade 12 learners' responses that constitute appropriate or inappropriate standards in different categories. It also demonstrates to learners and teachers evidence of academic progression from lower- to higher-order thinking, and provides reasons for the awarding or not awarding of each mark. This report, which is another key resource in the 2014 intervention strategy to improve learner performance, will be handed over to PEDs in April 2014.

Certification

A total number of 3 373 certificates were printed, of which 3 138 were printed by Umalusi and 289 by SITA based on requests from the DBE. This included 495 NSC and 2 999 SC certificates and 167 teacher diplomas and teacher statements of results. 1 323 certificates were collected by clients from the DBE (helpdesk) office and 1 172 SC certificates posted to clients. A total amount of R396 680 was collected in the form of cash, postal orders and cheques from individual clients and companies for various services that included replacements, combinations, verifications, confirmations and embassy letters.

The verification of the examination records on the system turnaround time has been reduced to 24 hours and the archives reduced to maximum of 7 days.

The DBE and Umalusi conducted a training workshop on certification policies and directives at six provincial officials in KwaZulu-Natal, Gauteng, the Free State, Eastern Cape, Mpumalanga, Limpopo, North West, Northern Cape and Western Cape. In addition, requests from members of the public for the replacement and re-issue of certificates were received on an ongoing basis and processed.

4.4.5.2 National assessments

4.4.5.2.1 2013 ANA processes

As feedback on the system to assist schools teach better and prepare learners relevantly for the 2013 ANA cycle, a diagnostic report on what learners were able or not able to do in the 2012 ANA cycle was developed and disseminated to schools for use as a resource. Exemplars of the knowledge and skills that are tested in language and mathematics in the ANAs were developed and disseminated to schools. In addition, sets of guidelines on the scope of the 2013 ANA tests were developed and also disseminated to schools. All these resources are designed to help schools strengthen effectiveness of teaching and learning which would result in performance.

Language and mathematics tests to be administered in ANA 2013 were developed, piloted, refined and reviewed by the Director-General's Advisory Committee. The development included adaptation of tests into Braille and large font size for learners who experience severe and mild visual challenges.

Service providers SAB&T and Deloitte were appointed through a tender process and bids for independent verification of the 2013 ANA processes and outcomes. SAB&T and Deloitte completed data collection, marking and analysis from the 2 164 schools in which they did the verification process. A report on learner performance was submitted in January 2014.

Audit of provincial systems for conducting ANA 2013

An audit of systems for conducting ANA 2013 was conducted in KwaZulu-Natal, the Eastern Cape, Limpopo, Free State, Mpumalanga, Northern Cape and Western Cape. The audit identified potential risks, which were brought to the attention of the affected provinces to either eliminate or mediate. The rest of the provinces will be audited at the beginning of the second semester.

System administration and marks capturing

All ANA 2013 marks received from schools were captured on the GET mainframe. The captured data was cleaned and prepared for analysis. The total number of learners with authentic marks was 6 997 602 and they were registered in 23 662 public schools and 793 independent schools.

Release of the national report

The analysed data was disaggregated and reported on by provinces for each of the affected grades, namely Grades 1 to 6 and Grade 9. The report communicated the average percentage scores obtained by learners in each grade and subject, and specified the percentage of learners who obtained scores of and above the 50% mark (which is considered an acceptable level of achievement).

The Minister of Basic Education released the report to the public and to the PEDs on 5 December 2013.

The Department also compiled a diagnostic report on what learners were able or not able to do in the 2013 ANA assessment. This important feedback was communicated to schools in January 2014 so that appropriate interventions for improvement can be put in place.

4.4.5.2.2 Preparations for ANA 2014

Learner registration

Circular 1 of 2014 was circulated to all provinces regarding the procedure for the ANA 2014 learner registration processes. During the first term of the school year, schools participated in a registration process for the 2014 ANA and the ANA Circular 1 of 2014 indicated matters that were required for registration of learners that would write ANA 2014.

In order to verify the data (school master lists), the Department issued Circular 3 of 2014 to school principals through the PEDs to ensure that appropriate test materials are prepared for the school. Furthermore, the school master lists were sent to all provinces for verification and sign-off. By the end of March, three provinces (Gauteng, Mpumalanga and Northern Cape) had completed verification of the master lists.

A roll-over of ANA 2013 data was done in four provinces (Northern Cape, Mpumalanga, Gauteng and North West). In two provinces (Northern Cape and Gauteng) preliminary registration schedules were printed from the mainframe system and distributed to schools. These two provinces have started capturing corrections from the preliminary schedules onto the mainframe system. They were scheduled to be completed in April 2014.

The Department also held a workshop on system administration for learner registration with provincial officials on 25 to 26 February 2014. In six provinces, registration data was captured through the SA-SAMS. The data uploading onto the Learner Unit Record Information and Tracking System (LURITS) started in March and would continue in April 2014.

Test development

Grade 1 to 9 Languages and Mathematics assessment guidelines were drafted and disseminated to all districts through PEDs in the form of CDs and via the departmental website. Exemplars for Grade 7 to 9 Languages and Mathematics are undergoing internal editing processes, which would be completed in April 2014.

Grade 3, 6, 7, 8 and 9 Languages and Mathematics test items were piloted in all official languages in the Foundation Phase and in English and Afrikaans in the Intermediate Phase in a total of 160 sampled schools from all provinces.

Tests for Grades 1 to 9 are in the process of refinement after the pilot study. They will undergo final stages of editing and moderation, to be completed in April 2014.

Pilot study

A pilot study in 160 schools across the country for Grades 3, 6, 7, 8 and 9 took place in February 2014 and marking started in March. Results were then captured and analysed. An amount of R836 000 was transferred to Communications Directorate for payment of 2013 ANA release of result events and payment of data capturing for pilot study, and type setting for 2013 ANA tests. The final version of the 2013 ANA diagnostic report was sent to Government Printers for printing of 25 000 copies.

Communication

During February and March 2014, Foundation Phase (Grades 1 to 3) and Intermediate (Grades 4 to 9) assessment guidelines were submitted to the Communication Unit for posting on the DBE website. CDs and Circular 2 were couriered to all provinces and districts.

4.4.5.3 *International assessments*

Trends in TIMSS and PIRLS

TIMSS and PIRLS are international studies conducted under the auspices of the International Association for Evaluation and Assessment. International benchmarking serves an important role in enhancing the standard of national assessments and in monitoring the delivery of the NCS

South Africa will therefore participate in the next cycle of TIMSS and PIRLS (including pre-PIRLS) studies. The data collection for both studies has been scheduled for 2015 and the results are to be released in 2016.

The Department approved that the Human Sciences Research Council (HSRC) conduct the TIMSS 2015 pilot study in a sample of Grades 8 and 9 from 15 schools. In preparations, the HSRC has contacted pilot schools and are currently piloting the tests instruments and questionnaires. A progress report on the pilot study would be submitted to the DBE in the first quarter of 2014.

SACMEQ

The next SACMEQ cycle (SACMEQ IV) started with data collection in 2013. The focus of SACMEQ IV was mathematics, reading and health (HIV and Aids issues). Close to 400 schools and 10 000 Grade 6 learners in South Africa participated in the study. Data entry and cleaning would be completed in 2014 and preliminary results available by December 2014, in time for reporting on the Millennium Development Goals in 2015. A random sample of schools, consisting of 305 schools, was drawn up using probability-proportional-to-size sampling methods, according to the SACMEQ stipulations.

4.4.5.2 *Financial and physical planning*

4.4.5.2.1 *Financial planning and economic analysis*

The data for the questionnaire on statistics of educational and financial expenditure for the 2010/11 and 2011/12 financial years was collated and submitted to Unesco in the first quarter. The Department provided feedback to eight PEDs on the fourth-quarter performance reporting data for the 2012/13 financial year, and on the first, second and third quarters of the 2013/14 financial year. The Conditional Grant Forum was formed during July 2013, with the terms of reference been approved at this meeting. The aim of the national forum is to foster a common understanding of the purpose of conditional grants among all stakeholders, especially programme managers within the DBE. Several meetings were held where terms of reference were established.

The Department collated and analysed the 2013/14 APPs of PEDs. The report was submitted to the Director-General, Deputy Minister, Minister and the PEDs during the second quarter of the financial year. The report focused on the following:

- Alignment of budget figures between the PEDs' APPs and the estimates of provincial review and expenditure for the current 2013 Medium Term Expenditure Framework (MTEF) and to determine whether PEDs have aligned to the Education Sector Template for Annual Performance Plans.
- Analysis of programme and budget allocations to determine whether funding has been allocated to deliver on sector priorities.
- Analysis of provincial performance measures for the 2012 and 2013 MTEF to assess if the baseline increase was per programme, sub-programme and economic classification level.
- Analysis of the 2013/14 APP alignment to other planning documents like the NDP, Estimates of Provincial Revenue and Expenditure (including the priorities mentioned in the State of the Nation Address) and the Action Plan to 2014.
- Recommendations on the quarterly performance reporting data.

The Department collected, consolidated and analysed the PED expenditure reports for the period ended 28 February 2014. Reports on the PEDs financial performance have been submitted to the Director-General, Deputy Minister and the Minister. The PEDs' projected expenditure of R161,268 billion for 2013/14 exceeds the adjusted budget of R177,214 billion by R234,545 million. The highest over-expenditure was on compensation of employees.

The Department also performed a monitoring exercise of PEDs in August, December 2013 and January 2014, and reports were provided the Director-General, Deputy Minister and Minister.

The Minister approved the publication of *2013 No-Fee Schools* lists in July 2013. The lists were published in *Government Gazette No. 36719* during August 2013 and placed on the departmental website. The table below illustrates the number and percentage of no-fee learners, as well as the number and percentage of no-fee schools in provinces in 2013.

2013 no-fee learners and no-fee schools

Province	Number of no-fee learners	Percentage of learners in no-fee schools*	Number of no-fee schools	Percentage of no-fee schools
Eastern Cape**	1 601 347	92,9%	5 344	93,2%
Free State	499 901	80,9%	1 191	85,3%
Gauteng	1 112 605	61,9%	1 310	49,5%
KwaZulu-Natal	1 873 583	71,8%	4 904	79,7%
Limpopo	1 591 801	96,2%	3 810	93,7%
Mpumalanga	863 690	89,3%	1 646	87,3%
Northern Cape	178 430	68,1%	413	72,1%
North West	675 515	93,1%	1 407	87,6%
Western Cape	373 772	39,5%	672	40,6%
Total	8 770 644	77,6%	20 697	80,5%

* Using the 2013 School Realities (Grades 1-12), except for Limpopo, where their resource targeting list was used.

** Eastern Cape data outstanding; info is as submitted earlier the year.

The following table shows the school allocation per learner, which provinces determined for 2013. It also illustrates the ability of PEDs to meet the national targets per learner for 2013.

2013 school-per-learners allocation

National targets per learner	Q1	Q2	Q3	Q4	Q5
	1 010	926	926	505	174
Eastern Cape	926	926	926	505	174
Free State	1 010	1 010	1 010	505	240
Gauteng	1 010	1 010	1 010	505	505
KwaZulu-Natal	932	932	932	509	175
Limpopo	404	370	370	201	68
Mpumalanga	1 010	1 010	1 010	505	174
Northern Cape	1 010	926	926	599	280
North West	1 010	1 010	1 010	605	174
Western Cape	1 010	1 010	1 010	505	219

An assessment was also made of PEDs' capacity to meet their obligations linked to the expansion of the no-fee policy as it pertains to the equalisation of allocations to no-fee schools by 2014. The responses received reveals that Eastern Cape, Free State, Gauteng, Mpumalanga, North West and Western Cape will be able to equalise the allocation to all no-fee schools at the level of quintile 1 in 2014. The national table of targets for the 2014/15 MTEF was published in *Government Gazette No. 37230* during January 2014. The table below indicates the national allocation targets for the 2014 MTEF.

National targets for the school allocation (2014-2016)

	2014	2015	2016
NQ1	1 059	1 116	1 175
NQ2	1 059	1 116	1 175
NQ3	1 059	1 116	1 175
NQ4	530	559	588
NQ5	183	193	203
No-fee threshold	1 059	1 116	1 175

The working group constituted in 2012 to finalise the draft funding policy for non-capital funding within an inclusive education system continued their work during 2013. The draft document was shared with members of the HEDCOM Sub-committee on Finance, the National Consultative Forum, as well as the National Coordinating Committee for Inclusive Education for comments and input. Inputs and comments received were incorporated into draft document.

The draft report of the work group established to deal with matters referred from the review of the funding policy as it relates to independent schools was shared with the National Association of Independent Schools for their comments and input. During January 2014, the change of date for categorising eligible independent schools for subsidy purposes was published in *Government Gazette No. 37231*. A workshop was held with PEDs during February 2014 to discuss and engage with them on issues relating to the funding of independent schools.

A guideline on voluntary contributions to schools was developed and approved by the CEM. As requested by the CEM, the guideline has also been translated into the 11 official languages and is being prepared for distribution.

A telephonic survey to monitor province's implementation of the National Norms and Standards for School Funding, with specific emphasis on the communication, transfer and level of school allocation, was conducted during July to September 2013. The survey covered 116 schools nationally. The heads of departments were provided with a report on the survey findings and recommendations in October 2013. A draft discussion document on addressing fraud and corruption in the school funding system was also developed.

A MoU between the DBE and the Department of Military Veterans, intended to guide the exemption dependents of eligible military veterans from the payment of school fees, was finalised. The memorandum was signed by the acting Director-General of the DBE and the Director-General of the Department of Military Veterans.

Relevant information from PEDs was collected and a study was carried out to determine the impact of the proposed revised model of determining the allocation to fee-paying schools. A report on this evaluation was produced and shared with PEDs for their comment at the HEDCOM Sub-committee on Finance meeting.

A follow-up meeting was held with HODs during June 2013, requesting PEDs to publish the amount for public non-personnel resourcing for 2013 allocated to ordinary schools on the Internet.

4.4.5.2.1 Physical planning

Significant progress has been made in ensuring that more schools comply with basic levels of infrastructure. The Department is committed to providing safe drinking water, sufficient hygienic toilet facilities and electricity, and for all inappropriate structures to be eradicated by 2014/15, in line with the NDP's objective that all schools meet minimum infrastructure standards for sanitation, classrooms and libraries by 2017.

Management of the Education Infrastructure grant

To date all five transfers have been made. The first and second tranches were transferred on 19 April and 24 May 2013. The third and fourth transfers were made on 23 August 2013 and 8 November 2013, and necessary conditions were met. The fifth and the last instalment was due on 31 January 2014 and all necessary conditions were met and transfers were made to provinces, except for the Free State, North West and Limpopo due to concerns that their third-quarter performance on the grant was not satisfactory. The withheld funds were subsequently released on 19 and 27 February 2014. In total, an amount of R6 643,267 million has been transferred.

HR capacitation

PEDs continued with the capacitation process in the fourth quarter of the 2013/14 financial year, with the key objective of recruiting and appointing built-environment and finance personnel for improving school infrastructure delivery in provinces. A total of 133 vacancies have been filled. This is an improvement in appointments from the 111 vacancies that had been filled as at end of January. All incumbents are already at their respective provincial infrastructure units. The specific skills of these posts are detailed below.

Provincial Infrastructure Unit	Quantity surveyors	Architects	Electronic engineers	Civil engineers	GIS specialists	Town and regional planners	Educational facility planners	Works inspectors	Finance posts	Total
Eastern Cape	4	4	0	0	1	1	0	1	3	14
Free State	1	3	2	0	0	0	0	2	3	11
Gauteng	3	3	1	1	0	1	2	6	2	19
KwaZulu-Natal	0	0	0	0	0	0	0	5	12	17
Limpopo	0	2	0	0	1	0	0	0	2	5
Mpumalanga	6	4	0	2	0	0	0	8	4	24
Northern Cape	2	1	0	0	0	1	1	4	6	15
North West	2	1	0	0	0	1	0	5	3	12
Western Cape	0	2	0	0	0	1	1	8	4	16
Total	18	20	3	3	2	5	4	39	39	133

The sector has continued to engage with the DPSA in working out market-competitive remunerative strategies to ensure that the posts are attractive for more experienced candidates in all nine provinces.

Update of NEIMS

11 881 (98%) schools have been footprinted for electronic capturing, and 10 803 of these schools have been assessed. The DBE has loaded 2 068 schools and another 1 003 is in the process to be loaded. Extension has been approved and agreed on to complete the assessments by 15 May 2014. SITA will assist with the electronic loading of data and photos, which will be approved by the DBE before it is uploaded on the NEIMS. This will be done under maintenance according to the service level agreement.

Gazetting of the regulations

The Regulations on the Minimum Uniform Norms and Standards for Public School Infrastructure were published in *Government Gazette No. 37081* on 29 November 2013. The objectives of the regulations are to provide minimum uniform norms and standards for public schools infrastructure; to ensure that there is compliance with the minimum uniform norms and standards in the design and construction of new schools and additions, alterations and improvements to schools that existed when these regulations were published; and to provide for timeframes within which school infrastructure backlogs must be eradicated.

Regulation 4(5) must be applied to all new schools and additions, alterations and improvements to schools, with the exception of schools contemplated in regulation 4(2). Concerning schools that existed when these regulations were published, they must comply with regulation 4(5) and as far as reasonably practicable be compliant in terms of a series of four timeframes, namely a three-year, a seven-year, a ten-year and a seventeen (2030) year timeframe. The draft implementation plan was developed for presentation to the next HEDCOM.

Accelerated School Infrastructure Delivery Initiative

The ASIDI programme has been operational since 2011. It is important to note that, when the technical team refers to a rollout, it does not refer to having a spade in the ground and construction work in process. A typical ASIDI rollout cycle is multi-year in nature. The process flow below explains the steps that are taken to finally end up with a built structure.

In addition, it must be pointed out that, despite planning for a reasonable amount of time for delays such as inclement weather, there are other unforeseen delays that may or may not occur to hamper the project cycle. These include community-led disruptions of work on site as a result of disputes regarding jobs or strike action, resolving cultural issues such as grave sites, as well as naturally imposed delays. The reasons for delays may differ from province to province. In the Eastern Cape, for instance, the terrain wrecks havoc with contractor performance.

The Department implemented more schools than was targeted for in the financial year. In 2013 to 2014; the Department – through ASIDI – has entered into MoAs with IDT KwaZulu-Natal, the Department of Public Works, Coega Development Corporation, Mvula Trust, Mhlathuze Water in KwaZulu-Natal, COEGA and the IDT Free State.

The progress of the ASIDI programme is as follows:

- In 2012/13, a total of 49 schools were targeted for building in the Eastern Cape, and all 49 schools have been completed.
- For 2013/14, a total of 140 schools were targeted for building:
 - o In the Eastern Cape, a total of 4 schools were completed; while 44 schools are at different phases of construction, and the planned completion dates range from March to December 2014; 51 schools are at a stage of procurement of contractors; and 2 schools are at the stage of design.
 - o In the Free State 10 schools are at different phases of construction and are planned for completion in December 2014.
 - o In KwaZulu-Natal 3 schools are at a stage of design and are planned for completion in July 2015.
 - o In Limpopo 3 schools are at a stage of procurement of contractors and are planned for completion in December 2014.
 - o In Mpumalanga 5 schools are at different phases of construction. They are planned to be completed in October 2014.
 - o In the Northern Cape and North West 1 and 2 schools respectively are at a stage of procurement of contractors and are planned for completion in December 2014.
 - o A total of 14 schools in the Western Cape are at different phases of construction. The planned completion dates range from March 2014 to March 2015.

- For the period 2014/15, a total of 140 schools have been targeted for building. In the Eastern Cape 78 schools are at a stage of design. In the Free State 10 schools are at a stage of procurement of contractors and are planned for completion in December 2014. 10 schools are at a stage of planning. In the Western Cape 7 schools are at different phases of construction. The planned completion is May 2015. 4 schools are at a stage of procurement of contractors. It should be noted that the targets and progress is affected by rationalisation and mergers of schools happening in PEDs
- Sanitation: To date, 226 schools have been provided with sanitation. A total of 339 schools are at various stages of procurement of contractors and construction.
- Water: To date, 232 schools have been provided with water. A total of 711 schools are at various stages procurement of contractors and construction of the works.
- Electrification: To date, 150 schools have been provided with electrification. A total of 367 schools are at various stages of design and procurement of contractors.

4.4.5.3 Information management systems

4.4.5.3.1 Education Management Information Systems

Education Management Information Systems (EMIS) has the responsibility to develop and maintain an integrated education information system for the management of education. This is accomplished by acquisition, processing, dissemination and reporting of quality education data.

EMIS school data acquisition, processing and publication (Gazette 29757)

All school data collection instruments and guidelines – Annual School Survey (ASS), SNAP (10th-day School Census) and Special Needs Education (SNE) were compiled for 2014 and disseminated to provinces.

All EMIS school censuses, namely ASS 2014, SNAP 2014, SNE 2013 and ECD 2013 were conducted on the dates indicated in *Gazette No. 29757*.

The preliminary data for ASS2013, SNE2013 and ECD 2012 is ready and available at the same location and format as previous years. The DBE has also completed the following national data consolidation processes:

- initial compliance report back to PEDs;
- data mapping;
- data dictionary;
- consolidation;
- verification;
- national EMIS mapping; and
- key table analysis.

School Realities 2013 was published in September 2013, *Education Statistics 2012* in January 2014 and the *Annual School Survey Report 2010/2011* in August 2013. Approximately 500 separate data requests from users were addressed by EMIS.

Migration of EMIS data to LURITS

The National EMIS Information Policy is in the process of amendment. Preparatory documentary amendments were completed and legally authenticated. The policy is being processed for approval and public comment requirements by the Minister. The regulations for the utilisation of LURITS data were compiled and are being negotiated with provinces. The DBE implemented plans for upgrading infrastructure and software for the EMIS/LURITS data management process. Comparisons of LURITS data to reproduce EMIS reporting requirements have been achieved and have demonstrated the viability of the migration project in the near future.

EMIS master list and GIS

The master list framework of South African schools was renewed and published as per the table below.

Master list	Date publicised	Quarter
1	6 July 2013	April-June
2	27 November 2013	July-September
3	27 February 2014	October-December
4	26 March 2014	January-March

In terms of the GIS, the Q1-Q4 GIS master list was finalised and the integration of SNAP 2013 data into the Geo-database was concluded.

Provincial compliance with education information policy

Only five provinces responded to a call for compliance with the EMIS policy. Their reports are available. A national draft report has been compiled.

South African Statistical Quality Assessment Framework

The process was completed. The data quality assessment team met to ratify the South African Statistical Quality Assessment Framework assessment of EMIS data and establish a development plan for EMIS. It is now up to Statistics South Africa's Statistician-General to make a declaration on EMIS data.

Data Quality Audit

The data quality audit report was produced, and correspondence was sent to provinces to take action regarding inflation of learner numbers.

4.4.5.3.2 Management systems

LURITS

Schools are capturing and updating their school, learner and educator data on the SA-SAMS and providing the databases to districts, provinces and provincial LURITS administrators for quality assurance before uploading to LURITS. Schools using LURITS-accredited software systems have started the uploading process. A total of 2 516 schools and 1 544 094 learners and an additional 33 764 provisional learners for 2014 have been uploaded to LURITS in this quarter. LURITS data has been provided for ANA and Statistics South Africa analyses.

Challenges in the implementation of LURITS include the slow response from some schools in providing quality-assured data to districts and provinces for uploading to LURITS. This is due to either a lack of administrative support at the schools to capture data accurately on their school administration systems, or districts and provinces not assisting schools with training on the SA-SAMS and the quality assurance process. The deterioration of SITA services since the departure of the business analyst that provided functional and maintenance support on LURITS on a full-time basis has also contributed to constraints.

South African School Administration and Management System

The SA-SAMS is a web-based school administration management system. The request for quotation for the system was advertised three times due to lack of response and incorrect cost structures supplied by the bidding parties. The Director-General approved a price increase to cover the inflation rate due to the duration of re-advertisement.

The quarterly update of the SA-SAMS was released as 14.0.0, which included CAPS alignment and automated promotions that was successfully used by schools in 2013 to manage captured marks, and to print learner reports and promotion schedules for the districts. The release also included improved validation processes that were evident from the decrease of provisional learners on LURITS and the decrease in the number of corrupted school databases. Other highlights are given below.

- The SA-SAMS is fully aligned with the Annual School Survey and assists schools with data extraction. The Free State used February's monthly school data upload to generate aggregated ASS statistics, which proved to save time and resources.
- To implement the CEM's decision of one data source, the application has been updated to align with data needs from School Safety and School Governance.
- SA-SAMS development and change documentation were found in order by the AGSA.
- The DBE resolved over 50 queries per month by schools and districts regarding the use of the SA-SAMS. A helpdesk with four new resources was established for system support and testing of new versions. This improved the turnaround time from three days to two hours for fixing school databases.
- The latest updates on versions, manuals, newsletters and frequently asked questions, as well as user videos are placed on Thutong with linkages to YouTube, Facebook and Twitter. Four user forums were also established on Thutong. User manuals and videos were sent to provinces for circulation.
- Training was given to EMIS district officials, SA-SAMS coordinators and curriculum facilitators in Gauteng. Sedibeng East district officials and schools received refresher training on school data on the SA-SAMS to support the District Dashboard project. Emphasis was placed on quality assurance and the use of data for reporting by the schools and the district.
- In response to a request from Zambia for school data management in South Africa, an information session on SA-SAMS functionalities was arranged that included a tour to schools to view implementation on site.

Roadmap towards the development of a district administration and management system

The project contributes towards the achievement of Output 4 of the Minister's 2010 Delivery Agreement. Progress for the period under review is as follows:

- the pilot preparation phase was completed;
- version 2 of the district dashboard was completed;
- presentations were given to district teams and the basic routine training has taken place;
- planning for the pilot was completed;
- the draft technical report by Accenture for the mapping of the infrastructure and technical requirements for possible rollout, taking scalability into consideration, is in progress and will be submitted to the DBE in April 2014;
- the final pre-pilot report and an updated the implementation guide (playbook) were completed;
- national rollout planning has begun;
- project update reporting has taken place and continues to take place; and
- a proposal was submitted to the CEO of NECT for possible investment in the project.

4.4.5.3.3 Protocol agreements

The LURITS Q4 data match with the National Population Register of the Department of Home Affairs was completed, confirming that 70% of learners on LURITS have accurate ID numbers. Analysis at provincial level is also completed. The team is currently busy with the district-level analysis.

Presentations on the protocol and LURITS/NPR data analysis were made to the Department of Home Affairs' Stakeholders Forum at OR Tambo municipal district.

A joint working committee met on 19 February 2014 to discuss the first point of intervention for a measurable scale. Waterberg district in Limpopo was selected as the focus district. A data verification visit to Waterberg district took place in March 2014, which showed that schools still do not understand the implications of incorrect data being submitted to LURITS. A case of a learner's fake birth certificate was discovered at a school, which the Department of Home Affairs is investigating.

The Steering Committee for the Implementation of the Protocol Agreement between the DBE, the Department of Social Development (DSD) and SASSA took place on 19 March 2014. Preliminary findings, data match results (analysis), and implementation achievements and challenges were shared with the steering committee. The project team recognises the existence of many committees that focus on areas of the protocol, and the steering committee's scope will be redefined to avoid duplication.

4.4.5.3.4 Access to education

This programme includes access and grade repetition indicators. These indicators illustrate the efficiency of the system. The GHS is one of the platforms utilised by the DBE to assess progress made with regard to its goals of access, quality, efficiency and equity.

The Bill of Rights in the Constitution stipulates that everyone has the right to basic education, including adult basic education and further education, which the State, through reasonable measures, must progressively make available and accessible. SASA requires parents to ensure that their children attend school from the first school day of the year in which they turn 7, until the last school day of the year in which they turn 15, or the end of Grade 9, whichever comes first.

The GHS data revealed that the percentage of 7-to-15-year-olds attending education institutions stands at an encouraging 98,8%. This shows the progress made towards ensuring that children remain enrolled in school, at least up to the year in which they turn 15 (in accordance with Action Plan to 2014, Goal 10).

In striving to improve the grade promotion of learners through Grades 1 to 9 (in accordance with Action Plan to 2014, Goal 12), it can be reported that the percentage of children who turned nine in the previous year and are currently enrolled in Grade 4 stands at 79,9%. The percentage of children who turned 12 in the previous year and are currently enrolled in Grade 7 is 82,8%. This is in line with the DBE's efforts to ensure that learners in the appropriate age cohort are in the appropriate grade. This indicates improvement in the repetition rates of learners.

4.4.5.4 Planning and Delivery Oversight Unit

4.4.5.4.1 Strengthening the capacity of districts to deliver on their mandate

Education districts play a central role in ensuring that all learners (and adults) have access to education of progressively high quality. Districts are the link between PEDs, their education institutions and the public in general. They are often the major and sometimes the only source of external assistance and support received by schools. Districts are, therefore, a key vehicle for initiating, testing, driving and sustaining systemic reforms. Schools often lack the capacity to redesign themselves and school functionality therefore relies, to a very large extent, on the corresponding functionality of education districts.

The NDP's *Vision 2030* states that districts have a responsibility to "provide targeted support to improve practices within schools, and ensure communication and information sharing between authorities and schools".

The DBE intensified its support to the 81 districts in order for them to more effectively deliver on their mandate and to focus more strongly on improving learning outcomes at all levels of the system. The Forum of District Directors, where the 81 education district directors from across the country meet with the DBE senior management team, led by the Minister of Basic Education, met on a quarterly basis to reflect on their role in the process of ensuring that education meets the aspirations of the people of South Africa. The forum discussed key national policies and initiatives, shared best practices, and discussed common challenges and the way forward.

The forum is an action-oriented community of frontline providers committed to the improvement of education in their districts, and in the country as a whole, building on their strengths, learning from each other, working around constraints, and leveraging the momentum to keep the process moving forward. Together this group of managers has helped the country on a journey to write positive stories about the education of our children. In this regard:

- 71 of the 81 districts improved their performance in the NSC 2013;
- districts performing below 65% decreased from 18 in 2012 to 10 in 2013; and
- 37 of the 81 districts performed at 80% and above in the 2013 NSC and 61 at 70% and above, which is a record achievement.

Support to districts performing below 65% in 2012 NSC

Flowing from the Forum of Districts, a separate process was established to support all districts whose average learner performance in the NSC continued to be below 65%. This group of districts worked together more regularly, and significantly improved their performance at the end of 2013.

Of the 18 districts that performed below 65% in the 2012 NSC examinations, 17 improved their performance – with only one district, Lusikisiki, showing a minor decrease of 0,3%.

Districts have also been supported to take up the challenge of guiding and mentoring schools and teachers in how to interpret and make use of the ANA results to improve the critical skills of literacy and numeracy. Assessments in the primary phase is an invaluable tool, not only in measuring learner achievements but also in providing relevant diagnostic information that serves as feedback to teaching, learning and assessment processes. The ANAs have become a highlight of the education calendar and an enormous administrative task involving over seven million children in over 24 000 schools. Districts play a crucial role in this regard.

Given the overall improved performance in the system and the national average pass rate of 80,8% in the 2013 NSC examinations, the DBE decided to support all districts that performed below 70% in 2014, with more intensive support provided to districts that performed below 65%. The first meeting of this forum was held on 11 to 12 March 2014.

The unit also focused on identifying areas that are not efficiently managed within the system and to get all provinces and districts to fulfil their legal obligations with regard to the management of underperforming schools, as prescribed by section 58B of SASA. The MECs of all nine provinces submitted reports to the Minister.

In-depth on-site support was provided to the following districts:

- Mt Frere;
- Sterkspruit;
- Butterworth;
- Qumbu;
- Vhembe;
- Waterberg; and
- Libode.

Through a donation by Cambridge Publishers the unit also arranged learner support materials for all learners doing Grade 12 Physical Science in the following districts:

- Fort Beaufort;
- Graaff Reinet;
- King Williams' Town;
- Maluti;
- Mt Frere;
- Libode;
- Port Elizabeth;
- Qumbu;
- Uitenhage;

- Sterkspruit;
- Capricorn;
- Vhembe;
- Mopani;
- Waterberg;
- Greater Sekhukhune;
- Gert Sibande;
- Bohlabela; and
- John Taolo Gaetsewe.

To further strengthen support for the Eastern Cape in particular, a pilot study was conducted in five districts, namely King Williamstown, Fort Beaufort, Qumbu, Mt Frere and Mbizana, to assess the extent to which ANA results are effectively used as a tool for improved performance in schools. Four of the initial five districts, King Williamstown, Mt Frere, Qumbu and Mbizana ultimately participated fully in the pilot.

4.4.5.4.2 Education Collaboration Framework

The Planning and Delivery Oversight Unit contributed to the work of the ECF through mining the information revealed by the profiles of 7 732 schools profiled by the end of the quarter. This was done to pick up on systemic issues militating against quality educational outcomes and that need immediate attention. Some of the issues that came up strongly and need strengthening through relevant line functions in the next five years include:

- HR management issues, which include the selection and appointment of school and district-based managers, as well as their orientation and induction;
- school and district financial management, including planning and budgeting, strategic and effective expenditure of resources, and financial management accountability;
- strengthened roles and responsibilities of districts within the existing policy framework;
- school size, type and accountability; and
- social, cultural and economic challenges that continue to militate against quality education despite the gains made.

4.4.5.4.3 Quality Learning and Teaching campaign

QLTC calls on all individuals and organisations to assume responsibility for improving the quality of education. The education elements of the campaign strive to:

- inform citizens about the importance of education and their roles, responsibilities and obligations towards education;
- mobilise communities to monitor and support schools, teachers and learners; and
- improve the quality of education for all children, especially the poor, and to demonstrate this improved quality through improved learner achievement.

Establishment of QLTC functional structures at school level

As was mandated by the National QLTC Steering Committee, the QCTC collaborated with the ELRC to empower and capacitate structures and communities with a deeper understanding of the QLTC and its intentions. A total of 27 districts were identified where training sessions were conducted. Below is the list of these districts.

District	Province
1. Bohlabela	Mpumalanga
2. Frances Baard	Northern Cape
3. Pinetown	KwaZulu-Natal
4. Sterkspruit	Eastern Cape
5. Mopani	Limpopo
6. Metro East	Western Cape
7. Thabo –Mofutsanyana	Free State
8. John Taolo Gaetsewe	Northern Cape
9. Ugu	KwaZulu-Natal
10. Ilembe	KwaZulu-Natal
11. Maluti	Eastern Cape
12. Lusikisiki	Eastern Cape
13. Cradock	Eastern Cape
14. Mbizana	Eastern Cape
15. Mogalakwena	Limpopo
16. Uthungulu	KwaZulu-Natal
17. Butterworth	Eastern Cape
18. Sekhukhune	Limpopo
19. Grahamstown	Eastern Cape
20. Graaf Reinet	Eastern Cape
21. Cofimvaba	Eastern Cape
22. Uitenhage	Eastern Cape
23. Siyanda	Northern Cape
24. Namaqua	Northern Cape
25. Capricorn	Limpopo
26. Vhembe	Limpopo
27. Metro South	Western Cape

The total number of schools and stakeholders that benefited from these training sessions was 3 646. These QLTC empowerment training sessions have been a huge success. There were 10 398 individuals and structures, i.e. SGB representatives, provincial, district and circuit officials, teacher union representatives, community representatives and leaders including representative councils of learners in attendance.

The QCT has taken responsibility to monitor the functionality of QLTC structures and to ensure that they are all inclusive, functional and have programmes of action in place. The only setback thus far was the non-cooperation of the Gauteng Department of Education in establishing QLTC structures. Stakeholder forums at zonal level has since been established to replicate the QLTC and report to the provincial structure.

Adoption of schools in line with the Nedlac Accord

The QCT has managed to coordinate, monitor and report on the Nedlac Accord Adoption of Schools programme. The provinces have compiled reports on the adoption of schools. The schools are making it their responsibility to record all donations, sponsors and interventions offered in relation to better education conditions that lead to positive results in quality learning and teaching.

Each province is given a target each quarter so as to communicate the assigned targets to the districts and come up with a detailed database for their province on companies, organisations and individuals that have adopted schools, thereby making education a societal matter.

The target for the adopted schools that was set by the DBE's strategic plan, in line with the Nedlac Accord, was 375 schools. However, thanks to the huge collaboration between the QCT, provinces, districts, schools, business, communities, individuals and other stakeholders, the set target was far exceeded, and 387 schools were captured to have been adopted across all nine provinces with relevant evidence (e.g. letters of acknowledgement by schools, photos of achievement and letters of agreements).

Advocacy and mobilisation on QLTC matters

The QLTC resource document has been used to ensure that all structures (provinces, districts and schools) are empowered and capacitated, and it has been distributed to all districts and the majority of schools. The mentioned document includes pamphlets to assist parents on various issues, such as helping children with homework, familiarising themselves with ANA and the role they could play.

Apart from the 100 000 translated resource documents that were circulated to all provinces, there were 4 000 extra copies printed by the ELRC to strengthen the advocacy programme. The augmented copies were used to empower and capacitate district officials, SGBs, teacher unions, community representatives and leaders, among others. The QLTC website was also established by the DBE Communication Unit.

Monitoring of QLTC in provinces

QCT has been monitoring and supporting the identified provinces (North West, KwaZulu-Natal, the Eastern Cape and Free State) on a continuous basis, in order to assess the functionality of the QLTC at school level. The QCT managed to collaborate with provinces as part of provincial monitoring:

- In North West workshops were convened at sample schools to assess the functionality of QLTC. The first district to be visited was Dr Ruth Segomotsi Mompati in Taung Tusk and about 202 recipients benefited from this programme.
- In the Eastern Cape, three QLTC advocacy sessions took place and districts were clustered together. The programme mainly targeted underperforming districts, and sessions were hosted in King Williams Town, Sterkspruit and Queenstown. About 129 recipients benefited from this programme.

4.4.5.4.4 Monitoring school readiness for 2013/14

The QCT team was mandated by the National QLTC Steering Committee to develop a 2014 school readiness monitoring template. The template was then circulated to provinces for social partners to monitor the state of schools readiness in 2014. QCT managed to monitor the Free State, KwaZulu-Natal, Limpopo Mpumalanga and Northern Cape provinces. Comprehensive reports of the findings and recommendations on readiness were developed and shared with the provinces involved.

4.4.5.4.5 Provincial monitoring

Presidential hotline

The DBE continued to improve its responsiveness and the rate at which it resolved cases referred by the presidential hotline, despite featuring among the top ten departments receiving a high volume of queries. Since April 2013, the DBE exceeded the 90% benchmark set by the Presidency, improving each month up to March 2014. The resolution rate improved from 94,87% in April 2013 to 99,81% in March 2014. 1 026 enquiries were received and 1 024 of those were resolved. The report indicates two open calls as at 31 March 2014. The Department received two letters of commendation from the Presidency for showing continuous improvements in call resolution.

PEDs also improved their responsiveness. For example, Limpopo, Northern Cape and Western Cape resolved 100% of calls in October 2013. Limpopo and Northern Cape maintained their performance in November. Free State, Gauteng and Mpumalanga resolved more than 90% of the enquiries, while KwaZulu-Natal and North West resolved 80% and 79% in October and November respectively. Eastern Cape, which in February and March 2013 performed below 5%, closed the year at around 70% resolution rate, which was the highest improvement.

The DBE call centre

The call centre resolved 9 765 enquiries between 1 April 2013 and 31 March 2014. There were 2 650 calls from April to June; 1 977 from July to September; 1 527 in October to December and 3 611 from January to March 2014.

The application performance analysis indicates that fewer calls were abandoned in the last two quarters. This shows that there is an improvement in the manner in which the calls are managed.

A voice message system was set up on 26 September 2013 to enable callers who call the Department after hours to leave a message for processing the following day. An email address, callcentre@dbe.gov.za, was also set up, and since its inception 286 cases have been received and 167 of these have been finalised.

There are similarities in the issues raised via the toll-free line, the presidential hotline, website enquiries, general correspondence and walk-ins. These include pension benefits that are not paid on time and matric-related issues (for example, certificates that have not been issued since 2009, replacement of lost certificates and combination of results). Other issues relate to the following:

- Funza Lushaka bursaries;
- NSFAS;
- admissions;
- suspension and expulsion of learners;
- school fees that were owed by learners resulting in either exclusion or withholding of reports by schools; and
- unpaid salaries of temporary educators.

The call centre followed up on the issues that were raised by schools during visits for school readiness assessment in January 2014. Letters were sent to district offices to check on progress regarding the challenges raised.

School calendars

The School Calendar for 2015 was published in the national papers, *City Press* and *Rapport*, on 8 September 2013, and in the *Government Gazette No. 36841* on 13 September 2013. It was also published in *The Teacher* of October 2013.

The Minister published the proposed amended policy in *Government Gazette No. 37072* of 22 November 2013 for public comments. It was also published in *The Teacher* of January 2014, and *Rapport* and *Sunday Times* on 5 January 2014. The public was given two months to submit comments. The last day to submit comments was Wednesday, 5 March 2014.

Correspondence and walk-ins

Out of 113 cases that were received through correspondence, 90 were finalised. The Chief Directorate is following up on outstanding cases. The most prevalent cases were in connection with admissions, learners who were excluded due to non-payment of school fees, particularly in independent schools, pensions and cases of ill-discipline by learners.

A total of 150 walk-in cases were dealt with. The cases related to admissions (59), exclusion of learners from schools (25), HR-related issues (12), non-payment of school fees (15), curriculum (9), exams (11), and school governance and management (19). Most of the cases were referred to the district offices. Most cases related to Gauteng province.

School visits

A total of 45 schools in six provinces were visited to verify the authenticity of the information that they supplied on the progress made by the PEDs in addressing the challenges that were highlighted during the school readiness assessment visits in January 2013. Five schools were visited to assess the state of readiness of schools for 2014, while two schools were visited to conduct interviews on the impact of the 94+ Projects for Madiba in schools that were beneficiaries. An investigation was conducted at one school to investigate the alleged assault of a learner by an ex-learner during a school function. The matter was resolved amicably.

4.4.5.5 National Education Evaluation and Development Unit

NEEDU was created as an evaluation and development institution, which is independent of the civil service responsible for the administration of schools. While it is in the process of being established as a government component, it is operating as an ancillary to the DBE but still reports directly to the Minister. NEEDU's mandate is to advise the Minister on ways of improving the quality of schooling. An important element of this mandate is that NEEDU's work is not confined to evaluating schools, but also involves assessing the extent to which provinces and districts provide monitoring and support services to schools. Following these directives, NEEDU has adopted as its mission "to facilitate school improvement through systemic evaluation".

In order to trace the interactions required for effective curriculum delivery between the four levels of the school system, investigations were undertaken in the national DBE, nine provincial offices, 34 district offices and 219 schools between January and November 2013. A decision was made to choose the Intermediate Phase as the focus for investigation during 2013 (with a particular emphasis on schools with multi-grade classes), and curriculum delivery constituted the primary objective of these investigations.

Semi-structured instruments were developed for collecting data on different indicators, including curriculum, assessment, resources, instructional leadership, language, reading, writing and district support. Reports were prepared for every site that the NEEDU team evaluated. Each school visited received a full report of the visit. A composite report consisting of descriptions of the assessment of the provincial and district office, and a summary of the school reports for each district, was then prepared for each district. After finalisation of the 34 provincial/district reports, the *National Report on Teaching and Learning in the Intermediate Phase* was written for the attention of the Minister, the CEM and the public. This report was submitted to the Ministry and will be released to the public in June 2014. In the national report, NEEDU identified the critical factors that inhibit or advance the attainment of sector goals (as expressed in the 2010 Delivery Agreement of the Minister and the Action Plan to 2014), as well as those factors that inhibit or advance school improvement. The report also made focused recommendations for redressing problem areas that undermine school improvement and the attainment of sector goals.

4.4.6 Strategic objectives, performance indicators, planned targets and actual achievements

Strategic objectives	Programme performance indicator	Actual achievement 2012/13	Planned target 2013/14	Actual achievement 2013/14	Deviation from planned target for 2013/14	Comments on variance
Establish a world-class system of standardised national assessments	Provision of valid and reliable data on learner performance in the ANA to improve the quality of basic education	The ANA 2012 learner performance report was printed and the Minister released the results on 3 December 2012.	The national assessment report on learner performance in the ANAs was distributed to the nine provinces and respective districts.	The national report on ANA 2013 results was distributed to the nine provinces and 81 districts, and was officially released by the Minister to the general public and the PEDs on 5 December 2013.	None.	None.
	Provision of valid and reliable data on learner performance in the NSC examinations that will support the improvement of the quality of basic education	A national technical report on learner performance in the 2012 NSC was compiled. Three other reports were compiled, namely a schools performance report; a schools subject report; and a diagnostic report on learner performance for the 2012 NSC examinations.	Four national exam reports on learner performance in Grade 12 were released: technical report; detailed schools statistics report; diagnostic report in selected subjects; and report on school statistics indicating three years' performance in selected subjects.	The NSC examination was written from 28 October 2013 to 29 November 2013. Standardisation of results was done on 23 December 2013. On 30 December 2013 Umalusi declared the NSC results credible. All four reports were produced in December 2013 and were released in January 2014.	None.	None.
	Number of exemplars developed in key subjects for the implementation of CAPS	N/a	Exemplars were developed in nine key subjects for Grade 11.	Exemplars were set in nine selected subjects and released to PEDs for printing and distribution to all schools. It is envisaged that these exemplars will assist teachers with the implementation of CAPS-related assessments.	None.	None.
SBA database is established	N/a	Basic database is established and uploaded on the website.	Basic database is established and uploaded on the website.	The question papers and memoranda of previous examinations were uploaded on the DBE website as assessment items that teachers and learners can use. The link to the database is http://www.education.gov.za/Examinations/PastExamPapers/tabid/351/Default.aspx .	None.	None.

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Strategic objectives	Programme performance indicator	Actual achievement 2012/13	Planned target 2013/14	Actual achievement 2013/14	Deviation from planned target for 2013/14	Comments on variance
Establish a world-class system of standardised national assessments	A pilot study conducted in selected districts where ANA results are analysed to inform support and improvement programmes for schools	N/a	A pilot study report is available.	A pilot study report has been compiled.	None.	None.
Strengthen school management and promote functional schools	The number of schools built and completed under the ASIDI project	17	140	During the period under review, an additional 36 schools were completed. Cumulatively, 53 schools have been completed to date under the programme.	104 schools	A typical ASIDI rollout cycle is multi-year in nature.
Strengthen capacity of district offices.	Percentage of 7 to 15-year-olds attending education institutions	98.8%	98.7%	98.8% (2012 GHS)	0.1%	None
	Percentage of children who turned 9 in the previous year who are currently enrolled in Grade 4 (or a higher grade)	79.9%	64%	82.8% (2012 GHS)	18.8%	None.
	Percentage of children who turned 12 in the previous year who are currently enrolled in Grade 7 (or a higher grade)	71.1%	51%	70.1% (2012 GHS)	19.1%	None.
Universalise Grade R	Percentage of Grade 1 learners who received formal Grade R according to a school monitoring sample survey	87.8%	87%	93.9% (2012 GHS)	6.9%	None.

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Strategic objectives	Programme performance indicator	Actual achievement 2012/13	Planned target 2013/14	Actual achievement 2013/14	Deviation from planned target for 2013/14	Comments on variance
Strengthen partnerships with all stakeholders, resulting in education becoming a societal priority	Number of schools benefitting from the Adopt-a-School programme linked to the Nedlac Accord on Basic Education (under the auspices of the QLTC)	415	375	A total of 387 schools are benefitting from the programme.	A positive variance of 12 has been achieved.	None.
	Advocacy campaign for communities and parents using tools for oversight of teacher attendance, homework monitoring, curriculum coverage, the use of ANA results as a diagnostic tool and the retrieval of LTSMs	N/a	Advocacy campaign implemented	An advocacy report is available.	None.	None.
Strengthen school management and promote functional schools	Successful management of reported cases with respect to education delivery managed through the DBE call centre.	N/a	Quarterly reports indicating referrals and follow-ups on progress and analysing trends and patterns.	Four quarterly reports indicating referrals and follow-ups on progress and analysing trends and patterns were produced during the reporting period.	None.	None.
	NEEDU report is released	N/a	NEEDU comprehensive report is submitted and recommendations considered for application and integration into sector activities.	The NEEDU National Report on the State of Literacy Teaching and Learning in the Foundation Phase was released by the Minister on 2 May 2013.	None.	None.

4.4.7 Strategies to overcome areas of underperformance

ASIDI is a multi-year programme and the number schools built from inappropriate structures cannot be eradicated in a single year. Apart from the government procurement processes that need to be followed, shortage of material, overheating of local economies and inadequate capacity in different organisations involved in the programme, there are many other factors that make this impossible. Planning is a complex issue and includes assessing a site to see whether it still qualifies for the ASIDI programme. Communities can delay progress on a project for various reasons, such as unrealistic expectations of jobs and contracts and industrial relations disputes. In addition, depending on the region, the terrain can pose massive logistical challenges, which are worsened by rain. Notwithstanding the above, the Department continues to work with all stakeholders to improve infrastructure in the targeted schools.

4.4.8 Changes to planned targets

None.

4.4.9 Linking performance to budgets

Programme 4: Planning, Information and Assessment						
	2013/14			2012/13		
Detail per sub-programme	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
4.1 Programme Management: Planning, Information and Assessment						
Current payment	2 576	2576	-	2 494	2 253	241
Payment for capital assets	12	-	12	-	-	-
Payments for financial assets	-	-	-	-	-	-
4.2 Information Management Systems						
Current payment	25 463	25 433	30	28 317	27 845	472
Transfers and subsidies	30	30	-	1	1	-
Payment for capital assets	131	126	5	133	123	10
Payments for financial assets	-	-	-	-	-	-
4.3 Financial and Physical Planning						
Current payment	37 521	34 804	2 717	14 388	13 873	515
Transfers and subsidies	6 643 552	6 643 551	1	5 822 389	5 802 390	19 999
Payment for capital assets	1 931 354	1 370 326	561 028	2 065 104	859 629	1 205 475
Payments for financial assets	-	-	-	-	-	-
4.4 National Assessments and Public Examinations						
Current payments	194 282	198 055	(3 773)	117 773	116 882	891
Transfers and subsidies	97 682	97 682	-	42 418	42 418	-
Payment of capital assets	366	326	40	1 022	520	502
Payments for financial assets	-	-	-	-	-	-
4.5 National Education Evaluation and Development Unit						
Current payments	21 028	21 030	(2)	17 066	16 977	89
Transfers and subsidies	25	25	-	56	55	1
Payment of capital assets	44	45	(1)	54	52	2
Payments for financial assets	-	-	-	-	-	-
4.6 Plan and Delivery Oversight Unit						
Current payments	26 500	26 448	52	15 110	14 711	399
Transfers and subsidies	15 025	15 025	-	50	49	1
Payment of capital assets	289	127	162	163	95	68
Payments for financial assets	-	-	-	-	-	-
Total	8 995 880	8 435 609	560 271	8 126 538	6 897 873	1 228 665

4.5 Programme 5: Educational Enrichment Services

4.5.1 Purpose

To develop policies and programmes to improve the quality of learning in schools.

4.5.2 List of sub-programmes

- Programme Management: Educational Enrichment Services;
- Partnerships in Education;
- Care and Support in Schools; and
- Grant Implementation Monitoring and Reporting.

4.5.3 Strategic objectives

- To strengthen school management and promote functional schools.
- To strengthen partnerships with all stakeholders resulting in education becoming a societal priority.

4.5.4 Programme overview

The Programme: Educational Enrichment Services is responsible for developing programmes and policies to improve the quality of learning in the basic education sector. Schools have an important role to play in promoting the overall wellbeing of learners, because physical and psychological health is important in themselves. In this regard, schools are used as vehicles for promoting access for learners to a range of public services in areas such as health, poverty alleviation, psycho-social support, and sport and culture (as per the Action Plan to 2014). The programme contributes to the action plan goal on learner wellbeing, Goal 25.

The realisation of this goal is rooted in the work done in this programme in the core areas of:

- health and nutrition;
- safety and enrichment; and
- social cohesion and partnerships.

By working collaboratively with PEDs in developing policy, providing guidelines and institutionalising support in these core policy areas, the DBE contributes to the improved quality of basic education with special focus on learner wellbeing. A summary of the activities for this programme for the period under review, as resourced by Vote 15, is set out below.

4.5.5 Programme summary and performance information

4.5.5.1 Care and support in school

4.5.5.1.1 Health promotion

Care and Support for Teaching and Learning Programme

The Care and Support for Teaching and Learning (CSTL) programme is a SADC initiative that was adopted by Education Ministers in 2008. The goal of the programme is to realise the educational rights of all children, including those who are most vulnerable, through schools becoming inclusive centres of learning, care and support.

The targets set for the financial year 2013/14 were as follows:

- Implement the CSTL programme in 35 schools per province.
- Conduct training on the CSTL Monitoring, Evaluation and Reporting Framework and CSTL school level handbook.
- Monitor implementation of the CSTL programme in the nine defined priority areas.

For the financial year 2013/14, the number of pilot schools was increased to 35 from 25 in the last financial year. To date, three of the nine provinces have responded to the request and have submitted revised lists of schools. These are Limpopo, Mpumalanga and Free State. Limpopo has increased the number of pilot schools from 48 to 50 schools (two additional schools), Free State has increased schools from 25 to 35 schools (ten additional schools), and Mpumalanga (six additional schools) has increased schools from 29 to 35. This brings the total number of schools up from 260 to 278.

The CEPD were contracted to develop the CSTL Monitoring and Evaluation and Research (MER) Framework and submitted the final version of the framework to the DBE in January 2014. It is currently being reviewed by the DBE.

The overall target for the 2013/14 financial year was to monitor twenty pilot schools. The aim of the monitoring visits was to strengthen the implementation and provide support to the CSTL programme. Visits were conducted with provincial and district officials. Provincial and district officials present during the visits were requested to follow up and support schools in forming school-based support teams. The following overall observations were made on school visits conducted throughout the year:

- Schools, through support by provincial officials, are making good progress in implementing the CSTL programme, albeit at different levels.
- Collaboration between units that are implementing the nine priority areas has improved in provinces.
- Schools provided with the necessary support by the provincial or district officials were more functional than schools with limited or no support. Therefore, national, provincial and district officials have to intensify support to all pilot schools.
- School-Based Support Teams (SBSTs) led by school principals tend to be more functional, compared to others.
- A number of the schools visited were aware that they are participating in the CSTL programme and had been informed through advocacy meetings, visits by provincial or district officials or through a letter written to the school.

- The majority of schools have formed SBSTs or some form of school-based support structure such as institutional-level support teams, health advisory committees or learner support teams. However, schools require intensive support to strengthen the composition of these teams.
- Schools need training on the activities to be undertaken for each priority area.
- Schools that have employed personnel such as Learner Support Agents in the Eastern Cape and Child Care Coordinators in North West Province were more advanced in implementing the CSTL Programme than the personnel employed solely to coordinate implementation.
- An external review was conducted by the Swiss Agency for Development and Cooperation in all the SADC countries that are currently implementing the CSTL Programme, including South Africa. Its aim was to review progress made in implementing the programme during the 2008-2013 funding period. Interviews were held with officials in DBE and with officials from North West province. In the fourth quarter, the CSTL biannual report was submitted to the SADC Secretariat.

HIV and AIDS Life Skills Education Programme

The HIV and AIDS Life Skills Education Programme finds its policy mandate from the *National Policy on HIV and AIDS for Learners and Educators in Schools* (1999). The programme was initiated in 2000 and is implemented in all public institutions, with a focus on learners in Grades R to 12. The main objectives of the Life Skills Programme are to integrate HIV and AIDS and relevant life skills into the school curriculum as a strategy to prevent and mitigate the spread of HIV infections, and to provide care and support for learners that are infected and affected by HIV and AIDS. In this regard, a cross-curricular approach has been adopted. The programme is primarily located in the Life Orientation learning area/subject, with some aspects of the programme integrated into other subjects.

Nine provincial business plans for the 2013/14 financial year were approved by the Director-General. To this end, the first tranche of provincial allocation was transferred to all provinces in April 2013. Provincial implementation during this financial year significantly improved compared to the previous years, largely due to timely planning and approval of procurement processes for educator training and LTSMs in most provinces (with the exception of Limpopo). In this regard, eight of the nine provinces reached their quarterly targets as planned. However, expenditure in most provinces did not flow in the same manner as implementation of activities.

Monitoring visits were undertaken to support provinces that were under-spending (KwaZulu-Natal, Limpopo and Western Cape) and over-spending (Eastern Cape and Free State) due to accruals from the 2012/13 financial year. These visits assisted provinces in obtaining roll-overs in order to honour activities in the 2013/14 financial year business plans. However, implementation and expenditure in KwaZulu-Natal and Limpopo remained low, despite the meetings held to support these provinces in putting corrective measures in place to address under-expenditure. During these quarters, 21 schools were visited to monitor implementation of the HIV and AIDS Life Skills Education Programme across all nine provinces.

A total of 18 214 educators were trained to implement sexual and reproductive health programmes for learners; while a total of 514 613 LTSM resources on sexual and reproductive health were distributed to schools.

To enhance implementation of the programme in schools, the Department negotiated a partnership with LoveLife and Soul City.

Alcohol and drug use prevention and management programme

The Department is currently implementing an alcohol and drug use prevention and management programme. The programme is integrated into the school curriculum via the Life Orientation/Life Skills subject area. This is supported by co-curricular activities implemented through peer education programmes.

The programme adopts a public health approach and involves interventions to create an enabling environment for policy implementation, prevention interventions, early detection and treatment, care and support. The majority of interventions by the Department are focused on the prevention of alcohol and drug use. However, partnerships are set up with other government departments and non-governmental organisations to facilitate access to treatment, care and support where required.

During this period, terms of reference on developing guidelines for drug testing were developed. Unicef was approached by the DBE to assist with the development of the guidelines and a call for a service provider was sent out by Unicef following revision and agreement on the terms of reference. In this regard, Unicef advertised a tender for developing guidelines on drug testing. However, during the first round of advertising, only one service provider was found. A decision was made on 21 October 2013 to re-advertise the tender. Two additional service providers were received on the second round.

The service provider was appointed to develop guidelines on drug testing. Two drafts of the guidelines have been developed and reviewed and plans are being set up to test the material in four schools.

The International Day against Drug Abuse and Illicit Trafficking is commemorated annually on 26 June by the global community. The national commemoration was hosted by the Gauteng Department of Education under the HIV and Aids Life Skills budget. The commemorations were held at PT Xulu Secondary School in Vosloorus on 8 June 2013, and involved ten other surrounding schools. A parent dialogue was held on 27 May and the learner dialogue was held on 30 May.

The main event was held on 8 June 2013. The event was very successful and was attended by Mr ME Surty, Deputy Minister of the DBE, who presented the keynote address. The event was also attended by senior officials and managers of the DBE, the local ward councillor, local drug action committee members, SANCA, Soul City, faith-based leaders, Vosloorus SAPS and Metro Police, learners and parents. Such was the success of the event that it was considered an imbizo of the local community.

The DBE Strategy on Alcohol and Drug Use was approved for implementation by the CEM meeting on 25 April 2013. The presentation of the strategy to the HEDCOM by the Director was very well received. The strategy was also presented at the National Consultative Forum (29 April 2013) and South African Principal's Association (28 May 2013). Approval of the strategy and signing of the foreword was completed. Funding was secured from Unicef for the editing, design/layout, printing and distribution of the strategy. In the fourth quarter, a service provider was identified to undertake this activity.

Integrated school health programme

The Departments of Basic Education and Health are jointly implementing the ISHP, which will extend, over time, the coverage of school health services to all learners in primary and secondary schools. The programme offers a comprehensive and integrated package of services, including sexual and reproductive health services for older learners.

The annual target for this reporting period was to develop a five-year strategy for the ISHP. A consultant, Dr M Shung-King from the University of Cape Town, was commissioned by Unicef on behalf of the Department to develop the costed five-year strategy. Structured key informant conversations with national, provincial, district and school-level officials from the Department of Basic Education, Department of Health and Department of Social Development, with an emphasis on district-level informants, took place. The first draft strategy was presented to the ISHP task team meeting on 4 December 2013, and feedback was given on 9 December 2013.

A revised second draft strategy was submitted on 23 January and a meeting to discuss the second draft document was held on 3 February 2014. Based on inputs received, a third draft was submitted on 11 February, and on 18 February 2014 a meeting was held to discuss the draft strategy. Inputs were incorporated and the fourth draft strategy was submitted to the ISHP task team on 3 March 2014 and discussed on 24 March 2014.

An annual target was set to monitor implementation at 24 schools. A total of 35 schools were supported. Meetings were held with the principals, SBST coordinators and district officials regarding ISHP implementation.

From the school monitoring visits the following was noted:

- The ISHP is well implemented in Port Elizabeth in the Eastern Cape. Sufficient staff is available to implement the ISHP beyond quintile 1 and 2 schools.
- Strong partnerships exist with the SAPS in the Free State and KwaZulu-Natal. The Society for the Blind sponsored spectacles for referred learners in some Free State schools.
- In Tshwane, West Gauteng, LG Hlalele Secondary and Gontse Primary School are health promoting schools and teachers are health conscious. Learners receive two meals per day. At Gontse Primary School, Tshwane West, several interventions were done to curb a drug problem, including working closely with the SAPS.
- Spick and Span, a Unicef/Unilever/AREPP project to promote hand-washing and TB awareness among Foundation Phase learners, was implemented in Mpumalanga. It was very well received.
- The SBSTs in the Eden and Tshwane South districts are functioning well. Learners that are being referred for services are being followed up on and problems regarding the safety of learners are addressed.
- Spec-Savers is providing spectacles for learners younger than 12 years in Gauteng.
- In North West, child-care workers employed by the DBE are strongly supporting health screening in schools.
- Barkley West Secondary School in the Northern Cape is experiencing serious safety problems. The matter was referred for intervention.
- Global Hand-washing Day was commemorated at WJ Mpengesi Primary School, Ekurhuleni, in Gauteng. The commemoration was sponsored by Unilever to promote hand-washing and TB awareness among the learners.

HPV vaccination programme

On 10 February 2014, the HPV vaccination programme was tabled at the HEDCOM meeting. The meeting approved the implementation of the HPV vaccination programme in schools.

The role of schools include making available the number of Grade 4 girls in the school(s), the distribution of information leaflets, the distribution and collection of consent forms, as well as clarifying the right of parents, guardians or caregivers to allow or decline vaccination of their children. Letters, signed by the Director-General, have been sent to the HODs, informing them of the programme's roll-out.

Advocacy undertaken by the DBE thus far to support programme implementation includes:

- a presentation to the District Directors' Forum on 13 February 2014;
- a presentation to the South African Principals' Association on 25 February 2014;
- a presentation to the ISHP interprovincial meeting on 28 January 2014; and
- the dates of the provincial roadshow were provided to DBE provincial coordinators.

On 7 March 2014, the HPV vaccination programme was launched at Gonyane Primary School, Mangaung, in Free State province. Dr A Motsoaledi, the Minister of Health, Dr G Ramokgopa, Deputy Minister of Health, Mr A Magashule, Premier of the Free State, Mr T Manyoni, Executive Mayor of the Free State, MECs, HODs and approximately 800 community members attended the proceedings.

Partnerships

- Colgate Palmolive provided health education to 679 304 Grade 0 and 1 learners. Two oral health mobile centres are providing oral health services to learners in KwaZulu-Natal and Gauteng.
- Reducing Maternal and Child Mortality (RMCH) strengthened collaboration on the ISHP in KwaZulu-Natal, the Free State and Eastern Cape. On 10 October 2013, presentations were made to the KwaZulu-Natal Departments of Education, Health and Social Development, as well as a number of NGOs on the guidelines for principals and services providers on the ISHP. RMCH, in collaboration with the KwaZulu-Natal DBE, hosted the event.
- CIE provided health services to 598 learners in deep rural areas.
- Vodacom developed a service delivery and reporting model for the mobile units.
- Bona Bolo will provide glasses to eight schools in North West.
- Spec-Savers and Ster-Kinekor are providing glasses to learners in Gauteng, the Northern Cape and Free State.

Peer education programme

The annual target was to support training in ten districts on the peer education guidelines. In total, 43 districts were supported in four provinces, namely the Eastern Cape (23); Northern Cape (5); Western Cape (7); and EC (8). In addition, Gauteng was supported on the implementation guidelines during peer education camps (10 October). All nine provinces were supported with the development and finalisation of the peer education cascading plans to districts in April 2013. One national peer education cascading plan was consolidated, outlining the nine provincial plans and targets for districts (April 2013). School monitoring visits were undertaken at ten schools in three provinces, namely North West (3); Limpopo (2); and Free State (5). In addition, the peer education school monitoring tool and the peer education audit tool were developed in April 2013.

Department of Education Integrated Strategy on HIV, STIs and TB (2012-2016)

Through the sexual HIV prevention programme (SHIPP), the Department recruited a consultant to support the DBE with the development of costed implementation plans for years three to five. An inception meeting was held between the DBE, SHIPP and the consultant on 13 November 2013.

The implementation plan was developed by the consultant using South Africa's National Aids Council year two implementation plan and it was submitted to the DBE for review. The completion of this deliverable has been extended to April 2014 due to unforeseen challenges. The capacity-building workshop on the development of the years three to five costed implementation plans for DBE personnel will be conducted by SHIPP once approved.

Pre-consultative meetings were convened on the draft DBE National Policy on HIV, sexually transmitted infections (STIs) and TB with key stakeholders that included the Presidency, the Department of Health, the DPSA, the South African Democratic Teachers Union and SGBs. A national seminar was held on 24 July 2013 to discuss the draft policy. Subsequently, provincial consultations were held with all provinces between August and September 2013.

To date, all the relevant inputs have been reviewed and consolidated into the final draft for consideration and action. The final draft was presented to DDG/S on 18 March 2014. At the meeting, DDG/S indicated that the draft DBE be sent to senior management, and the main points of contention should be highlighted in order to get guidance on how to resolve those issues.

A submission to the Director-General requesting approval for development of scripted lesson plans on sexual education in support of CAPS for Grades 7 to 9 learners was finalised. 37 lessons were written and peer reviewed to date. The lessons were also sent to a team of technical experts at the DBE for review.

During the fourth quarter the focus was mostly on the development of plans and key activities for piloting the scripted lesson plans for the Intermediate Phase. A proposal was submitted for the piloting of the scripted lesson plans and a submission was made to the Director-General requesting approval for the pilot and letters to provinces to be drafted.

Plans are underway for conducting an orientation session for educators who will be involved in the pilot process, scheduled to take place in both Gauteng and Mpumalanga. An orientation guide has been developed and a team (SHIPP and DBE) has been put together to facilitate the orientation process.

A concept document (*Positive Health, Dignity and Prevention*) was developed, focusing on exploring approaches used to prevent and mitigate the impact of HIV among learners nationally, regionally and globally. The purpose of this research is as follows:

- understanding the prevalence of learners living with HIV in the school system;
- deepening understanding with regard to the educational, health and social needs and the impact of living with HIV at school;
- exploring interventions that have been implemented in schools for HIV-positive learners; and
- examining how the education of learners living with HIV can be encouraged and supported in primary and secondary school settings.

The DBE aims to mainstream gender and HIV/Aids issues in its programmes and campaigns. The review should thus take a gendered perspective and seek to raise any relevant HIV and Aids concerns identified in the field. Terms of reference have also been finalised, and the procurement process to get a consultant for this work is underway.

The DBE participated in the German World Aids event held on 2 December 2013 in Berlin, Germany. A presentation was made on the ISHP and delegates participated in a panel discussion on the implementation of the Eastern and Southern African Commitment on Comprehensive Sexual Education. The presentation on the ISHP, as well as inputs from the panel discussion, was very well received. During the fourth quarter, a meeting was held with the German Embassy to establish collaboration on the provision of comprehensive sexual education in South Africa.

4.5.5.1.2 National school nutrition programme

Children learn best when they are not hungry or suffering from a nutrient-deficient diet. Yet, thousands of children still arrive at school each day on an empty stomach, which compromises their ability to learn and achieve good results. It was with this in mind that former president, Mr Nelson Mandela, called for a primary school nutrition programme to be introduced in 1994. Since that time, the NSNP has benefitted learners from the poorest schools across the country. The objectives of the NSNP are:

- to contribute to enhanced learning capacity through school feeding programmes;
- to promote and support food production and improve food security in school communities; and
- to strengthen nutrition education in schools and communities.

For the 2013/14 financial year, the NSNP reached an average of 8 827 419 learners in 19 877 quintile 1 to 3 primary and secondary schools, as well as in identified special schools – against the target of 8 700 000 learners. The number of learners reached could be more, considering that not all provinces were consistent in submitting quarterly performance indicators throughout the year, and as such the actual number of learners reached could not be verified. Compared to the previous year, the number has declined by 718 252 learners. The reason for the decline is non-submission of quarterly performance indicators by provinces.

School feeding

The school feeding programme was successfully implemented in the first two quarters of the 2013/14 financial year. However, during the third quarter, reports on non-feeding in some schools emerged from two provinces, namely KwaZulu-Natal and Limpopo. In KwaZulu-Natal, five districts experienced this challenge (Zululand, Umkhanyakude, Sisonke, Umlazi and UMgungundlovu), affecting a total of 70 schools. In Limpopo, non-feeding was reported in four districts (Capricorn, Mopani, Sekhukhune and Vhembe), affecting a total of 150. In the latter province, a section 27 (civil society) organisation threatened to litigate against the Department if learners were not fed with immediate effect at Tshinavhe Secondary School. A settlement agreement between the Department and the organisation was signed in November 2013.

To address this challenge, the DBE deployed response teams to the said provinces and districts/circuits to assess the extent of non-feeding in affected schools and restore the programme. Feeding of learners in these schools was subsequently restored.

Programme monitoring and implementation

For the 2013/14 financial year, a total of 150 school visits were targeted for monitoring. The purpose of these visits was to monitor progress and support schools on the implementation of the programme, as well as determine schools' readiness to feed in the new academic year (2014). Overall, the programme was implemented successfully in most provinces except the two mentioned above (which experienced non-feeding challenges in the third quarter).

For the first two quarters of the year, monitoring reports revealed that feeding was taking place at all schools visited and that all learners received meals. Further observations were that the programme was generally effectively implemented with good practices in general hygiene practices (e.g. washing of hands before meals, well-kept food preparation areas, and cleanliness of protective clothing of volunteer food handlers). Storerooms were also kept in neat conditions and, in the absence of shelves, schools adhered to the health practice of stacking up foodstuff on pallets and not on the floor as practiced in the past.

A common challenge identified in some schools was a lack of space and appropriate storage for gas cylinders during meal preparation. In the majority of schools, gas cylinders were stored inside the cooking area, posing a serious risk to health and safety standards and which is not in line with the Occupational Health and Safety regulations. Another persistent challenge was that learners had their meals outside unsupervised. In such instances, schools were advised and encouraged to serve learners in classrooms in a dignified manner, in order for them to learn basic eating etiquette and to avoid exposing food to dust.

As the Department strives to entrench nutrition knowledge in the classroom, good practices on healthy lifestyles, hygiene and food safety is encouraged through nutrition education in the NSNP. This is achieved by developing and distributing nutrition education resource materials to schools. Monitoring reports confirmed that the majority of schools received resource materials, either from the districts or from PEDs. In some schools where resource materials were non-existent, it was found that material distributed to the district office was inadequate.

To address the challenges of non-feeding in three provinces (KwaZulu-Natal, Limpopo and Gauteng), vigorous monitoring visits were conducted in selected schools within these provinces to determine readiness and give support where necessary.

Financial management workshops

In line with a call by the Minister to increasingly implement the decentralised model of procurement in the NSNP, four provinces (Eastern Cape, Free State, Northern Cape and North West) are implementing the model of transferring funds directly to schools. The provinces were supported with financial management workshops to strengthen accountability of schools. A total of 58 workshops were conducted in the year under review, targeting district officials and focussing on the management of NSNP funds. In the last quarter of the financial year, workshops were conducted in three districts in the Free State (Xhariep, Motheo and Lejweleputswa). A total of 25 participants per session were trained, including district officials from the following sections: SMGD, Rural Education and Learner Support. The Western Cape has indicated that they will conduct training in the next quarter.

Sustainable food production workshops

Against an annual target of 40, a total of 56 capacity-building workshops on school food gardens were conducted in six provinces (Eastern Cape, Free State, Limpopo, Northern Cape, North West and Western Cape). The provinces that did not have budgets were assisted by partners such as provincial Departments of Agriculture and Forestry, as well as NGOs such as Food and Trees for Africa and EduPlant. Training focussed on horticulture basics (mono-cropping, inter-cropping, crop rotation, plant families, plant nutrition, organic fertilisers, pests and diseases, and seedling production), as well as school garden administration, which includes planning, budgeting, responsibilities, integration with curriculum and learner involvement. Eight schools in the Eastern Cape, KwaZulu-Natal, Limpopo and the Western Cape were provided with shade-net vegetable tunnels and training focused on tunnel and nursery management.

Meal planning workshops

For the 2013/14 financial year, the programme target was to conduct 25 meal planning workshops. By the third quarter, this target had been reached, with workshops conducted in six provinces (Free State, Eastern Cape, KwaZulu-Natal, Limpopo, Northern Cape and Western Cape) covering eight districts. The workshops were conducted by provincial officials, targeted volunteer food handlers and NSNP coordinators. The following areas were covered: meal planning, food preparation, food portioning and general hygiene practices.

Nutrition education

As a key pillar of the NSNP, much work has been done in the year under review to strengthen nutrition education in schools. This included the Department participating in nutrition campaigns with partners. During July, the Department, in partnership with Nestlé (Healthy Kids programme), participated in 67 Minutes for Mandela Day at Tshebedisano Primary School in Gauteng. Activities held included a young chefs' competition; soccer, netball, hop scotch and skipping, as well as industrial theatre depicting good nutrition and healthy lifestyle messages. In addition, awareness campaigns to promote the Healthy Kids programme through industrial theatre were conducted from 29 July to 8 August in eight schools in Hammanskraal. The NSNP Tshwane North district officials visited five schools and the DBE one. The programme was well received by the schools and the SGB members.

The Department celebrated National Nutrition Week with Nestlé SA in two provinces (Gauteng and Western Cape). The celebrations in Gauteng were held at Molefe Mooke Primary School in Tshwane North on 10 October 2013. In the Western Cape, the celebration was held at the St Helena Bay Community Hall on 15 October 2013, where three schools (Steenberg Cove, St Helena Bay and EJ Malgarte Primary) participated. The theme for 2013 was, "Choose your portion with caution", in line with the national Department of Health and key nutrition stakeholders. Both events were attended by the DDG: S, senior managers from Nestlé and the PEDs. Events included industrial theatre, a chefs' competition, and learners depicting healthy lifestyle messages through music and drama. The participating schools received aluminium boards with safety and nutrition messages. Learners received T-shirts and caps, back packs packed with pencils, rulers, rubbers, pens and stationery cases with nutrition messages, lunch boxes, burgers, juice and fruit. This was jointly sponsored by the Department and Nestlé SA.

Sustainable food production

The school food gardens programme is an important component of the NSNP. Its purpose is to develop skills in the production of food at schools. It also serves as a resource for teaching and learning. Schools participating in the NSNP are required to implement food production initiatives. During the first quarter of the reporting period, approval to purchase 16 vegetable tunnels for four provinces was granted. The identified provinces that benefited from this initiative were Eastern Cape, Limpopo, KwaZulu-Natal and Western Cape.

Two schools in each of the four provinces were each provided with two vegetable tunnels:

- Sesethu Primary and Mpenkulu Secondary (Eastern Cape);
- Iqhawesizwe Combined and Mthathi Secondary (KwaZulu-Natal);
- Albert Luthuli Primary and Piet N Aphané Secondary (Limpopo); and
- Elandsrivier Primary and Panorama Primary (Western Cape).

A variety of vegetables such as cabbage, spinach, beetroot and onions were planted. The Elandsrivier tunnels were equipped with seedlings tables and trays to produce seedlings, which will benefit neighbouring schools and the community. A significant growth in plants was observed during monitoring visits after six weeks. Some schools were already harvesting their produce.

Follow-up visits were conducted to these schools, as well as those that were provided with vegetable tunnels and water tanks in the previous financial year. This was done to assess and monitor utilisation of the resources provided. It was observed that usage of vegetable production tunnels was high and some schools reported crop plantings that yielded throughout the year.

Altogether 23 schools from 8 provinces won the Nestlé Community Nutrition Awards and received vouchers worth between R5 000 and R15 000 to purchase garden equipment and inputs, which will assist them to sustain their food gardens. Representatives from the schools attended the awards event held in Gauteng on 28 October 2013.

A variety of seedlings (i.e. spinach, beetroot, onion, cabbage and tomato), as well as vegetable packs, were provided to provinces and districts for distribution to schools. Each vegetable pack contained seeds with a planting guide, 2:3:2 fertiliser, LAN, measuring string and a ruler. Schools in Mpumalanga, North West, Free State, Limpopo and Western Cape benefited from these resources.

The Department donated agricultural resources to support schools to sustain their food gardens. Two schools (Emthanjeni Primary in Pixley ka Seme district in the Northern Cape and Tebogo Primary School in Bojanala district, North West) received two 15-by-5-metre vegetable tunnels. A variety of vegetables and herbs such as spinach, beetroot onion and garlic were planted in the tunnels. The service provider visited each school six weeks after the tunnels were received to monitor progress and support the schools with any challenges they might have experienced. The resources were well received by schools and fully utilised; thus adding value to this programme.

One of the challenges to sustain school food gardens is a shortage of water. Five schools (Morena Tshohisi Moloi II in Thabo Mofutsanyana district in the Free State; Mthathi Secondary in Umkhanyakude district in KwaZulu-Natal; Piet Aphané High in Capricorn district and Albert Luthuli Primary in Waterberg district in Limpopo; and Evulingqondo Primary in Gert Sibande district in Mpumalanga) were provided with rainwater harvesting equipment. In addition, a concept document has been drafted on rainwater harvesting in schools to guide the Department and partners on what should be considered when donating rainwater-harvesting tanks to schools.

Best Schools Awards

The NSNP Best Schools Awards is an annual event aimed at recognising schools that showcase best practices in implementing the programme and at encouraging innovative and creativity. This event also aims to profile the NSNP and to raise awareness of the importance of nourishing young growing minds. For the first time in 2013, a new category for Best District was also included in the awards.

The Best District was awarded to Dr Ruth Mompoti district, North West. The district received a cheque worth R80 000 to procure office equipment. The Best School (1st place) was awarded to Tebogo Primary, which will receive prizes to the value of R417 500 from Tiger Brands Foundation, including a built kitchen, a trophy and a certificate. The 2nd place was awarded to Oakley Primary in Mpumalanga and the 3rd place to Makene Primary in Eastern Cape. They also received trophies and certificates for their outstanding performance. The 20 finalists will all receive industrial gas stoves and large-size pots from the Department. The North West MEC for Education, Ms Wendy Matsemela, and the Corporate Affairs Group Executive of Tiger Brands, Ms Alex Mathole, handed over the certificates and prizes to the finalists, best district and winning schools.

NSNP partnerships

(a) Tiger Brands Foundation

The partnership with the Tiger Brands Foundation is a leading collaboration in support of the NSNP, resulting in consistency in the school breakfast programme and other related activities showcased in this report. Currently, learners in 60 schools across six provinces (Eastern Cape, Gauteng, KwaZulu-Natal, Limpopo, Mpumalanga and Western Cape) are benefitting from the breakfast programme each morning.

The Mobenzi telephone communication system was extended to all schools taking part in the breakfast programme. Electronic reports are received weekly, indicating responses from the schools in the six provinces on the breakfast. Reports include information on the NSNP meal provided during that particular week. The reports consistently indicate shortage of or non-delivery of fresh produce by service providers, which are referred to the mentors for immediate intervention.

(b) CSIR/Meraka Institute

The DBE, through the NSNP and the Council for Scientific and Industrial Research (CSIR) Meraka Institute for Human Language Technology, entered into a partnership to develop a cost-effective monitoring system that can reach a number of clients to measure service delivery. Three applications were developed by the CSIR team, namely a short-message system application, educator application and learner application.

A pilot project on a telephone-based monitoring system was conducted in the 2011/12 financial year by the Meraka Institute in two schools per district in the Eastern Cape, Free State, Gauteng, Mpumalanga, Limpopo and the North West provinces (i.e. a sample of 14 schools). The results of the pilot provided learner feedback on the quality of meals served on a daily basis. After the final report, a presentation was made to the Deputy Minister, who recommended that the project be upscaled in a cluster of schools in one district (e.g. over 200 schools) for representivity. The links with curriculums (with regard to indigenous languages) and health promotion issues should be integrated.

Plans are underway to finalise the design, cost structure and implementation plan of this project in collaboration with the CSIR, in agreement that funding be sourced from the CSIR.

(c) Home Grown School Feeding (Nepad)

A South African case study on the NSNP has been finalised by the New Partnership for Africa's Development (Nepad) and the Partnership for Child Development in the Eastern Cape and Mpumalanga (six schools per province). The draft report on the study was presented to the Deputy-Director General: Social Responsibility and Support Services on 2 May 2013. The final report on the case study, plus a chapter for the *Global Source Book*, has been approved by the Director General. The report will be distributed to provinces once the consignment has been delivered by Nepad.

(d) Walmart-Massmart/Game Stores

Most schools participating in the NSNP have inadequate and/or poor preparation facilities, which is a major challenge across provinces. Albeit minimal, this is being addressed through support by partners such as Walmart-Massmart/Game Stores. The enormous contribution made by Walmart-Massmart and its partners (Econo Kitchens, Cambridge, etc.) has eased the burden of schools not having preparation areas. Walmart-Massmart has made a commitment to donate 100 mobile kitchens in the 2013/14 financial year. To date, a total of 68 kitchens have been delivered in seven provinces: 24 in the Eastern Cape, 8 in the Free State, 6 in Gauteng, 16 in KwaZulu-Natal, 3 in Limpopo and 7 in the Western Cape. This initiative has uplifted beneficiary schools with facilities that offer more hygienic and safe environments to prepare meals and serve learners with dignity.

(e) Vodacom

Food parcels sponsored by Vodacom were distributed to 13 primary schools in Alexandra and 3 schools in Kabokweni, Mpumalanga.

4.5.5.2 Psychosocial Support

The Psychosocial Support Unit clarifies the mandate of psychosocial support (PSS) in education, and promotes and improves the psycho-social wellbeing of learners and educators. A concept document on PSS in education has been developed and is currently under consultation.

A provincial psycho-social assessment tool was administered during the period under review. The tool covers broad areas, such as how PSS is structured, material developed by the province, as well as structures to promote PSS. Six provinces have returned their tools in the first quarter of 2014. These have been analysed, and discussions with provinces about additional information are underway.

Two pamphlets with educational information have been developed for educators. The topics covered are identifying vulnerable learners, and depression and suicide among learners. The content has been finalised. The process of design and layout is underway and printing will be done in first quarter of the new financial year.

Visits to provinces, including schools, were undertaken in Mpumalanga on 28 and 29 January 2014, and in Gauteng on 17 and 18 March 2014. The visits assisted the Directorate to establish and strengthen existing relationships with provincial counterparts, understanding how PSS is structured and getting a sense of some of the challenges experienced. In Gauteng, an inter-directorate meeting was held with the directorates on PSS, health promotion, and safety. A unit responsible for investigations whenever there are incidences in schools were also present. There seems to be effective inter-directorate collaboration. In addition, visits to the Franklin D Roosevelt and Dikgabane primary schools were undertaken. The school visits were intended to gain understanding of how PSS is implemented and the extent of follow-up support provided by the province and district.

4.5.5.3 Partnerships in education

4.5.5.3.1 *Social cohesion, community mobilisation and gender equity in education*

In South Africa, the effects of a racist, discriminatory past is seen every day in all aspects of life, including schools. The education system bears a particular responsibility in building a new society with a shared sense of national identity, underpinned by democratic values and greater social cohesion.

The Social Inclusion and Partnership in Education sub-programme supports learner wellbeing and the holistic development of the learner. It is guided by goals of the Action Plan to 2014 and the NDP. The sub-programme responds to goals related to learner retention, school functionality and promoting the physical, social, cultural and civic dimensions of education.

Social cohesion workshops

The social cohesion programme promotes the development of a strong sense of community ownership of schools and also responds to Outcome 14B of the NDP, as part of the nation-building imperatives.

The development of the social cohesion programme involved an action research process, and as such is evidence-based. In this financial year, workshops were conducted in North West, Gauteng, the Northern Cape, Mpumalanga, KwaZulu-Natal, Western Cape and Eastern Cape. The social cohesion workshops were intended to be assistive in terms of how schools and their host communities can cohere. Built into the social cohesion programme are strategies for catalysing social cohesion. This includes creating effective and enduring linkages among the key stakeholders in education. The social cohesion workshops aim to orientate stakeholders about ways and methods they can employ in creating an enabling environment that would foster social cohesion within the school community and beyond.

The social cohesion orientation and induction workshops reached out to provincial coordinators, district officials, educators, SGBs, representative councils of learners, trade unions, community-based organisations, interfaith groups, traditional leaders and Chapter 9 institutions.

The composition of participants differed in each province, given the unique dynamics that influence the training. The workshops elicited nuanced insights and understanding as to how social cohesion might be fostered in each of the districts visited. The outcomes of the workshops included the following:

- SGBs members prioritise the education of children in the area.
- Functional relations between school principals and SGBs.
- Networks of support for child-headed families.
- School buildings must be maintain.
- Unity in diversity must be promoted by highlighting discrimination in terms of race and culture among learners and educators.

The Programme also highlighted the growing problem of bullying that affect learners, educators and school administrators negatively. Often, class discrimination is responsible for keeping poorer learners out of schools.

Capacity building for representative councils of learners

Two workshops were conducted with representative councils of learners in two districts in Free State, namely Motheo district and Thabo Mofutshanyane district. These workshops aimed to expose learner councils to the social cohesion programme. Learner council members at the workshops were taken through various exercises, including the use of the baseline assessment (determining where a particular school might be in terms of social cohesion), the consciousness dial and the tolerance barometer. The values in the *Action Manual* were used to inform the content of learner council training. A total of 90 learners from 49 schools were reached through these workshops.

iNkosi Albert Luthuli oral history programme

The iNkosi Albert Luthuli oral history programme of the Department supports the holistic development of learners by exposing learners to history, heritage and culture. The Department committed itself during the 2013 academic year to once more unearth the untold and forgotten oral histories of our communities. This programme forms part of the Department's contribution to strengthening the teaching and learning of history in schools and to reclaim the lost histories of our local communities. This competition gives South African learners an opportunity to celebrate, and at the same time review, the progress we as a nation have made in building a better and more united South Africa and in the strengthening of our democracy.

2013 marked the eighth year of the iNkosi Albert Luthuli Oral History Competition. Learners and educators from all secondary schools in the country were invited to participate in the programme. Workshops were conducted as part of an advocacy strategy and technical assistance was provided to participants. The competition comprises of two categories, namely a learners category and an educators category.

Eight provinces held provincial elimination rounds for the competition in August and September. Limpopo could not participate in the 2013 competition due to lack of funds (as indicated by the provincial coordinator). All the provincial elimination rounds were attended by DBE officials who performed a monitoring role. The programme for the national competition started on Friday, 20 September 2013, with the arrival of all learners, educators, chaperons, officials and adjudicators at the Kievits Kroon Estate in Pretoria. The overall winners were as follows:

- Learners' category:
 - o Moeketsi Toka (Eastern Cape);
 - o Shadre Smith (Gauteng); and
 - o Khumo Songwane (North West).
- Educators' category:
 - o Verosha Maharaj (KwaZulu-Natal);
 - o Superior Chiumira (Gauteng); and
 - o Mente Zikhona (Eastern Cape).

National Schools Moot Court Competition 2013

The moot court programme correlates directly to the five long-term nation building goals of the NDP. In particular, the programme implements the goal focused on knowledge of the Constitution and fostering constitutional values.

The Moot Court Competition is part of an international effort to promote human rights among young people, and in South Africa it attempts to bring the Constitution of the country to life. The programme is supported by the DBE, Department of Justice and Constitutional Development, University of Pretoria, University of Venda, University of the Western Cape, CLASI at the University of Cape Town, South African Human Rights Commission and the Foundation for Human Rights. The third national School Moot Court Competition debated a fictional problem related to the right to education and teenage pregnancy. The legal profession started with the workshops as early as November 2012, and more than 1 103 learners and educators were exposed to the South African Constitution and the basic rules of participating in a moot court. The first round of workshops was completed in April 2013, and another round to prepare teams that qualified for the provincial oral rounds started in May. The last round of workshop was held in July 2013 in order to prepare teams that qualified for the national rounds.

Learners submitted two short essays setting out the opposing sides of the case. These essays were evaluated by a panel of experts and the best nine teams from each province competed in the provincial oral rounds, which were conducted between May and June 2013. There was a significant increase in the number of schools participating in the programme. This was due to the learner and educator workshops that were conducted in the provinces.

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The following schools participated in the semi-finals on 10 August 2013 in Pretoria, which then determined the two schools that competed in the finals on 11 August 2013 in Johannesburg. 72 learners and 36 educators from all provinces came together in Pretoria.

Province	Schools
Eastern Cape	Holy Cross High Grens High St Thomas Private School Solomon Mahlangu
Free State	Eunice High Lerato Uthando Comprehensive Tiisetsang Harrismith Secondary
Gauteng	King Edward VII School Gibson Pillay Learning Academy Redhill High (winner) Tsakane Secondary
KwaZulu-Natal	Drakensberg Comprehensive Somfula Maris Stella Siyamukela Crawford College (runners-up)
Limpopo	Khanyisa Education Centre Thengwe High Mahonisi Learning Centre Phagameng High
Mpumalanga	Mashishini Sokisi High Hoërskool Lydenburg Middelburg Hoërskool
Northern Cape	St Anna Private High Boesmanland Gamohana Secondary Kimberley Girls High Mogomotsi Secondary Danielskuil Saul Damon Duineveld SA van Wyk High School
North West	Tiger Kloof Hoërskool Wolmaranstad Potchefstroom Gymnasium High Rustenburg Hoërskool
Western Cape	Bergvliet High Bridge House Springfield Convent ID Mkhize

The final round was held at the Constitutional Court of South Africa, Johannesburg. The winners were Samuel Musker and Kate Dewey from Redhill High School in Gauteng. They received a bursary for the first year of studying law at a university of their choice in South Africa. The runners-up were Caton Maria Schutte and Tharin Pillay from Crawford College in La Lucia, KwaZulu-Natal. The best oralist was Tharin Pillay. The Best Essay award went to Hoërskool Rustenburg (Elmé Ravenscroft and Sunelda Erasmus) and Sol Plaatjie Secondary School (Astrid Roman and Kudzanai Mavetera). All participants received certificates of participation.

The Schools Moot Court Competition brought together learners from all nine provinces. The competition brings different generations and people from different backgrounds together to talk about constitutional matters. Learners were able to put the South African Constitution in action and balance rights and responsibilities. Most learners did not know anything about law and how the court functions, but the competition gave them this exposure.

The GEM/BEM Future Choices campaign on careers and life skills

The Department, supported by Unicef, is implementing a gender empowerment programme entitled Girls' Education Movement/Boys' Education Movement (GEM/BEM), which provides a platform for learners to work together in identifying social challenges and use their agencies and social capital to arrive at solutions within a rights-based approach. This intervention, implied in Goals 10 and 25 of the Action Plan to 2014, provides learners with both the information and skills to deal with challenges they face at a personal, school and community level. The programme contributes to the NDP goal that highlights the promotion of active citizenry and broad-based leadership as part of the broader nation-building imperatives.

This year the GEM/BEM Future Choices campaign was implemented in collaboration with the Maps and Mirrors career programme. A total of 97 learners and 9 schools from Ekurhuleni South district in Gauteng were reached. This campaign promotes the importance of choosing correct subject combination for chosen career paths. Learners are also informed of the behavioural patterns that may deter their chances of career success. Furthermore, life skills issues are discussed, including teen pregnancy, drug and alcohol abuse, bullying and the impact of sexual abuse.

In the Northern Cape, a total of 962 girl learners were reached through the GEM/BEM Bright Future programme. This specific programme in the Northern Cape was meant to empower girls in terms of understanding their bodies and making informed life decisions. In particular, facilitators paid attention to:

- puberty;
- teenage pregnancy;
- parent-daughter communication;
- thinking about the future; and
- give yourself a job.

The GEM/BEM Bright Future programme in the Northern Cape mentors young people in developing a vision for the future and developing the skills, confidence and knowledge needed to find or create jobs in the local economy. Learners are given skills that cover a myriad of areas, including entrepreneurship, financial management and employability. The programme strengthens partnerships with all stakeholders in education, resulting in education becoming a societal priority.

In North West and Free State, a total of 574 learners were reached through GEM/BEM jamborees. Learners received training on skills and strategies that would assist them to address issues related to bullying, sexual violence, teenage pregnancies and other social ills in schools. The programme further empowers learners through the provision of career guidance services and the development of comprehensive career guidance, lifestyle and subject-choice information dissemination. In North West, the GEM/BEM jamboree supported the launch of the second *Women's Legacy* series booklet.

In the Free State, Sasolburg district enrolled the expertise of relevant institutions in disseminating information on key social issues. The institutions that were part of the GEM/BEM jamboree in Free State were:

- Department of Trade and Industry;
- Department of Transport;
- SAPS;
- Flavius Mareka FET College;
- South African Qualification Authority;
- Finance and Accounting Services SETA;
- Public Service SETA;
- Transport Education Training Authority; and
- Mining Qualification Authority.

The new GEM/BEM strategy incorporating GEM/BEM into the learner council statutory structure is currently being investigated as a possible way to institutionalise the programme. The strategy seeks to ensure participation of all learners in all DBE activities, including environmental education (through NSNP gardens and education for sustainable development), sport (school sport and GEM/BEM sport for development), and gender awareness programmes (substance abuse, learner pregnancy and gender-based violence programmes). These will be part of the representative council of learners' calendar, which will provide learners with competitions and activities as well as the relevant contact details for enquiry and follow up.

There has been a moderate increase of registered clubs in the first two quarters of the 2013/14 financial year, from 700 to 800 clubs in total. GEM/BEM remains one of the most positive vehicles for students to address social issues.

Gender in education

Gender equality, as it is enshrined in the Bill of Rights and as domesticated within national legislation, has been guided by a range of international human and women's rights instruments that have been ratified by the South African Government. However, gender inequalities and gender-based violence continue to plague the opportunities of girls in the education system. Such inequalities severely hampers the retention of girls in the education system and compromises the quality of their overall school performance. In an effort to address the vulnerabilities of the girl-child, the Department focused on programmes that raises awareness and provides the knowledge and skills to combat gender inequalities and gender-based violence. These include teacher training through the *Opening your Eyes* manual for educators and the *Speak out against Abuse* handbook for learners.

Furthermore, in this financial year, the Department developed the draft Gender Equity Policy Framework, which informs the development of a common national policy on gender equity in basic education. The framework will undergo a rigorous consultation process with stakeholders. The framework is a starting point for ensuring that the basic education sector uniformly and consistently addresses issues of gender inequality and inequity, in addition to fulfilling its reporting obligations to various structures (e.g. United Nations, African Union, and SADC). The framework is intended to cohere with broader national development goals, as expressed in the NDP's *Vision for 2030* (National Planning Commission, 2011), and *Country Commitments to International Treaties*.

4.5.5.3.2 Sport and enrichment

South African Schools Choral Eisteddfod

SASCE is a flagship programme of the Department. It involves learners from the entire schooling system and promotes reconciliation, national identity and social cohesion. The programme promotes learner attendance and retention as captured by Output 10 of the Action Plan to 2014. It further addresses Outcome 1 of the Department (Improved Quality of Basic Education) as it strengthens the social contract between the Department and other stakeholders through choral music. The stakeholders, including teacher unions, are part of the coordinating committee of this event.

SASCE development programmes

The SASCE programme requires technical understanding of music, as well as professional support in the delivery of a high-quality music competition. The farm schools programme supports the inclusion of disadvantaged groups by providing training that enables them to participate in a special category in the SASCE programme. There is thus a category exclusively for farm schools; however, this doesn't exclude them from other categories of the competition.

Training of teachers who function as conductors and data capturers for the programme was conducted by provinces in January 2013. Unicef supports the programme and camps are part of the way of achieving the goal of capacitating conductors and choirs. In the 2013/14, farm school training camps were successfully hosted in all provinces except Limpopo (due to provincial challenges).

2013 SASCE

The SASCE programme commences from district and provincial level and culminates in a national event hosted by the Department. The national event was successfully hosted from 2 to 5 July at Rhema Church Ministries in Randburg, Johannesburg. The theme of the eisteddfod was “Making all schools inclusive”, in line with the declaration made the Minister in December 2012. All provinces participated in the national event; however, some schools in the Northern Cape experienced challenges in attending the event. The provincial entries were as follows:

Province	Learners	Educators	Total
Eastern Cape	874	54	928
Free State	785	56	841
Gauteng	827	59	886
KwaZulu-Natal	626	42	668
Limpopo	579	44	623
Mpumalanga	662	43	705
Northern Cape	274	17	291
North West	810	55	865
Western Cape	546	31	577
Total	5 983	401	6 384

Learners from the Intermediate, Senior and FET phases participated in categories ranging from Western, African, Indigenous Folklore and Opera for the FET Phase.

2014 SASCE prescription

The prescribed music for schools in 2014 was delayed due to the evaluation of the programme and assessment of the current delivery model. The music was prescribed in November 2013 and typesetting commenced in January 2014. The SASCE 2014 syllabus was submitted to provinces for onward transmission to schools. It was also posted on the Thutong portal for easy access by all participating schools.

Preparations for the 2014 National SASCE event, which will be hosted in Durban, KwaZulu-Natal, are underway. The heads of education departments have been informed of the event and the KwaZulu-Natal Department of Education has deployed officials to serve in the local organising committee. The committee is working with national officials to prepare for the event. There are several new partners that have been identified in the province who are being engaged with by the DBE. Three venues have been identified; however, the final venue will be confirmed in April 2014.

Spelling bees

The Department adopted the spelling bee programme as a response to its literacy strategy. Given that this is the first year for implementation of the spelling bee, the Department partnered with the following institutions to encourage schools to participate in spelling bees: Free State Sport, Arts, Culture and Recreation; Mzansi Spelling Bee, camp I AM ; Adopt a Child Foundation; ATKV and Spell It (sponsored by Nedbank), who joined the programme in the third quarter. The information received on school participation from partners is being verified before being accepted as evidence. The partners have contributed the following participating schools:

Contribution by implementing partner	Number of schools that have taken part at various levels of the competition
Mzansi Spelling Bee	5
Adopt a Child Foundation	96
Department of Sport, Arts, Culture and Recreation (Free State)	145
Spell It (Nedbank)	13
Total	259

The stakeholder meeting, comprising of officials of the Department as well as partners, met on 14 February 2014 to adopt the proposed management plan. The implementation plan for 2014 was also adopted by all partners. The operational plan and the budget for 2014 Spelling Bee have been approved by the Director-General.

School league programme

Participation of schools in the school leagues programme commences with the intra- and inter-schools programmes. Schools are expected to register for the programme and indicate their interest in various sporting codes. The information is shared with all stakeholders to enable them to support the schools technically or to allocate the required resources. The 2013 School Sport League registered a total of 5 851 schools.

The SA Schools National Sports Championship

In preparation for the national tournament, district tournaments were held in June and July 2013. The Department attended some district tournaments as part of monitoring and evaluating the programme. The provincial tournaments were hosted in September over the school holidays; however, KwaZulu-Natal held its tournament in October due to challenges experienced by the province. The SA Schools National Championship was successfully held from 10 to 16 December in Bloemfontein. The Free State University and surrounding schools provided the facilities for all twelve sporting codes. Learners participated in athletics, football, netball, basketball, gymnastics, tennis, table tennis, volleyball, rugby, cricket, chess, hockey and indigenous games (morabaraba and jukskei). The programme had representation from able-bodied and disabled athletes. The championship recorded participation of 10 786 learners.

The Extended Joint National Task Team meeting was held on 20 February 2014 at Sports and Recreation SA. The intention of the meeting was to review the 2013 SA Schools National Championship, as well as the model of implementation. The meeting also adopted proposed plans for the 2014 championship. Matters regarding collaborations between school sporting codes and national federations were also deliberated upon.

A joint inter-provincial meeting (between the DBE and SRSA) was held on 18 March 2014 at the DBE. The meeting addressed the delivery of school sport as outlined in the MoU, the sport focus schools and the road to the 2014 SA Schools National Championship. The meeting was adopted as a mechanism to fast-track the implementation of the school sports programme and cement collaboration at provincial level.

4.5.5.3.3 Safety in education

Unsafe schools and violence of any sort inhibits or prevents equitable access to education and is also one of the major contributing factors to non-enrolment, school drop-out and non-completion. Goal 24 of Action Plan to 2014 captures the Department's commitment to creating a safe, supportive and functional learning environment. Such a learning environment is characterised not only by good quality education, but should also be safe and free from security and violence threats. To this end, the Department in this financial year commenced with the development of a national school safety framework, and conducted workshops that addressed bullying (which is often the precursor to violence in schools). Attention has also been given to violence and bullying stemming from sexual orientation, and materials have been developed to address homophobic bullying. In addition, given that safety is a shared mandate, the Department has also linked schools with police stations as part of the implementation of the protocol between the DBE and SAPS.

Training workshops for identified provincial master trainers on the prevention and management of bullying in schools commenced in April 2013 and was completed in all provinces by the end of August 2013. Additional training workshops for master trainers were conducted in the Eastern Cape, KwaZulu-Natal and Limpopo. A total of 290 master trainers have been trained in the three provinces. This brings the total to 1 391 master trainers trained nationally on the prevention and management of bullying in schools.

A total of 3 071 school-based training workshops have been conducted in the provinces mentioned above.

4.5.5.3.4 Partnerships

The Partnerships Unit facilitates the mobilisation of South Africans to support education and to strengthen effective PPPs. The aim is to assist the Department with its mandate to provide quality education. The unit also serves as an entry point for business, communities and volunteer groups who wish to engage with the Department and/or contribute to education. The achievements of the Partnerships Unit for the period under review include the following:

- In support of the mandate and efforts of the DBE and the Accord on Basic Education and Partnerships with Schools, the Industrial Development Corporation (IDC) adopted 20 schools across the nine provinces. This partnership will contribute to improved school infrastructure for effective teaching and learning; thereby improving the quality of basic education in the adopted schools. An assessment of priorities at all adopted schools had been concluded during the first quarter of 2013/14. The implementation of support interventions commenced in the second quarter of 2013/14.
- During this financial year, multinational company Walmart-Massmart committed to contribute 100 fully-fitted container kitchens in support of the NSNP. The design of the kitchens have also been updated and approved by the Directorate: NSNP. The delivery of kitchens started in the first quarter and was concluded during the fourth quarter of this financial year. This partnership is estimated to benefit 100 schools and over 20 000 learners.
- The Build a Class campaign is the biggest corporate social investment (CSI) programme of Builders Warehouse. The focus of this initiative is the building and renovation of schools in and around the communities in which Builders Warehouse stores operate. In partnership with the DBE and PEDs, schools were identified and subsequently assisted. This included building, renovations and much needed infrastructural repairs. This component of the partnership benefitted 15 schools and approximately 2 500 learners.
- The DBE has a continued partnership with SuperSport Let's Play. This is a multi-partnership that includes Philips SA and Hitachi Construction Machinery SA. The main objective of this partnership is to provide 43 sports fields to rural and township school communities, thereby contributing to improved and quality education to all our learners. The implementation of this partnership continued throughout the four quarters of 2013/14, with completion scheduled for late 2015. This partnership project is implemented over a three-year period (2012 to 2015) and will benefit 43 schools and approximately 30 000 learners.

- AVBOB Foundation has embarked on a three-year campaign to provide 30 mobile libraries to rural and township schools across South Africa. This contribution by the AVBOB Foundation should be seen as an investment in education and in support of the DBE's literacy intervention programmes. AVBOB Foundation and its NGO partner, Touch Africa, in collaboration with the PEDs, will implement this partnership. Support as set out above will be given over three financial years, which are specified as 2012/2013; 2013/2014; and 2014/2015. To date, 11 libraries have been handed over to schools that have benefitted from this support. This partnership will benefit 30 schools across all nine provinces and approximately 20 000 learners.
- Breadline Africa is an NGO, working in partnership with the DBE and the Nelson Mandela Centre of Memory, and supported by various businesses. The partnership is committed to provide 95 mobile libraries to needy schools in all provinces. The priority areas are rural and township schools where learners have no access to libraries. The list of schools that benefitted from this partnership was uploaded on the evidence bank. This partnership has to date benefitted 38 schools across all nine provinces and approximately 20 000 learners.
- Due to the historical link between sporting excellence and education, and as a commitment to support the efforts of the DBE, the South African Rugby Union (SARU) is committing to donate 23 mobile libraries to rural and township schools across South Africa. The partnership is entitled "Boks for Books". The number 23 represents the number of rugby players that make up a test squad. It is important to note that this initiative by SARU is also supported by their partners and sponsors such as Absa, BMW SA, Canterbury, Gilbert. The initiative was launched in Durban on 6 June 2013 by the president and CEO of SARU and the captain of the Springboks. This partnership will benefit 23 schools across all nine provinces and approximately 10 000 learners.
- The focus of the Department's partnership with Pick 'n Pay, Nedbank and Sappi is to raise awareness of the importance of education and literacy among learners and communities. The Pick 'n Pay Spell Check Competition is essentially a literacy intervention programme. The initiative is implemented by the NGO A is for Apple Literacy Initiative. Since its inception three years ago, the programme (designed along the lines of the traditional American Spelling Bee) has been a resounding success with both educators and learners. The programme offers Grade 5 and 6 learners the opportunity to pit their spelling wits against each other. The competition is implemented in five provinces and six regions (Johannesburg, Cape Town, KwaZulu-Natal, Eastern Cape, Free State and Tshwane). The competition is completely free of charge for any school to participate in and is well promoted by an advocacy campaign. This partnership benefitted 258 schools with 56 000 learners participating and 744 finalists vying for the national prize.
- The DBE have been supporting the Shanduka Adopt-a-School Foundation's annual "Back to School for a Day" initiative. The initiative asks that company executives sacrifice a few hours of their time one day of the year. By heeding this call, these companies and their volunteers can reach out to tens of thousands of learners in disadvantaged schools. These learners benefit from interacting with people with a variety of skills, backgrounds and insights. The business leaders in turn gain invaluable insight into the challenges of learners in disadvantaged communities. On 17 May 2013, 38 companies went back to school for a day. 82 schools were visited around the country and more than 50 000 learners were exposed to career guidance programmes, debating workshops, literacy activities and motivational talks. Many of these schools also benefitted from infrastructural improvements, as a number of businesses opted to paint classrooms, clean up vegetable gardens and renovate sports facilities. Six schools and approximately 6 500 learners and their families will benefit from this partnership.

- In an ongoing effort to support the quality of Mathematics passes among Grade 12s in the country, the DBE partnered with the South African Institute of Chartered Accountants) through its Thuthuka Education Upliftment Fund (TEUF). The TEUF supported maths development camps in all nine provinces during the September 2013 school holidays. The camp consisted of a five-day workshop and addressed soft skills, numeracy, literacy, study skills and examination techniques. The provincial-run development camps were held from 23 September 2013 to 4 October 2013 and represented an important component of TEUF initiatives that targets qualifying African and Coloured learners who aspire to become chartered accountants. This partnership will benefit 1 800 learners across all nine provinces (200 per province). The monetary value of this contribution is approximately R1 250 000.
- During the December 2013 school holidays the Department facilitated implementation of partner contributions totalling 32 686 food parcels for learners who benefit from the NSNP and who may not have sufficient food during the holidays. Approximately 53 schools and 32 686 learners and their families benefited from this partnership. This will be repeated over a three-year period, from 2013 to 2015.
- The DBE supported the iPledge campaign, sponsored by the Imperial Group and the Road Traffic Management Corporation (RTMC), by facilitating implementation of scholar patrols at 215 Gauteng schools. Scholar patrol is an important part of road safety education and essential to enhancing the safety of learners at schools. Not only does it regulate traffic, improve speed calming and facilitate safe crossing of the road, but it also instils in the minds of young pedestrians an awareness of the importance of road safety. Besides the safety of learners, participants in the scholar patrols develop characteristics such as responsibility, dedication, punctuation and commitment to teamwork. This partnership benefitted 215 schools. Partners provided all 215 scholar patrols with uniforms (jackets, caps and rain coats), equipment (whistles, poles and stop boards) and training (certified by the RTMC). In addition, the zebra crossings at all schools were refurbished with signage and painting. Approximately 138 000 Gauteng learners benefited from this initiative. Details of the implementation and lists of schools have been uploaded on the evidence bank.
- The Vodacom Foundation made a contribution of 180 000 stationery packs distributed to needy learners in a nation-wide campaign in all nine provinces, targeting approximately 20 to 30 schools per province. The schools were divided into two groups (13 to 20 high schools and 7 to 10 primary schools per province, depending on the amount of learners per school). This partnership benefitted 186 schools across all provinces and 180 000 learners. The monetary value of the contribution is R3 200 000.
- The Back-to-School campaign is aimed at assisting underprivileged learners in rural communities and informal settlements with the basic resources needed for learning, such as school uniforms and stationery. Through these donations and other initiatives, the Nedbank Foundation hopes to inspire school learners to use the opportunities provided by learning and remain in school. This partnership benefitted 106 schools in the Western Cape, North West, Limpopo and Eastern Cape and 2 105 learners. The monetary value of the contribution is R2 000 000.
- The 2013 SASCE was held from 2 to 7 July 2013. The Department mobilised a number of partners to support the 2013 SASCE by means of sponsorship of event costs and prizes. The list of 2013 SASCE sponsorship included Via Afrika Publishers and the National Choral Music Achievements Awards (NACMA).
- The 2013 Grade 12 results was the highest achievement since the advent of democracy, with an 80,8% achievement rate. DBE partners were keen to support and incentivise this achievement by Grade 12 learners. Support from the following partners was received: SA Post Office, MTN Foundation and Vodacom Foundation. These partnerships benefitted the 27 top achievers of the 2013 NSC.

- Efforts to secure sponsorship for the 2013 National Teaching Awards continued during the fourth quarter of 2013. The Directorate managed to secure sponsorship and support for the 2013 National Teaching Awards, which were held on 6 March 2014, from the following partners: Telkom Foundation, MTN, Vodacom Foundation, Paarl Media, Via Afrika Publishers and SA Airways. This partnership benefitted the 146 finalists (teachers) of the 2013 National Teaching Awards and covered costs relating to the gala event, live television broadcast, etc.
- The AFROX partnership allows AFROX to participate in the recapitalisation programme of technical schools in South Africa. This partnership will be implemented in a phased approach starting with Gauteng. We are currently in the final stages of facilitating the signing of a MoU between AFROX and the Gauteng Department of Education. This partnership will initially benefit seven Gauteng schools and over 3 000 learners.
- Tools 2 Play is designed as a lockable, mobile toy-storage unit, with a chalkboard on the one side and a felt board on the other. Each unit contains more than 60 different educational toys, games, puzzles, building blocks, skipping ropes and stacking cups that focus on the fundamentals of ECD. READ Educational Trust (a not-for-profit organisation) designed the materials. Each unit also contains DBE approved non-fiction material and storybooks. The DBE's Directorate: Early Childhood Development assisted in identifying schools for handover of an initial 35 units. A total of 17 units were delivered during the second and third quarter of 2013, with the balance of 18 units still to be delivered during the remainder of the current financial year (ending 28 February 2014). This component of the partnership will benefit 35 schools and approximately 1 000 learners across all nine provinces. The monetary value of this contribution is approximately R750 000.
- Following the Deputy Minister's oversight visits to North West and Free State, support was secured from Nedbank, Vodacom, MTN, Casio, Sangari and AVBOB in order to address the dire needs in visited schools and teacher resource centres.

The National Education Collaboration Framework and Trust

The NDP provides the vision for South Africa's future, as well as useful beacons that will guide us to the attainment of that vision. Within the vision, the NDP takes forward Government's commitment to seeing education as an apex priority as articulated by President Jacob Zuma.

The NECT is a civil society initiative aimed at increasing cooperation among education sector stakeholders involved in South Africa. The NECT collaborates with government to influence and support the implementation of the education reform agendas.

Central to the NECT is the need to set up effective mechanisms for driving the collaboration envisaged in the NDP. Equally important to the NECT is the need to improve on the historic performance of partnership initiatives in terms of their efficiency, impact, value for money and sustainability.

The NECT was launched by the Deputy President, Minister Motshekga, and the chairman of the NDP, on 16 July 2013. The role of the Department's Partnerships Unit is to assist the NECT project managers, JET educational services and the secretariat with the following:

- Arranging various CSI meetings aimed at disseminating information to CSI practitioner level, as the national launch was for a different audience (first and second quarters). During the third quarter, an information session was held for partnership practitioners in Sandton, Gauteng on 23 October 2013.
- Formalisation of current DBE partnerships as well as new partnerships resulting from NECT activities, meetings and consultations.

The NECT has the potential to add enormous value to the basic education sector. However, the successful implementation after the launch is critical to any accomplishments the NECT may enjoy.

4.5.5.4 Grant implementation, monitoring and reporting

Five conditional grants were allocated to the Department during the period under review, namely for the HIV and Aids life skills programme, the NSNP, Dinaledi schools, technical secondary schools' recapitalisation, and the Education Infrastructure grant.

4.5.5.4.1 Conditional and donor grants

A total of 36 business plans were appraised for all Schedule 5 conditional grants that are implemented by the DBE, and grant funds transferred to beneficiaries. All conditional grants were monitored and evaluated in keeping with Division of Revenue Act prescriptions.

Financing agreement with the European Union (EU) has been captured in a rider which was approved. The support for the next phase of EU funding was also facilitated with DBE inputs for basic education priorities. Verification missions, as part of monitoring support and evaluation of grant funding, was successfully undertaken throughout the year. This enabled the DBE to comply with the Division of Revenue Act deadlines as well as deepening partnerships with donors through reporting.

4.5.5.4.1 Project management

The Project Management Unit administers and manages the processes relating to donor funding and the related projects. The current mandate is to ensure that the EU donor funding that has been earmarked for the primary sector policy support programme is properly administered and that appropriate control measures are in place to ensure compliance. Managers and coordinators of departmental programmes/projects that are recipients of sector budget support are technically supported through planned monthly technical committee sessions that also provided an opportunity to monitor spending patterns and advise on possible improvements.

In the 2013/14 financial year, the Department ensured that, in terms of the Financing Agreement, the bilateral engagements of the Monitoring Committee and the EU were honoured. High-level meetings between the Director-General and the EU ambassador were facilitated during the period under review. Systems have also been implemented to ensure regular and credible quarterly reporting with regards to project progress and expenditure. Applications for the second and third tranche payment requests were completed in the 2013/14 financial year.

4.4.6 Strategic objectives, performance indicators, planned targets and actual achievements

Strategic objectives	Programme performance indicator	Actual achievement 2012/13	Planned target 2013/14	Actual achievement 2013/14	Deviation from planned target for 2013/14	Comments on variance
Strengthen and promote functional schools	Number of learners benefitting from the ISHP	652 258	Quarter 2 target: 375 000 Quarter 4 target: 375 000	Data received from the Department of Health for Quarters 1 to 3 were as follows: <ul style="list-style-type: none"> 191 190 learners received health services in Q1. 253 801 learners received health services in Q2. 169 776 learners received health services in Q3. The total number of learners that received health services were 614 767 	A shortfall of 135 233 was recorded.	The reported data does not include the Q4 information received from the Department of Health.
	Number of learners that are provided with meals in the NSNP	9 159 773	8 700 000	PEDS reported 8 827 419 learners were provided with meals as at 31 March 2014 for quintile 1-3 schools only.	A positive variance of 127 419 was achieved.	The 2014 academic year has seen an increase in the number of learners on the NSNP.
Strengthen partnerships with all stakeholders, resulting in education becoming a societal priority	The system is developed for capturing information on choral and sport participation in the DBE	N/a	The system for capturing information of learner participation in sport and choral music was developed.	A system for capturing information of learner participation in sport and choral music has been implemented.	None.	None.
	Number of learners participating in DBE-organised activities on citizenship, rights and responsibilities and constitutional values	N/a	2 000	Cumulatively, a total of 1 963 learners participated in DBE-organised activities on citizenship, rights and responsibilities and constitutional values.	A shortfall of 37 was recorded.	The under-performance was caused by names that could not be verified due to information missing from the registers.
	Number of public ordinary schools participating in spelling bees to support reading initiatives	N/a	250	Data from implementing partners indicates that the total number of schools that have participated in the spelling bee was 259.	A positive variance of 9 was achieved.	None.

4.5.7 Strategies to overcome areas of underperformance

The ISHP is an inter-governmental initiative between the DBE and the Department of Health. The Department of Health delivers professional services to learners in schools that are under the jurisdiction of the DBE. For the period under review, data was only received for three quarters from the Department of Health, resulting in the predetermined target not being achieved. Arrangements between the two departments on the sharing of data will be strengthened and institutionalised for the next financial year.

4.5.8 Changes to planned targets

None.

4.5.9 Linking performance to budgets

Programme 5: Education Enrichment Services						
Detail per sub-programme	2013/14			2012/13		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
5.1 Programme Management: Educational Enrichment Services						
Current payment	3 142	3 135	7	3 088	3 023	65
Transfers and subsidies	-	83	(83)	-	-	-
Payment for capital assets	-	-	-	-	-	-
Payments for financial assets	-	-	-	-	-	-
5.2 Partnership in Education						
Current payment	9 827	9 785	42	11 866	11 542	324
Transfers and subsidies	11	9	2	5	4	1
Payment for capital assets	88	73	15	14	9	5
Payments for financial assets	-	-	-	-	-	-
5.3 Care and support in Schools						
Current payment	30 483	29 680	803	16 031	15 679	352
Transfers and subsidies	5 173 173	5 173 186	(13)	50	50	-
Payment for capital assets	320	296	24	159	149	10
Payments for financial assets	137	137	-	-	-	-
5.4 Grant Implementation, Monitoring and Reporting						
Current payments	2 160	2 086	74	17 613	17 124	489
Transfers and subsidies	554 352	510 018	44 334	5 424 307	5 403 571	20 736
Payment of capital assets	88	76	12	71	49	22
Payments for financial assets	-	-	-	-	-	-
Total	5 773 781	5 728 564	45 217	5 473 204	5 451 200	22 004

5. TRANSFER PAYMENTS

5.1 Transfer payments to public entities

Name of public entity	Services rendered by the public entity	Amount transferred to the public entity	Amount spent by the public entity	Achievements of the public entity
ELRC	The main functions of the council are to negotiate agreements on matters of mutual interest and to settle disputes between parties in the council.	-	-	<p>1. Dispute management services</p> <ul style="list-style-type: none"> • For the period under review, 456 cases were finalised. 29 of these were special disputes where the child was a victim or witness. • The council achieved a settlement rate of 96%. The target set for the financial period was 200 and ELRC managed to settle 192 disputes. • There was a noteworthy decrease in the number of cases carried over from previous financial years. Only 13 cases are carried over to the 2014/15 financial year, compared to the 184 cases carried over in the 2012/13 financial year. <p>2. Collective bargaining services</p> <p>The activities of importance during the period under review are as follows:</p> <ul style="list-style-type: none"> • The council monitored the implementation of Collective Agreement No. 1 of 2012 (Occupation Specific Dispensation for Education Therapists, Counsellors and Psychologists employed in Public Education). • The council monitored the implementation of Collective Agreement No. 8 of 2003 (IQMS) and Collective Agreement No. 3 of 2002 (Performance Management and Development Scheme for Office-Based Educators). • FETCBU Collective Agreement 5 of 2013 (Agreement on the Transfer of the Public Further Education and Training Colleges Lecturers from the Colleges to the DHET in terms of FET Colleges Amendment Act 3 of 2012 and Subject to Section 197 of the Labour Relations Act, 66 of 1995 as Amended) was ratified. • The following provincial collective agreements were ratified: <ul style="list-style-type: none"> o Eastern Cape Collective Agreement 1 of 2014: Permanent Appointment of Temporary Educators in Vacant Substantive Posts and Transfer of Serving Educators in Terms of Operational Requirements. o KwaZulu-Natal Collective Agreement No. 2 of 2014: Framework and guidelines for Implementation of Educator Incentives in KwaZulu-Natal. o Mpumalanga Collective Agreement No. 1 of 2014: Transfer of Serving Educators in terms of Operational Requirements and Permanent Appointment of Temporary Teachers in Vacant Substantive Posts.

Name of public entity	Services rendered by the public entity	Amount transferred to the public entity	Amount spent by the public entity	Achievements of the public entity
SACE	The core functions of SACE are the registration, promotion and professional development of educators, as well as setting, maintaining and protecting the ethical and professional standards of educators.	R7,3 million (CPTD grant)	R12,9 million	<ul style="list-style-type: none"> • Officially launched the CPTD system. • Developed the CPTD system mobilise (www.sace.cptd.gov.za). • Developed the CPTD system self-service walk-in centre in the SACE building. • Developed the online provider approval and PD activity endorsement system. • 1 600 office-based educators participated in the CPTD orientation sessions. • Signed up 27 502 principals and deputy principals with the support of the nine PEDs. • 182 approved providers and 663 endorsed professional development activities. • Recruited and capacitated 54 evaluators and 10 endorsement committee members. • Produced and distributed 10 000 copies of the SACE professional magazine. • Registration: A total of 25 341 new educators were registered, and updated 30 571 of those who were on the system provisionally. • Ethics: A total of 258 cases investigated in terms of ethics and workshops were conducted with 5 139 educators and students.
Umalusi	Umalusi is responsible for developing and maintaining a sub-framework of qualifications for general and FET: NQF levels 1 to 4.	R97 662 000	R94 706 910	<ul style="list-style-type: none"> • Developed and maintained a sub-framework of qualifications for General and Further Education and Training NQF levels 1-4. • Set and monitored standards for the qualifications on the sub-framework. • Accredited private providers of education and training and assessment, monitoring and reporting on public providers. • Umalusi quality assured and certificated 11 examinations and approved the results of the National Senior Certificate (NSC) and the Senior Certificate (being phased out by 2015). Umalusi also continued work on a year-on-year comparative analysis of the cognitive demand of NSC examinations papers and an exercise in post-exam analysis of learner responses was used to confirm standardisation decisions. • A number of research projects were undertaken and reported in 2013 as follows: <ul style="list-style-type: none"> o Towards a construct for assessing high level language ability in Grade 12 – completed March 2013 o Academic literacy at foundation phase level: An explanatory investigation – completed March 2013 • Umalusi continued with the immense task of quality assuring the Curriculum and Assessment Policy Statement (CAPS) on request of the Department. As part of the CAPS project, an evaluation of the subject Life Orientation (NSC and NCV) was undertaken, which will be completed later in 2014. • The assessment systems of the National Senior Certificate, the National Certificate Vocational and the GETC for adults were monitored for “state of readiness” and the quality of the assessments reported on in three separate reports. This included both the public and private assessment system.

5.2 Transfer payments to all organisations other than public entities

The table below reflects the transfer payments made for the period 1 April 2013 to 31 March 2014.

Name of transfers	Type of organisation	Purpose for which the funds were used	Did the Department comply with section 38(1)(j) of the PFMA	Amount transferred ('000)
National Student Financial Aid Scheme	Financial aid provider to students	Provides loans and bursaries and collects student loan repayments to replenish the funds available for future generations of students.	Yes	R893 867
Childline South Africa	Non-profit organisation	Works collectively to protect children from all forms of violence and to create a culture of children's rights in South Africa.	No	R50
National Education Collaboration Trust	Non-profit organisation	Strengthening partnerships among business, civil society, government and labour in order to achieve the education goals of the NDP.	Yes	R15 000
Guidance, Counselling and Youth Development Centre for Africa, Malawi		Capacity-building for member countries by providing guidance and counselling in youth developments services.	N/a	R107
Unesco	Established on the basis of humanity's moral and intellectual solidarity and building networks among nations that enable this kind of solidarity	Mobilising for education so that every child, boy or girl, has access to quality education as a fundamental human right and as a prerequisite for human development.	N/a	R14 956

6. CONDITIONAL GRANTS

6.1 Conditional grants and earmarked funds paid

Conditional grant: Technical Secondary School Recapitalisation

Department to whom the grant has been transferred	All provincial departments of education
Purpose of the grant	To recapitalise up to 200 technical schools to improve their capacity to contribute to skills development and training in the country.
Expected outputs of the grant	<ul style="list-style-type: none"> • 31 new workshops to be built to support the technical subject offerings. • 228 existing workshops refurbished, upgraded and re-designed to comply with safety laws and regulations and minimum industry standards. • Equipment bought, delivered and installed at 267 workshops. • 1 538 technical school teachers trained in practical skills of the subject content delivery.
Actual outputs achieved	<ul style="list-style-type: none"> • 22 of 67 (32%) new workshops built to support the technical subject offerings. • 107 of 200 (53%) existing workshops refurbished, upgraded and re-designed to comply with safety laws and regulations and minimum industry standards. • Equipment, machinery and tools bought, delivered and installed at 201 of 338 (59%) projected workshops. • 1 438 of 1 786 (81%) technical school teachers trained in subject content delivery and new practical teaching methodologies. <p>NB: It should be noted that the following provinces have not yet submitted their final targets achieved for the year: Free State, Northern Cape and Western Cape. Their performance outputs have not been included in the above report.</p>
Amount per amended DORA	R232 million
Amount transferred (R'000)	R197 million
Reasons if amount as per DORA not transferred	Funds to the value of R34,6 million for Eastern Cape (R12,6 million) and Limpopo (R21,9 million) were withheld due to late appointment of service providers for equipment, construction and refurbishment of workshops.
Amount spent by the PED (R'000)	R174 million
Reasons for the funds unspent by the PED	The total amount not spent is R62 million. Of the total unspent funds, R35 million was not paid on time and therefore accrued to the next financial period. This was due to delays in delivery, work-in-progress (WIP) and building retention values. R27 million was not committed due to poor supply chain administration and lack of timely planning.
Monitoring mechanism by the transferring department	Monthly and quarterly reporting, quarterly budget monitoring meetings, school visits and annual evaluation.

Conditional grant: National School Nutrition Programme

Department to whom the grant has been transferred	All provincial departments of education
Purpose of the grant	To provide nutritious meals to targeted learners.
Expected outputs of the grant	Nutritious meals served to learners.
Actual outputs achieved	Average of 8 441 521
Amount per amended DORA	R5 173 million
Amount transferred (R'000)	R5 173 million
Reasons if amount as per DORA not transferred	All funds transferred as per DORA.
Amount spent by the PED (R'000)	R5 208 million
Reasons for the funds unspent by the PED	Limpopo, Mpumalanga and the Western Cape under-spent on the grant due to delay in the submission of invoices by service providers. Limpopo's under-spending was further caused by non-feeding of learners during the third quarter of the financial year. Letters will be sent to the respective provincial heads about under-expenditure.
Monitoring mechanism by the transferring department	Monitoring visits to provinces, districts and schools, inter-provincial meetings, as well as narrative and financial reports.
Department to whom the grant has been transferred	All provincial departments of education

Conditional grant: HIV and AIDS Life Skills Programme

Department to whom the grant has been transferred	All provincial departments of education
Purpose of the grant	<ul style="list-style-type: none"> • To support South Africa's HIV prevention strategy by increasing sexual and reproductive health knowledge, skills and appropriate decision-making among learners and educators. • To mitigate the impact of HIV and TB by providing a caring, supportive and enabling environment for learners and educators. • To ensure the provision of a safe, rights-based environment in schools that is free of discrimination, stigma and any form of sexual harassment/abuse. • To reduce the vulnerability of children to HIV, TB and STIs, with a particular focus on orphaned and vulnerable children.

Expected outputs of the grant	<ul style="list-style-type: none"> • Master trainers trained on the integration of sexual and reproductive health (SRH) and TB programmes into the school curriculum. • Educators trained to implement SRH and TB programmes for learners to be able protect themselves from HIV and TB. • SMT and SGBs trained to develop school implementation plans focusing on keeping young people in school; ensuring that SRH and TB education is implemented for all learners in schools; and ensuring access to SRH and TB services. • Co-curricular activities on SRH and TB implemented in schools. • Care and support programmes implemented for learners and educators. • CAPS-compliant material, including material for learners with barriers to learning, printed and distributed to schools. • Advocacy and social mobilisation events hosted with learners, educators and school communities to review and change societal norms and values on SRH and TB, and to advocate for ISHPs, including HIV testing and improved understanding of the transformative nature of education.
Actual outputs achieved	<ul style="list-style-type: none"> • Advocacy: The target for the financial year was to reach 270 000 learners and educators through advocacy and social mobilisation activities. The reach of the programme was 199 583. In addition, the programme aimed to reach 257 000 school community members through social mobilisation activities. 229 415 parents and other key stakeholders were reached. • Training and development: The target for training Life Orientation educators was 18 500. 18 755 Life Orientation educators were reached. In addition, provinces targeted to train 8 880 other subject educators to integrate life skills in their respective subjects. 9 229 educators were trained. • Peer education: The target for establishment of functional peer education programmes was 83 570 learners. 68 771 learners were reached. Provinces targeted 113 748 learners through curriculum-based learner pregnancy and learner retention programmes. 79 415 learners were reached. In addition, the target for training of learners on prevention of drug and substance use was 50 655 learners. 43 423 learners were reached. Furthermore, 5 023 primary and secondary school educators were also trained to facilitate and mentor implementation of peer education programmes in schools. The reach of peer education programmes was under-achieved due to prioritisation of educator training in order to prepare learners for the implementation of the ISHP that targeted Grade 1, 4, 8 and 10 learners in quintile 1 and 2 schools. • Care and support: The target for training and establishment of SBSTs was 12 270. 14 707 educators and support staff were trained as SBSTs. With regard to training of SMTs to develop policy implementation plans and manage risk behaviour in schools, the target was 6 468 for this financial year. Provinces reached 11 189. The reach in this focal area was exceeded due to prioritisation of training activities in KwaZulu-Natal. The target for identification and referral of OVCs was reaching 163 047 learners through integrated service delivery days. 125 765 learners were reached. Under-achievement in this focal area is partly due to Limpopo not conducting these activities due to non-approval. • LTSMs: The target was to procure and distribute 450 000 sets of LTSM to 17 233 schools. Altogether, 519 613 sets of LTSM were distributed to 23 129 schools. As part of the LTSMs, provinces were advised to procure and distribute first-aid kits to schools. This was in accordance with the roll-out of the ISHP to quintile 1 and quintile 2 schools. The annual target was to procure and distribute 54 248 first-aid kits and refills to schools. The reach of this focal area was 54 317 during December 2013.
Amount per amended DORA	R214 million

Amount transferred (R'000)	R204 million
Reasons if amount as per DORA not transferred	Under-expenditure in KwaZulu-Natal province (the reasons are provided below).
Amount spent by the PED (R'000)	R171 million
Reasons for the funds unspent by the entity	<ul style="list-style-type: none"> • Late and non-approval of tender specifications in the Limpopo province to conduct training activities for educators. This was due to the Head of Administration who did not approve training to be held at commercial venues. At the same time, the province reported that non-commercial venues available in the province were not conducive to accommodate educators for training. In addition, non-commercial venues (mainly schools in Limpopo province), are schools, and educators had to be trained in-house due to the mostly rural nature, and there was irregular transport for educators to attend training. In addition, to and fro travel for educators to attend training would be too costly (hence the option to use commercial venues). • Delayed payment of invoices for activities that were conducted in KwaZulu-Natal had a negative impact on the spending of the grant. In addition, contracted service providers also delayed distribution of LTSMs and first-aid kits that were procured for schools. In this regard, there are first-aid kits that are yet to be distributed by the service provider. Payment can only be effected upon delivery of all goods procured. In light of the challenges cited above, the fourth tranche to KwaZulu-Natal province was withheld and the DBE requested rollover of the withheld tranche for the province to honour commitments in the 2014/15 financial year business plan.
Monitoring mechanism by the transferring department	Monitoring and support: The target for monitoring and support visits was to reach 12 800 schools. 12 310 schools were reached. In addition, 650 meetings with district officials were planned for the financial year. Provinces held 642 meetings. This number includes monitoring of schools for the annual performance evaluation that will be undertaken during April/May 2014.

Conditional grant: Dinaledi Schools

Department to whom the grant has been transferred	All provincial departments of education
Purpose of the grant	<ul style="list-style-type: none"> • To improve the quality of learner performance in Mathematics, Physical Science, Life Science and EFAL, in line with the Action Plan to 2014. • To improve the content knowledge, pedagogies and didactic skills of Mathematics, Physical Science and Life Science teachers.
Expected outputs of the grant	<p>Based on a needs analysis at each Dinaledi school, the following needs were observed:</p> <ul style="list-style-type: none"> • apparatus and consumables to schools that lack a functional sciences laboratory and assist schools with the acquisition of an appropriate, dedicated physical structure where needed; • geometry sets and calculators; • ICT hardware, software, Internet connectivity and a dedicated physical structure; • access to appropriate educational television broadcasts, including but not limited to the provision of TV sets, decoders and receiving dishes; • content, didactic and pedagogic programmes to improve teacher effectiveness in Mathematics, Physical Science, Life Science and English FAL; • management training and/or mentoring of principals and SMTs; • co-curricular, additional preparation of Grade 8 to 11 learners for participation in Olympiads and increased access to science clubs, science fairs and competitions; • clearly defined incentives for learners, teachers and/or schools that achieve or exceed agreed upon performance targets.
Actual outputs achieved	All outputs were executed according to provincial needs. Due to different needs in different provinces, outputs addressed differ from province to province. Nevertheless, all outputs were achieved nationally.
Amount per amended DORA	R109 million
Amount transferred (R'000)	R109 million
Reasons if amount as per DORA not transferred	N/a
Amount spent by the PED (R'000)	R104 million
Reasons for the funds unspent by the PED	The Limpopo Provincial Administrator advised acting Director-General Lesufi on 22 April 2014 in a teleconference that the unspent funds were due to the tenders for ICT equipment not being advertised timeously.
Monitoring mechanism by the transferring department	On-site monitoring of provincial head offices and schools was conducted.

Conditional grant: Education Infrastructure

Department to whom the grant has been transferred	All nine provinces
Purpose of the grant	The purpose of the grant is to help accelerate construction, maintenance, upgrading and rehabilitation of new and existing infrastructure in education, enhance capacity to deliver infrastructure, and address damage to infrastructure caused by natural disasters.
Expected outputs of the grant	<ul style="list-style-type: none"> • New schools and additional libraries and laboratories constructed. • Existing school infrastructure upgraded and rehabilitated. • New and existing schools maintained. • Number of work opportunities created.
Actual outputs achieved	In the 2013/14 financial year, a total of 3 764 teachings spaces, 3 284 administrative spaces, 1 122 maintenance or upgrade projects, 534 water, 786 sanitation, 141 electricity, 238 fencing and 47 sports facilities services were provided. The sector has provided a total of 98 new and replacement schools in respective provinces.
Amount per amended DORA	R6 643 million
Amount transferred (R'000)	R6 643 million
Reasons if amount as per DORA not transferred	N/a
Amount spent by the PED (R'000)	R6 928 million
Reasons for the funds unspent by the PED	<p>The following were identified as challenges regarding provision of infrastructure in the programme:</p> <ul style="list-style-type: none"> • Although the implementation of the capacitation process has begun, not all PEDs have recruited and appointed the necessary identified skills for effective infrastructure delivery. • Provinces not confirming to prescribed infrastructure planning approaches. • inadequate maintenance planning and implementation.
Monitoring mechanism by the transferring department	Monitoring visits after every two quarters of the financial year. Deployment of ASIDI provincial coordinators to do site inspections on selected projects.

Conditional grant: School Infrastructure Backlogs

Department to whom the grant has been transferred	DBE
Purpose of the grant	<ul style="list-style-type: none"> • Eradication of all inappropriate schools infrastructure. • Provision of water, sanitation and electricity to schools.
Expected outputs of the grant	<ul style="list-style-type: none"> • Eradication and replacement of 496 entire inappropriate schools and provision of related school furniture. • 1 257 schools provided with water. • 868 schools provided with sanitation. • 878 schools provided with electricity.
Actual outputs achieved	57 inappropriate schools have been eradicated. An additional 187 inappropriate schools are at various stages of implementation. 216 have been provided with sanitation, 248 provided with water and 220 electrified. An additional 648 water, 276 sanitation and 297 electrification projects are at various stages of implementation.
Amount per amended DORA	R1 956 million
Amount transferred (R'000)	R1 956 million
Reasons if amount as per DORA not transferred	N/a
Amount spent by the PED (R'000)	R1 370 million
Reasons for the funds unspent by the PED	Delays in procurement by implementing agents of both professional service providers and contractors delayed the start of construction activities. A number of contracts with contractors had to be terminated due to poor performance.
Monitoring mechanism by the transferring department	Monthly progress meetings with implementing agents and site visits are conducted on a regular basis. Progress reports are received and reviewed on a monthly basis.

6.6 Earmarked funds received

The DBE receives earmarked funds for:

- the Kha Ri Gude mass literacy programme;
- the IQMS;
- the NEEDU;
- workbooks;
- Annual National Assessment;
- the National Schools Nutrition Programme; and
- the School Infrastructure Backlogs indirect grant.

The above funds were structured as part of Vote 15.

7. DONOR FUNDS RECEIVED

Name of donor	European Union donor funding for the Primary Education Sector Policy Support Programme.
Full amount of the funding	€122,68 million (Euro)
Period of the commitment	2010-2015
Purpose of the funding	<p>The purpose is to strengthen fundamental elements of the General Education and Training band in order to ensure quality basic education for all learners. The emphasis of the PrimEd Sector Budget Support is to support initiatives that demonstrate:</p> <ul style="list-style-type: none"> • innovative approaches; • pioneers new approaches; • creates an enabling environment for development; and • skills transfer. <p>The Department has chosen to concentrate its efforts on the following projects in accordance with government priorities and the Minister's agreement:</p> <ul style="list-style-type: none"> • implementation of CAPS; • ECD with an emphasis on Grade R; • the provision of high-quality workbooks and textbooks to all learners; • teacher recruitment, support and development; and • providing regular and credible data on school performance and learner attainment.
Expected outputs	<ul style="list-style-type: none"> • Ensure access to Grade R. • Improving literacy, numeracy/mathematics and language outcomes. • Improving performance in international comparative studies. • Provision of high-quality LTMSs to teachers and learners. • Improved initial teacher education in order to ensure properly qualified teachers in the primary school sector.
Actual outputs achieved	<ul style="list-style-type: none"> • According to the Annual Household Survey 83% of children are enrolled in Grade R. • The implementation of the NCSs has been phased in. The final orientation for Grades 7-9 and 12 has taken place in 2013 with implementation of the NCS commencing in January 2014. • Provision of NST and Maths workbooks and textbook completed for Grades 4-6, 7-9 and Grade 12. • Provision of workbooks for Grades R-9 in Numeracy, Literacy and Life Skills. • The number of universities involved in Foundation Phase teacher education has grown from 13 to 21 universities. The headcount enrolments in initial teacher education Foundation Phase programmes has grown from 10 073 students in 2009 to 12 468 in 2011, a 27% increase. • Over 7,2million learners in public schools in Grades 1 to 6 and 9 participated in ANA during 2013/14 financial year.

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Amount received in current period (R'000)	R375 million (drawings)
Amount spent by the department (R'000)	R371 million
Reasons for the funds unspent	<ul style="list-style-type: none"> • Lack of service providers and expertise for the services required for multi-grade and special schools LTSMs. • Slow procurement processes. • Delay in transfer payment processes, especially bursaries and internships for DHET.
Monitoring mechanism by the donor	<p>Conditions of the financing agreement includes:</p> <ul style="list-style-type: none"> • establishment of monitoring and technical committees; • regular reporting on project progress; and • adherence to financial governance. <p>To this end the Department has complied with the:</p> <ul style="list-style-type: none"> • establishment of a monitoring committee that meets on a quarterly basis; • establishment of a technical committee of project managers that meets on a monthly basis; and • compilation of quarterly project reports on project progress and financial expenditure that are prepared for scrutiny by the National Treasury.

8. CAPITAL INVESTMENT

8.1 Capital investment, maintenance and asset management plan

Progress made on implementing the capital, investment and asset management plan

- The head office accommodation is currently being maintained as part of a PPP where the private party is responsible for maintenance, cleaning, security, building and accommodation risks for the duration of the contract period. The Department is responsible for an agreed monthly unitary fee that is escalated yearly based on CPI.
- Progress on implementation of ASIDI: 57 inappropriate schools have been eradicated. An additional 187 inappropriate schools are at various stages of implementation. 216 were provided with sanitation, 248 with water and 220 were electrified. An additional 648 water, 276 sanitation and 297 electrification projects are at various stages of implementation.

Infrastructure projects that have been completed in the current year and the progress in comparison to what was planned (provide reasons for material 2% variances)

- PPP: None.
- Since ASIDI inception, 57 inappropriate schools have been eradicated, 216 provided with sanitation, 248 provided with water and 220 electrified. Delays in procurement by implementing agents of both professional service providers and contractors have an ongoing effect on the ability to start construction activities as planned. An ongoing poor performance by contractors give rise to terminations of contracts and this further delays the completion of projects.

Plans to close down or downgrade any current facilities

- PPP: None.
- Not applicable to ASIDI (PEDs are responsible for this function).

Progress made on the maintenance of infrastructure

- PPP: The head office accommodation is being maintained as per the PPP contract.
- Not applicable to ASIDI (PEDs are responsible for this function).

Developments relating to the above that are expected to impact on the Department's current expenditure

- PPP: None.
- Not applicable to ASIDI.

Details as to how asset holdings have changed over the period under review, including information on disposals, scrapping and loss due to theft

- PPP: None.
- Asset management: The losses written off due to theft amounts to R150 216,96 and no scrapping or disposals were recorded for the year 2013/14.

- ASIDI transfers assets to responsible custodians on completion; therefore custodians are responsible for this function.

Measures taken to ensure that the Department's asset register remained up-to-date during the period under review

- PPP: None.
- Asset management: The ordering, receiving and distribution of assets are done by Asset Management and the asset register is continuously updated. The annual stock count is also conducted at least once a year, which ensures that any discrepancies are identified and corrected.
- ASIDI implements PED assets; therefore they are responsible for this function.

The current state of the Department's capital assets, for example what percentage is in good, fair or bad condition

- PPP: Building is still in a very good condition.
- Asset management: Most departmental assets are in good conditions as they are under a PPP contract.
- Not applicable to ASIDI.

Major maintenance projects that have been undertaken during the period under review

- PPP: As per the PPP contract.
- Not applicable to ASIDI.

Infrastructure projects that are currently in progress (list projects) and when are they expected to be completed

- PPP: None.
- ASIDI: Below is a list of schools where progress on construction has been more than 25%.

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Project name	National EMIS number
Abantungwa High	500100233
Abathwa P	500100307
Areitsoseng Pre-Primary	800031955
Balura PS	200200032
Banjana	500105524
Beechamwood JS School	200300015
Bengu JSS	200300020
Bhekimkhonto	500325156
Blair Helen PS	200200048
Blyths wood JSS	200300023
Bomvini SP School	200401265
Bongaspoort JP	500111000
Boundary Hill PS	200100084
Brakslout	500112110
Broodspruit	500112517
Buhlebuyeza Primary School	500340548
Cefane PS	200200079
Centane JSS	200800965
Cezwana	500115773
Clifton Farm School	200600105
Dabulamanzi SPS	200600124
Dalton P	500119547
Delta PS	105310646
Die Duine PS	105490490
Dingimbiza JP	500307988
Dinwayo JSS	200500130
Dithamaga Primary	996606602
Ditshipeng Itermediate School	300100316
Dondashe High School (Replacement:Ncalukeni SP School)	200300071
Dumba JSS	200400142
Ebusingatha P	500126503
Egujini	500127502
Ehlane P	500127576
Ekhombela	500128020
Ekuphumleni JSS	200500166
Ekuveleni	500129204

Project name	National EMIS number
Elandsburg Primary	500129574
Elias Masango	996603302
Elinus PS	200600165
Emachunwini Primary (Msinga)	500130129
Emakhabeleni P	500130758
Emjalisweni P	500132904
Empa Zamani Pre-Primary	200800618
Engudumeni Primary (Umvoti)	500136678
Enhlanhleni Primary	500414622
Enkelabantwana P	500137566
Esidwadweni JSS	200600187
Esiqwaqweni	500141377
Esokheni High School	500141636
Etaleni SPS	200500220
Exhibeni JPS	200400178
Ezamakhanya Primary	500414548
Ezinhlabeni	500316572
Feni Combined PS	200200174
Fort Grey PS	200200184
Frankland CP	500145484
Fudumele SPS	200400185
Fundulwazi SP	500146002
Gabazi JSS	200400189
Gamelihle P	500146927
Gasela HS (Replacement: Imigudu)	200200196
Gazini	500147408
Gcina JS School	200300107
Glen Red Primary	300100441
Glenhope Farm School	200401267
Glenrust P	500149850
Gojela JS School	200300113
Gourton Bridge P	500151219
Gumzana JSS	200500278
Gura JSS	200400246
Gwentesheshe JPS	200400252
Haig P	500153106
Hako JPS	200400258

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Project name	National EMIS number
Haladu Primary School	500153143
Hawston PS	115330191
Heideveld PS	105480428
Heukile sp school	200600250
Hlengiwe S	500156954
Hlokomile JSS	200300138
Hobeni JSS	200400271
Hobeni JSS	200400271
Impande	500161098
Implementing Agent Fees (IDT 2013)	
Indulwana P	500162874
Inkosentsha P	500164946
Ithuteng Commercial	600100567
JM Bolotini SPS	200300152
Jabulisani P	500311059
Jalamba SSS	200400280
Jongilanga H School	200200294
Jongilizwe SSS	200400293
Julius Mbalo JSS	200600314
Julukani	500314611
Kaltom JS School	200300177
Kasselsvlei PS	101320544
Kegomoditswe High	300100646
Kensington SS	103323810
Kgaphola Matlala Secondary	924651491
Khalanyoni P	500172864
Khandalesizwe JS	500173160
Khukhulela P	500174936
Khulanjalo P	500175158
Kilkeel Primary School	500175787
Knoopan	500176749
Knysna SS	119353019
Kongolana	500177119
Kosana SPS	200300640
Krazukile High School	200300189
Kulo-mbombo SP School	200300191
Kwabamba	500309764

Project name	National EMIS number
Kwamagidela Secondary S	500180264
Kwamshudu	500181744
Kwapitela P	500312798
Kwezi JSS	200600357
Labour Primary School	500184667
Laleni JPS	200500393
Lembe P	500185777
Lobamba Junior Secondary	925660327
Lower Bufumba SPS	200400369
Lower Ndakana JSS	200300228
Lower Tsojana JS School	200300235
Ludaka	500188219
Lufefe JSS	200600389
Lugongqozo JSS	200401236
Lumkwana JSS	200401327
Lusasa PS	200200384
Luthando H	500189070
Lutzborg Primary	300043218
Mabhedla Primary	925660341
Macala	500190402
Macibe (Replacement: Qombolo SSS)	200300258
Magakantshe Primary School	996602404
Magodla JS School	200300265
Magodla JS School	200300265
Magodla JSS	200300265
Magubulundu	500192585
Mahedi JSS	200600417
Mahlatini JSS	200300267
Mahliwane JSS	200300269
Makapanstad Primary	600101020
Mamfene	500195767
Manczana PS	200200410
Mandlakaphenli JPS (Replacement: Calderwood PS)	200200411
Mandleni Primary School	500196359
Mankenke	500310023
Mankopodi Primary	925610551

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Project name	National EMIS number
Manqilo SPS	200500569
Manyonyo Primary School	500312576
Maphinda Secondary School	500198357
Maqoma PS	200100910
Maqoma PS (Replacement: Post Ritief PS)	200100910
Maqwatini PJ school	200600439
Masizakhe HS	200100500
Masizakhe JPS	200600451
Mathukulu School	500325783
Matolweni JSS	200300296
Mawonga SP School	200500604
Mayekiso JSS	200300712
Mayibenye JS School	200400519
Mbambalala PS	500203574
Mbeni P	500204203
Mboleni JSS	200400538
Mdabukweni JSS	200400558
Mdeni PS	200100505
Mdeni PS	200100505
Melitafa JSS	200400757
Mfihlelwane Primary School	500208606
Mgidla H	500209457
Mgoqozi P	500209605
Mgungundlovu JP School	200400487
Mgwebi JS School	200300330
Mhlabeni SPS	200300335
Mhlahlane JSS	200300337
Mhlana SPS	200400596
Middle Qutsa PS School	200300341
miller JSS	200400601
Mirrlees JS School	200300344
Mirrlees JS School	200300344
Mkhambeni sps	200400607
Mkhaya	500211714
Mkululi PJS	200600492
Mkunyazo senior primary school	200600494

Project name	National EMIS number
Mlambondaba SPS	200500703
Mlinganiswa P	500212713
Mloli	500212824
Mnafu JP	500213157
Mncunubeni JSS	200600496
Mndwaka JSS	200400620
Mngqaba PS	200200489
Mntonjani S	500213749
Mnyayiza	500214193
Modise Kanono Inter	600101267
Mogoditshane Primary	600101290
Mokgubi Secondary	924641821
Molehabangwe Inter	600101338
Mpantaka SPS	200400639
Mpendulo Primary School	200200498
Mphumaze JPS	200401359
Mpoki primary school	200600513
Mpumalanga Combined School	200300369
Mpumaze	500217486
Mputi JS School	200300372
Mqhokweni JPS	200501448
Mtengwane SSS	200400671
Mthawenga P	500219003
Mthuli SS	500324157
Mthwa JSS	200300386
Mtimbini SP School	200600525
Mtingwevu js school	200600526
MTM PROFESSIONAL FEES	
Mtshazi SP School	200300856
Mtsotso JSS	200400680
Muntuyedwa LP	500307211
Mvuyo LP	500221630
Mxaka SP School	200300856
Mxolisi Public School	200200518
Mzamomhle JP School	200300401
Mzimkulu JS School	200300404
Mziwefundo JS School	200200526

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Project name	National EMIS number
Mziwethu High School	500222407
Mziwoxolo JP School	200501354
Mzoboshe SPS	200400697
Naidoo Memorial P	500222888
Ndatshana Primary School	500224627
Ndimakude JS School	200407320
Ngqakaqeni JSS	200400752
Ngubeszwe JSS	200400771
Ngunjini P	500229030
Ngwane High School	500229178
Ngwemnyama JSS	200400776
Ngwevu PS	200100570
Ngweyesizwe JPS (Replacement: Eluxolweni JPS)	200300450
NGXOLA P	500229437
Nkanti SPS	200400791
Nkgomeleng Senior Secondary	925631206
Nkonzweni P	500232471
Nkosinathi PS	200200979
Nkotwane Secondary	925661023
Nkukhu LP	500232878
Nkwalini JPS	200400801
Nobandla senior primary school	200600591
Nobubele JPS	200401373
No-Holland SPS	200300464
Nokatshile JSS	200500922
Nokhanyo JP School	200300471
Nolusapho SPS	200300474
Nompucuko PS	200600604
Nomzamo Madikizela Mandela P	200100929
Nonceba SPS	200300486
Nonesi SPS	200600612
Nowisile PJS	200600626
Noxolo SPS	200400838
Nozala PJS	200600628
Nquthu JSS	200300509
Nsonyane	500337514

Project name	National EMIS number
Nsukazi	500238465
Ntombiyodumo Primary School	500446997
Ntsasa PS	200200655
Ntshangase P	500240426
Ntsheleni SPS	200500976
Ntsinga SPS	200400877
Ntsonyana SPS	200400880
Nyeny Primary	996606525
Oakdene PS	200200672
Okhalweni P	500243312
Okhulana Primary School	500303696
Oppermanskraal PUBLIC P	500244385
Pakamile SP School	200300534
Pakamisa JSS	200400915
Parkview PS	132470414
Pele-Pele SPS	200501011
Petergate P	500247160
Phakamani	500310763
Phakamani JSS	200600997
Phandulwazi JP School	200501430
Phathakahle Primary School	500247900
Phezu kwewilo JSS	200401263
Philani Primary School	500248714
Philemon js school	200601140
Phillip Mtywaku SS	200200690
Phutlo Secondary	923261096
Phuzukubona Publics	500337736
Pietersrus PS	200600674
Portia PS	105480630
Pumlani SPS	200300541
Qalindlela Primary School	500291671
Qandu JSS	200400938
Qulashe Combined	500254301
Qungebe SPS	200501053
Qunu JSS	200400959
Qwempe JSS	200600701
Ramaifala Primary	600101719

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Project name	National EMIS number
Ramogosetsi Magana Secondary	996606718
Ratang Primary School	500254856
Relebogile Primary	600101824
Reve JSS	200300556
Rietspruit SPS	200600712
Sajini JSS (Replacement: Dumezweni)	200300558
Sangqula CP	500258297
Sebastopol P	500259888
Sejadipudi Primary	925630289
Sekhukhumele Secondary	918510941
Sempapa Middle	600101954
Senzeleni	500337440
Senzosabasha S	500260443
Shengeza	500261849
Shiyane High School	500262182
Sholora JS School	200400991
Sholora JSS	200400991
Sidakeni SPS	200600740
Sigidi SPS	200501359
Sijadu JPS	200501103
Silatsha PS	200200766
Simanganyawo Primary School	500265993
Siminza H	500266067
Siseko JSS	200300571
Sitoromo JSS	200600754
Siyabonga SSS (Replacement: Gqibibongo SSS)	200200790
Siyanda Secondary School	500339808
Somagunya SSS	200401291
Somana JSS	200300580
Somelulwazi P	500273023
Sompondo PS (Replacement: Ikamvelihle JSS)	200200803
Sonwabile Primary School	200200805
Sophumelela JPS	200201038
Sophumelela SS	106007098
Southfield Primary School	500274207
St augustines junior secondary school	200600784

Project name	National EMIS number
ST Peters JSS	200501166
Stoffelton P	500278129
Sunduza JSS	200600808
Tadcaster Intermediate School	300122216
Tandanani SSS	200401041
Tembeni SPS	200600825
Tembeni SPS	200401047
Thabo Ya Batho Middle	600102078
Thembekile Primary School	500281607
Thembunyawo Secondary School	500323306
Thiyasizwe Primary School	500281977
Tirelo Primary	600102141
Tiwane senior primary school	200600846
Tlokweng Primary School	500284086
TMT_ Professional fees	
Topline Primary	300043227
Tsabo PS	200200853
Tshongwe	500285307
Tshoniswa SPS	200501235
Tsitsikama Primary School	200600856
Tyali High School (Replacement: Dabulamanzi JS School)	200300614
Tyume L/HP School	200200867
Uitkyk JSS	200600863
Umlamli SPS	200600866
Upper Cegcuwana JSS	200300619
Upper Culunca JSS	200401093
Upper Ngonyama JSS	200600877
Upper Tobotshana JSS	200400332
VS Zulu Primary	500414511
Valhalla PS	102480851
Vukasizwe Primary	300022308
Walter Cingo SSS	200501290
Waterfalls PS	200200897
Wesfleur PS	132470600
Willemsvallei PS	133470619
Xuba JSS	200401154

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Project name	National EMIS number
Yange JPS	200501300
Zamokwakhe Secondary	500299034
Zamukulungisa SPS	200401164
Zanemvula JSS	200401171
Zanewonga SS School	200300677
Zanewonga SSS	200300677
Zanewonga SSS (Replacement: Nyukile JS School)	200300677
Zibambeke	500411070
Zibute PJS	200401184
Zikwaba PS	200200941
Zingxengele JSS	200600949
Zizamele PS	200501332
Zizamele SPS	200600951
Zwelandile SSS	200601045
Zwelebango SPS	200401206
Zwelisile SPS	200501347

Progress made in addressing the maintenance backlog during the period under review, for example, has the backlog grown or become smaller? Is the rate of progress according to plan? If not why not, and what measures were taken to keep on track

- PPP: No backlog exists.
- Not applicable to ASIDI.

Infrastructure projects	2013/2014			2012/2013		
	Final appropriation	Actual expenditure	(Over)/under expenditure	Final appropriation	Actual expenditure	(Over)/under expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
New and replacement assets	-	-	-	-	-	-
Existing infrastructure assets	-	-	-	-	-	-
Upgrades and additions	-	-	-	-	-	-
Rehabilitation, renovations and refurbishments	-	-	-	-	-	-
Maintenance and repairs	-	-	-	-	-	-
Infrastructure transfer	-	-	-	-	-	-
Current	-	-	-	-	-	-
Capital	-	-	-	-	-	-
Total	-	-	-	-	-	-

PART C: GOVERNANCE

1. INTRODUCTION

The corporate governance frameworks/procedures below form the main pillars of the Department's corporate governance arrangements, which are based on legislation, as well as best practices:

2. RISK MANAGEMENT

The Department views enterprise risk management as imperative for successful delivery of its mandate and its obligation to deliver value to stakeholders. The Department further recognises that identifying, understanding and managing risk in an enterprise-wide context will ensure accountability and sustainability, and that the management of enterprise risk will compel the Department to address negative events in a proactive and timely manner, while exploiting the possible opportunities posed by certain future uncertainties. The Department executes enterprise risk management with the full support of the Director-General, Deputy Directors-General, senior management and all subsequent levels of management, in order to manage any uncertainties or risks that may affect the achievement of its objectives. A fraud-prevention plan was approved by the Accounting Officer. This is facilitated through continuous enterprise risk management processes (e.g. awareness sessions, risk assessments and follow-ups), as well as the definition of clear risk management roles and responsibilities.

The Department views the value-added services of the oversight role of the Risk Management Committee as vital for ensuring the quality, integrity and reliability of its risk management processes and risk responses. The table below indicates the members of the RMC and the number of meetings attended.

No	Name of member	Date appointed	Position	Number of meetings attended
1.	Mr Froneman	15/10/ 2012	Chairperson	2
2.	Mr S Padayachee	26/01/2012	Member	0
3.	Mr T Kojana	26/01/2012	Member	0
4.	Ms M Samuels	26/01/2012	Member	2
5.	Ms N Molalekoa	26/01/2012	Member	2

3. FRAUD AND CORRUPTION

The Department monitored the successful implementation of the approved fraud-prevention plan. The whistle-blowing policy was approved and communicated to officials. Employees are encouraged to make use of the national anti-corruption hotline to report fraud cases. Cases reported via the hotline or internally are dealt with by way of investigation processes according to forensic procedures. These cases are discussed extensively at the Risk and Audit Committee meetings, who play an oversight role.

4. MINIMISING CONFLICT OF INTEREST

The Department ensures the following management processes are implemented to minimise conflicts of interest:

- All senior managers are required to complete a *Declaration of Interest* form on appointment.
- All members of the Departmental Bid Evaluation and Bid Adjudication Committees are required to complete a *Declaration of Interest* form prior to adjudication and evaluation of each bid/tender.

5. CODE OF CONDUCT

The DBE subscribes to the Public Service Code of Conduct.

6. HEALTH, SAFETY AND ENVIRONMENTAL ISSUES

The health, safety and environmental issues form part of the PPP agreement with a private party.

7. PORTFOLIO COMMITTEES

The matters below were raised and addressed by the DBE.

Date of meeting	Committee	Topic for discussion	Matters raised by the Portfolio and Select Committees	How did the Department address the matters raised
13 March 2013	PC on Women, Children and People with Disabilities	UN's Country Report on the Convention of the Rights of the Child	What were the statistics of children with disability out of school and statistics of those attending school? How does the DBE treat children of refugees?	One of the main objectives of the 2013 "Year of Inclusion" advocacy campaign was to locate all out-of-school children with disabilities and to identify those learners in schools who needed support. The DBE complies with section 10 of the Constitution, International Convention on the Rights of the Child, article 28(1) of 1989, Geneva Convention of 1951, and Protocol Relating to the Status of Refugees, article 22(1) of 1967.
28 May 2013	PC on Basic Education	Progress Report on Teacher Vacancies/ Progress Report on Procurement and Delivery of LTSMs	The quality of teacher training and development programmes received by teachers was a cause for concern. The publishing and distribution of textbooks was not the core business of the Department; why was the Department accepting this responsibility?	The DBE had entered into a host of collaborations to promote teacher education and development. Due to delays in delivery of textbooks and the high cost of purchasing from publishers, government is convinced that it would save costs and provide quality.
4 June 2013	PC on Basic Education	2012/13 Quarter 4 Report	The Department was requested to give a summary of its objections to amend the draft Norms and Standards on Infrastructure.	The Department was not objecting, but in fact the process for comments had been closed and Nedlac engagements were completed.
11 June 2013	PC on Basic Education	Preparations and progress for introduction of African languages policy in schools	Did the Department make the necessary budgeting for the implementation of the policy?	The Department has put in a bid for EU funds to ensure that the financial imperatives of the IIAL are met.
18 June 2013	PC on Basic Education	Briefing on ECD	Who was responsible for what in respect of ECD between the DBE and the DSD?	From birth to four years of age was the responsibility of the DSD, while the DBE assisted with stimulation programmes and training; from Grade R it became the responsibility of the DBE fully.
20 August 2013	PC on Basic Education	E-education	How sustainable were the connectivity programmes and plans? What happens when private-sector contracts comes to an end?	The reality in the country was that the ICT space was in the domain of the private sector. The challenge is not with the service providers being private sector but with keeping up with the pace of IT developments.
11 Sept 2013	SC on Education and Recreation	Progress made under section 100(1)(b) with regard to intervention in Limpopo and Eastern Cape	Was there any plan to ensure that there is improvement in the quality of education, specifically in the Eastern Cape?	Key intervention are in place for areas identified like distribution of textbooks and workbooks, implementation of the NSNP, building new schools to meet demand, and establishing systems and operations relating to planning and accountability, budgeting and financial management, supply chain management and HR capacity.

Date of meeting	Committee	Topic for discussion	Matters raised by the Portfolio and Select Committees	How did the Department address the matters raised
9 October 2013	PC on Basic Education	2012/13 Annual Report briefing	Members welcomed improvement in the management of finances in provinces, most notably the Eastern Cape, which progressed from a disclaimer to a qualified audit opinion.	The DBE is committed to continue rendering support and monitoring matters of planning and accountability, budgeting and financial management, supply chain management and HR capacity.
11 October 2013	PC on Basic Education	2013/14 Quarter 1 Report	Members raised concerns over teachers leaving the profession at an alarming rate.	The Funza Lushaka bursary scheme is a drive to encourage young people to take up teaching as a career.
29 October 2013	PC on Basic Education	Printing, publishing and procurement processes of the LTSMs	Members were concerned that the current retrieval policies of textbooks in provinces were not very successful. There was a need for the Department to develop the necessary punitive measures, as well as incentives for adherence to retrieval policies. That was costing the State millions.	The DBE welcomed the suggestion; however, in the interim, the DBE had issued circular S12 of 2013 on retrieval of textbooks issued to learners.
18 Feb 2014	PC on Basic Education	2013 ANA and NSC results	The quality of SBAs was questioned.	Subject advisors were going to prioritise SBAs, as per CAPS regulations, while the teaching development component will target SBAs as an area of priority.
18 Feb 2014	Standing Committee on Appropriations	Progress report on ASIDI programme	ASIDI is an excellent project; however, the National Treasury (NT) had allocated money to ASIDI for a period of three years, and wondered what processes the DBE had put in place with NT to ensure that the money was secure (because the pace of spending and delivery on the programme was very low).	Though the Department was running behind schedule in relation to its initial projections, there has been more progress lately than when compared to 2013. NT also made interventions in the Development Bank of South Africa (DBSA) to strengthen its capacity.
19 Feb 2014	SC on Education and Recreation	2013 Grade 12 results	The value of Life Orientation to the Grade 12 qualification was obscured by its non-examinable status.	To improve on quality, LO had a common task that had been running for the previous two years, and constituted about 20% of the final mark. That task was set by a panel at the DBE and was centrally marked.
19 Feb 2014	PC on Public Service and Administration	Access of children with disabilities to schools	There is low funding for the programme and weak advocacy of the work done.	The DBE has been putting bids to the NT for the expansion of inclusive education. Local radio stations across provinces, broadcasting in the language of their communities, were being used to advocate inclusivity. This advocacy has also called for the mobilisation of parent communities to bring children with disabilities to access education.
26 Feb 2014	SC on Education and Recreation	Schools health and safety programmes	The committee commended that school health and safety programmes are good and well run programmes, but needed more funding for greater expansion.	

8. SCOPA RESOLUTIONS

None.

9. PRIOR MODIFICATIONS TO AUDIT REPORTS

The Accounting Officer developed an action plan for findings raised by the AGSA. These findings were followed up by the Internal Audit Unit and reported to management. Follow-up audits are performed for both internal and external audit reports.

Nature of qualification, disclaimer, adverse opinion and matters of non-compliance	Financial year in which it first arose	Progress made in clearing/resolving the matter
Disclaimer in predetermined objectives	2011	Decrease in the number of findings raised by the AGSA
Non-compliance with Laws and Regulations	2011	Action plan developed

10. INTERNAL CONTROL UNIT

11. INTERNAL AUDIT AND AUDIT COMMITTEES

The Internal Audit Directorate was not adequately resourced and skilled to perform audits in accordance with the approved coverage plan. The Internal Audit Directorate failed to complete the approved coverage plan due to the above limitations. The plan was based on high-risk areas experienced by the Department and requests by management where staff experienced difficulty in executing these difficult/complex audits in order to add value to the mandate. A Chief Audit Executive (Director-level) was appointed in July 2013 to provide leadership and guidance to the Internal Audit Unit. The Internal Audit Directorate performs in accordance with an approved Internal Audit Charter. The purpose of the Internal Audit Directorate is to provide an independent, objective assurance and advisory service designed to add value and improve the Department's operations. The Internal Audit Directorate performed its functions in accordance with the newly developed internal audit methodology and aligned to the Institute of Internal Audit Standards as required by the PFMA. The Audit Committee functions in accordance with an approved Audit Committee Charter. The purpose of the Audit Committee is to play an oversight on the functionality of the Internal Audit Directorate and assist the Accounting Officer in the effective execution of his responsibilities relating to risk, control and governance. The Audit Committee comprises of five members (three external and two internal) and one ex-officio member (Director-General).

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The table below discloses relevant information on the Audit Committee members.

Name	Qualifications	Internal or external	If internal, position in the Department	Date appointed	Date resigned	No. of meetings attended
Mr PB Soobrayan	N/A	Ex-officio member	Director-General	N/a	N/a	2
Mr S Sithole	BCOM B.Accounting Post Graduate Diploma in Business Management	Chairperson	N/a	19 May 2010, contract renewed on 28 May 2013	N/a	5
Mr Froneman	National Diploma in Finance	External member	N/a	19 May 2010, contract renewed on 28 May 2013	N/a	5
Ms Kleynhans	N Dip (Cost Accounting); BA (Psychology and Criminology); B Compt; M Com (Computer Auditing)	External member		14 November 2013	N/a	2
Mr Mpanza	Senior Teachers Diploma, BPaed Degree, BA Honours in Economics and MBA	Internal member	Chief Director	2012	N/a	4
Ms Modise	BCom (Hons) in financial management	Internal member	Director		N/a	5

12. AUDIT COMMITTEE REPORT

We are pleased to present our report for the financial year ended 31 March 2014.

Audit Committee Responsibility

The Audit Committee complied with its responsibilities in accordance with Section 38

(1) (a) (ii) of the Public Finance Management Act and Treasury Regulation 3.1.13. The Audit Committee discharged its functions in accordance with an approved Audit Committee Charter.

The Effectiveness of Internal Control

In accordance with the PFMA, the Internal Audit Directorate provides the Audit Committee and Management with assurance that the Department's internal controls are appropriate and effective. This is achieved by means of the Department's risk management process, as well as the identification of corrective actions and suggested enhancements to the controls and processes.

Our review of the findings of the Internal Audit work, which was based on the risk assessments conducted in the Department revealed certain weaknesses, which were raised with the Department.

The internal audit was not able to complete the annual coverage plan due to capacity problems and inability to successfully outsource/contract-out some of the audit as approved by the Audit Committee. It completed audits on Performance Information, Contract management, Financial Statements Review, Continuous auditing and Follow-ups on internal audit and AGSA findings.

The audits of Performance Information for quarter 2 and 3, Kha Ri Gude Literacy Project, Risk Management, IT security, ASIDI, Human Resource, Financial Statements Preparation process, Budget and Costing, Development Printing & delivery of workbooks, Human Resource Performance agreements and Ethics audits were not completed by the end of the financial year. These audits will be included in the 2015 annual coverage plan.

The internal audit did not operate efficiently and effectively as it failed to provide the Audit Committee expected assurance on the functioning and effectiveness of internal controls of the Department. The Committee is supporting the Department's efforts to capacitate the Internal audit and also has approved the co-sourcing of the function or contracting in of internal audit staff to cover mostly the high risk areas including the ASIDI and Kha Ri Gude projects.

The following are areas of concern to the Audit Committee:

- Internal control over the ASIDI and Kha Ri Gude projects which are implemented on behalf of the Department by third parties. Full internal audit of these projects will be co-sourced with independent service providers.
- Internal control over the preparation and reporting of Performance Information over predetermined objectives. A corrective action is currently being implemented by the Department. Internal audit will carry-out quarterly audits.

In-Year Management and Monthly/Quarterly Report

The Department complied with its reporting obligations on a monthly and quarterly basis to the National Treasury as is required by the PFMA.

Evaluation of Financial Statements

We reviewed the annual financial statements prepared by the Department.

Auditor General's Report

We reviewed the Department's implementation plan for audit issues raised in the prior year and we are satisfied that the matters have been adequately resolved with the exception of management over the ASIDI Projects and Performance Information on predetermined objectives.

The Audit Committee concurs and accepts the conclusions of the Auditor-General of South Africa on the annual financial statements and is of the opinion that the audited annual financial statements be accepted and read together with the report of the Auditor-General of South Africa.

A handwritten signature in black ink, appearing to read 'Sithole', with a long horizontal line extending to the right from the end of the signature.

Stefaan Sithole

Chairperson of the Audit Committee

PART D: HUMAN RESOURCE MANAGEMENT

1. INTRODUCTION

According to Chapter 1, Part III J.3 of the Public Service Regulations, 2001, as amended, the Annual Report must include such information on planning, service delivery, organisation, job evaluation, remuneration, benefits, personnel expenditure, utilisation of consultants, affirmative action, recruitment, promotions, termination of services, performance management, skills development, injury on duty, labour relations, leave and discharge due to ill-health, as the Minister determines. In this regulation, "consultant" means a natural or juristic person or a partnership who or which provides in terms of a specific contract on an ad hoc basis any of the following:

- a) professional services to a department against remuneration received from any source;
- b) the rendering of expert advice;
- c) the drafting of proposals for the execution of specific tasks; and
- d) the executing of a specific task which is of a technical or intellectual nature, but excludes an employee of a department.

According to Chapter 1, Part III J.4 of the Public Service Regulations, 2001, as amended, the Minister shall determine from time to time the format in which the information referred to in Regulation III J.3 is to be included in the annual report.

According to Chapter 1, Part III D.1 of the Public Service Regulations, 2001, as amended, an executing authority must:

- a) Assess the human resources necessary to perform the department's functions, with particular reference to:
 - i) the number of employees required;
 - ii) the competencies that those employees must possess; and
 - iii) the capacities in which employees will be appointed.
- b) Assess existing human resources by race, gender and disability, as well as by occupational category, organisational component and grade with reference to their:
 - i) competencies;
 - ii) training needs; and
 - iii) employment capabilities.
- c) Plan for the recruitment, retention, deployment and development of human resources accordingly.

HR Management complies with the above regulated framework and, more importantly, supports the DBE in achieving its strategic objectives by ensuring a continuous supply of appropriately qualified, highly skilled and competent employees.

2. OTHER LEGISLATIVE AND POLICY FRAMEWORKS

Other legislative and policy frameworks that are adhered to are the following:

- Public Service Act, 1994 (section 7(3)(b)) as amended;
- Public Service Regulations, 2001 (Part III B & D of Chapter 1) as amended;
- Employment Equity Act, 1998;
- Skills Development Act, 1998;
- Labour Relations Act, 1995 as amended;
- PFMA, 1999 as amended;
- Treasury Regulations, 2001;
- White Paper on Affirmative Action, 1998; and
- Collective agreements: PSCBC Resolutions 7 and 8 of 2002 and other relevant collective agreements, as well as ELRC collective agreements.

3. OVERVIEW OF HUMAN RESOURCES

In order for the DBE to achieve its objectives and priorities, there is a need for integrated HR management that will facilitate the achievement of departmental strategic objectives. The Department therefore has to ensure that it:

- a) optimises the use of its human resources;
- b) has adequate human resources that are competent and capable of meeting its objectives;
- c) is able to predict and manage surpluses and shortages of staff;
- d) obtains the quality and quantity of staff required to fulfil its diverse functional requirements; and
- e) develops a representative, multi-skilled, flexible and diverse workforce that enables the organisation to respond rapidly to a changing environment.

Furthermore, HR management and planning is:

- a) holistic in its approach, linked with strategic planning and budget processes;
- b) built around service needs and the skills required to deliver quality service;
- c) responsive to change variables such as the economic, technological and political mandates; and
- d) supportive of continual learning and development.

The key priority for the year under review was to fill vacancies in the organisational structure. During the course of the year, the following key appointments have been made, which have helped to bolster processes and delivery in the respective branches:

- Chief Director: Curriculum Implementation and Monitoring;
- Director: Strategic Planning and Reporting;
- Director: Internal Audit; and
- Director: Communication.

Interviews for the key post of Deputy Director-General: Teachers Education Human Resources and Institutional Development were held during the latter part of the year. An appointment is imminent. The Department's recruitment strategy of placing advertisements on the Intranet of the DBE, the DBE website, the DPSA website and in national newspapers has yielded the results expected. However, there were instances where the DBE had to head-hunt suitable candidates as the process did not attract skilled and competent candidates. In this regard, the DBE complied with all requirements for the appointment of individuals.

In terms of the priority of identifying skills gaps and addressing these gaps, over the course of the year 359 officials attended skills training and development courses, as well as induction courses. These skills gaps were identified through the Workplace Skills Plan and the Personal Development Plans. The Department complies with all requirements of the DPSA in terms of its performance management framework. The Department has also reviewed and finalised the performance management development policy, which was another key priority of the Department.

Performance bonuses are awarded for outstanding performance and to motivate officials to strive for excellence, while poor performance is closely monitored for developmental purposes.

The Department has a health and wellness programme in place and organises health screenings for all officials. Support groups are also organised for HIV-positive employees. The DBE has initiated a voluntary counselling and testing campaign to encourage all officials to be tested. Booklets and pamphlets on HIV and Aids are distributed throughout the Department.

The only challenge experienced as far as HR management and administration is concerned, was the achievement of 2% for the employment of officials who have a disability and gender equity. The DBE indicates in all its advertisements that it is our intention to promote representivity (race, gender and disability), and candidates whose transfer, promotion or appointment would promote such representivity will receive preference. However, there are very few applications indicating disability. The DBE will nevertheless establish networks with organisations dealing with people with disabilities, such as DEAFSA and Blind and Deaf Society to recruit suitable candidates with disabilities. Furthermore, the gender requirement of 50% females and 50% males has been exceeded in terms of the overall appointments in the DBE. However, to achieve this in the senior management echelon is difficult, as a majority of the males in this echelon are not of retirement age, and only with the resignation or retirement of these individuals will the DBE be able to accomplish this target. The DBE is nevertheless preparing females in the middle-management echelons for senior management positions by ensuring they attend management courses.

4. HUMAN RESOURCES OVERSIGHT STATISTICS

4.1 Personnel-related expenditure

The following tables summarise the final audited personnel-related expenditure by programme and by salary bands. In particular, it provides an indication of the following:

- amount spent on personnel; and
- amount spent on salaries, overtime, home owners' allowances and medical aid.

Note: The total for personnel expenditure does not take into consideration remuneration of examiners and moderators, systemic evaluation and remuneration for workbooks.

Personnel expenditure by programme for the period 1 April 2013 to 31 March 2014

Programme	Total expenditure (R'000)	Personnel expenditure (R'000)	Training expenditure (R'000)	Professional and special services expenditure (R'000)	Personnel expenditure as a % of total expenditure	Average personnel cost per employee (R'000)
Programme 1: Administration	386 324	112 957	337	5 719	29.24	380
Programme 2: Curriculum Policy, Support and Monitoring	1 731 594	53 845	191	34 642	3.11	579
Programme 3: Teachers, Education Human Resources and Institutional Development	1 041 877	53 971	147	24 929	5.18	422
Programme 4: Planning, Information and Assessment	8 502 540	79 645	202	54 540	0.94	453
Programme 5: Educational Enrichment Services	5 732 309	33 230	78	214	0.58	463
Total	17 394 644	333 648	955	120 044	1.92	443

Personnel costs by salary band for the period 1 April 2013 to 31 March 2014

Salary band	Personnel expenditure (R'000)	% of total personnel cost	No. of employees	Average personnel cost per employee (R'000)
Lower skilled (levels 1-2)	0	0.00	0	0
Skilled (levels 3-5)	6 595	1.98	43	153
Highly skilled production (levels 6-8)	67 739	20.30	282	240
Highly skilled supervision (levels 9-12)	181 879	54.51	348	523
Senior and top management (levels 13-16)	77 435	23.21	80	968
Total	333 648	100.00	753	443

Salaries, overtime, home owners' allowances and medical aid by programme for the period 1 April 2013 to 31 March 2014

Programme	Salaries		Overtime		Home owners' allowance		Medical aid	
	Amount (R'000)	Salaries as a % of personnel costs	Amount (R'000)	Overtime as a % of personnel costs	Amount (R'000)	HOA as a % of personnel costs	Amount (R'000)	Medical aid as a % of personnel costs
Programme 1: Administration	85 364	75.57	2 551	2.26	1 955	1.73	3 112	2.76
Programme 2: Curriculum Policy, Support and Monitoring	42 567	79.05	304	0.56	913	1.70	1 271	2.36
Programme 3: Teachers, Education Human Resources and Institutional Development	42 201	78.19	35	0.06	569	1.05	1 291	2.39
Programme 4: Planning, Information and Assessment	60 913	76.48	1 455	1.83	1 017	1.28	1 759	2.21
Programme 5: Educational Enrichment Services	26 659	80.23	12	0.04	422	1.27	632	1.90
Total	257 704	77.24	4 357	1.31	4 876	1.46	8 065	2.42

Salaries, overtime, home owners' allowance and medical aid by salary band for the period 1 April 2013 to 31 March 2014

Salary band	Salaries		Overtime		Home owners' allowance		Medical aid	
	Amount (R'000)	Salaries as a % of personnel costs	Amount (R'000)	Overtime as a % of personnel costs	Amount (R'000)	HOA as a % of personnel costs	Amount (R'000)	Medical aid as a % of personnel costs
Lower skilled (levels 1-2)	0	0.00	0	0.00	0	0.00	0	0.00
Skilled (levels 3-5)	4 330	65.66	1 367	20.73	196	2.97	93	1.41
Highly skilled production (levels 6-8)	50 948	75.21	1 348	1.99	2 136	3.15	3 282	4.85
Highly skilled supervision (levels 9-12)	139 396	76.64	1 642	0.90	2 022	1.11	3 831	2.11
Senior and top management (levels 13-16)	63 030	81.40	0	0.00	522	0.67	859	1.11
Total	257 704	77.24	4 357	1.31	4 876	1.46	8 065	2.42

4.2 Employment and vacancies

The tables in this section summarise the position with regard to employment and vacancies. The tables below summarise the number of posts in the establishment, the number of employees, the vacancy rate, and whether there are any staff that are additional to the establishment.

This information is presented in terms of three key variables:

- programme
- salary band
- critical occupations (see definition in notes below).

Departments have identified critical occupations that need to be monitored. In terms of current regulations, it is possible to create a post in the establishment that can be occupied by more than one employee. Therefore, the vacancy rate reflects the percentage of posts that are not filled.

Employment and vacancies by programme as at 31 March 2014

Programme	Number of posts in approved establishment	Number of posts filled	Vacancy rate	Number of employees additional to the establishment
Programme 1: Administration	299	297	0.67	4
Programme 2: Curriculum Policy, Support and Monitoring	95	93	2.11	0
Programme 3: Teachers, Education Human Resources and Institutional Development	152	128	15.79	0
Programme 4: Planning, Information and Assessment	182	176	3.30	0
Programme 5: Educational Enrichment Services	68	59	13.24	0
Total	796	753	5.40	4

Employment and vacancies by salary band as at 31 March 2014

Salary band	Number of posts in approved establishment	Number of posts filled	Vacancy rate	Number of employees additional to the establishment
Lower skilled (levels 1-2)	0	0	0.00	0
Skilled (levels 3-5)	43	43	0.00	2
Highly skilled production (levels 6-8)	287	282	1.74	0
Highly skilled supervision (levels 9-12)	375	348	7.20	0
Senior and top management (levels 13-16)	91	80	12.09	2
Total	796	753	5.40	4

Employment and vacancies by critical occupations as at 31 March 2014

Critical occupation	Number of posts in approved establishment	Number of posts filled	Vacancy rate	Number of employees additional to the establishment
DCES	15	15	0.00	0
CES	68	68	0.00	0
Total	83	83	0.00	0

Notes

1. The CORE classification, as prescribed by the DPSA, is used for completion of this table.
2. Critical occupations are defined as occupations or sub-categories within an occupation:
 - in which there is a scarcity of qualified and experienced persons currently or anticipated in the future, either because such skilled persons are not available or they are available but do not meet the applicable employment criteria;
 - for which persons require advanced knowledge in a specified subject area or science or learning field and such knowledge is acquired by a prolonged course or study and/or specialised instruction;
 - where the inherent nature of the occupation requires consistent exercise of discretion and is predominantly intellectual in nature; and
 - in respect of which a department experiences a high degree of difficulty to recruit or retain the services of employees.

4.3 Filling of senior management posts

The tables in this section provide information on employment and vacancies as it relates to members of the senior management service (SMS) by salary level. It also provides information on advertising and filling of SMS posts, reasons for not complying with prescribed timeframes and disciplinary steps taken.

SMS post information as at 31 March 2014

SMS level	Total number of funded SMS posts	Total number of SMS posts filled	% of SMS posts filled	Total number of SMS posts vacant	% of SMS posts vacant
Director-General/ head of department	1	1	100.00	0	0.00
Salary level 16	0	0	0.00	0	0.00
Salary level 15	10	8	80.00	2	20.00
Salary level 14	26	18	69.23	8	30.77
Salary level 13	54	53	98.15	1	1.85
Total	91	80	87.91	11	12.09

SMS post information as at 30 September 2013

SMS level	Total number of funded SMS posts	Total number of SMS posts filled	% of SMS posts filled	Total number of SMS posts vacant	% of SMS posts vacant
Director-General/ head of department	1	1	100.00	0	0.00
Salary level 16	0	0	0.00	0	0.00
Salary level 15	10	7	70.00	3	30.00
Salary level 14	26	17	65.38	9	34.62
Salary level 13	54	49	90.74	5	9.26
Total	91	74	81.32	17	18.68

Advertising and filling of SMS posts for the period 1 April 2013 to 31 March 2014

SMS level	Advertising	Filling of posts	
	Number of vacancies per level advertised in 6 months of becoming vacant	Number of vacancies per level filled in 6 months of becoming vacant	Number of vacancies per level not filled in 6 months but filled in 12 months
Director-General/head of department	0	0	0
Salary level 16	0	0	0
Salary level 15	0	0	0
Salary level 14	1	0	0
Salary level 13	8	0	3
Total	9	0	3

NB. Please note that the twelve-month period has not expired for posts that were advertised during the 2013/14 financial year, as some posts were advertised towards the latter part of the financial year.

Reasons for not having complied with the filling of funded vacant SMS posts (advertised within 6 months and filled within 12 months after becoming vacant for the period 1 April 2013 to 31 March 2014)

Reasons for vacancies not advertised within twelve months
N/a

Reasons for vacancies not filled within twelve months
N/a

Note

In terms of the Public Service Regulations, Chapter 1, Part VII C.1A.3, departments must indicate a good cause or reason for not having complied with the filling of SMS posts within the prescribed timeframes.

Disciplinary steps taken for not complying with the prescribed timeframes for filling SMS posts within 12 months for the period 1 April 2013 to 31 March 2014

Reasons for vacancies not advertised within twelve months
N/a

Reasons for vacancies not filled within twelve months
N/a

Note

In terms of the Public Service Regulations, Chapter 1, Part VII C.1A.3, departments must indicate a good cause or reason for not having complied with the filling of SMS posts within the prescribed timeframes. In the event of non-compliance with this regulation, the relevant executive authority or head of department must take appropriate disciplinary steps in terms of section 16A(1) or (2) of the Public Service Act.

4.4 Job evaluation

Within a nationally determined framework, executing authorities may evaluate or re-evaluate any job in his or her organisation. In terms of the Regulations, all vacancies on salary levels 9 and higher must be evaluated before they are filled. The following table summarises the number of jobs that were evaluated during the year under review. The table also provides statistics on the number of posts that were upgraded or downgraded.

Job evaluation by salary band for the period 1 April 2013 to 31 March 2014

Salary band	Number of posts in approved establishment	Number of jobs evaluated	% of posts evaluated by salary bands	Posts upgraded		Posts downgraded	
				Number	% of posts evaluated	Number	% of posts evaluated
Lower skilled (levels 1-2)	0	0	0.00	0	0.00	0	0.00
Skilled (levels 3-5)	43	10	23.26	10	100	0	0.00
Highly skilled production (levels 6-8)	287	0	0.00	0	0.00	0	0.00
Highly skilled supervision (levels 9-12)	375	17	4.53	6	35.29	0	0.00
SMS Band A	54	0	0.00	0	0.00	0	0.00
SMS Band B	26	0	0.00	0	0.00	0	0.00
SMS Band C	10	0	0.00	0	0.00	0	0.00
SMS Band D	1	0	0.00	0	0.00	0	0.00
Total	796	27	3.39	16	59.26	0	0.00

The table below provides a summary of the number of employees whose positions were upgraded due to their post being upgraded. The number of employees might differ from the number of posts upgraded, since not all employees are automatically absorbed into the new posts, and some of the posts upgraded could also be vacant.

Profile of employees whose positions were upgraded due to their posts being upgraded for the period 1 April 2013 to 31 March 2014

Gender	African	Asian	Coloured	White	Total
Female	10	0	0	0	10
Male	6	0	0	0	6
Total	16	0	0	0	16
Employees with a disability					0

The table below summarises the number of cases where remuneration bands exceeded the grade determined by job evaluation. Reasons for the deviation are provided in each case.

Employees with salary levels higher than those determined by job evaluation by occupation for the period 1 April 2013 to 31 March 2014

Occupation	Number of employees	Job evaluation level	Remuneration level	Reason for deviation
None	0	0	0	N/a
Total number of employees whose salaries exceeded the level determined by job evaluation				0
Percentage of total employed				0

The table below summarises the beneficiaries of the above in terms of race, gender, and disability.

Profile of employees who have salary levels higher than those determined by job evaluation for the period 1 April 2013 to 31 March 2014

Gender	African	Asian	Coloured	White	Total
Female	0	0	0	0	0
Male	0	0	0	0	0
Total	0	0	0	0	0
Employees with a disability	0	0	0	0	0

Note

If there were no cases where the salary levels were higher than those determined by job evaluation, keep the heading and replace the table with the following:

Total number of employees whose salaries exceeded the grades determine by job evaluation	None.
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4.5 Employment changes

This section provides information on changes in employment over the financial year. Turnover rates provide an indication of trends in the employment profile of the Department. The following tables provide a summary of turnover rates by salary band and critical occupations (see definition in notes below).

Annual turnover rates by salary band for the period 1 April 2013 to 31 March 2014

Salary band	Number of employees at beginning of period (1 April 2013)	Appointments and transfers into the Department	Terminations and transfers out of the Department	Turnover rate
Lower skilled (levels 1-2)	0	0	0	0.00
Skilled (levels 3-5)	31	11	1	3.23
Highly skilled production (levels 6-8)	277	23	14	5.05
Highly skilled supervision (levels 9-12)	340	33	26	7.65
SMS Band A	46	8	2	4.35
SMS Band B	21	2	4	19.05
SMS Band C	9	0	2	22.22
SMS Band D	1	0	0	0.00
Total	725	77	49	6.76

Annual turnover rates by critical occupation for the period 1 April 2013 to 31 March 2014

Occupation	Number of employees at beginning of period (1 April 2013)	Appointments and transfers into the Department	Terminations and transfers out of the Department	Turnover rate
DCES (level 10)	15	0	0	0
CES (level 12)	68	0	0	0
Total	83	0	0	0

Notes

1. The CORE classification, as prescribed by the DPSA, is used for completion of this table.
2. Critical occupations are defined as occupations or sub-categories within an occupation:
 - in which there is a scarcity of qualified and experienced persons currently or anticipated in the future, either because such skilled persons are not available or they are available but do not meet the applicable employment criteria;
 - for which persons require advanced knowledge in a specified subject area or science or learning field and such knowledge is acquired by a prolonged course or study and/or specialised instruction;
 - where the inherent nature of the occupation requires consistent exercise of discretion and is predominantly intellectual in nature; and
 - in respect of which a department experiences a high degree of difficulty to recruit or retain the services of employees.

The table below identifies the major reasons why staff left the Department.

Reasons why staff left the Department for the period 1 April 2013 to 31 March 2014

Termination type	Number	% of total resignations
Death	2	4.08
Resignation	14	28.57
Expiry of contract	19	38.78
Dismissal – operational changes	0	0.00
Dismissal – misconduct	1	2.04
Dismissal – inefficiency	0	0.00
Discharged due to ill-health	0	0.00
Retirement	2	4.08
Transfer to other Public Service departments	11	22.45
Other	0	0.00
Total	49	100.00
Total number of employees who left as a % of total employment	49	6.51

Promotions by critical occupation for the period 1 April 2013 to 31 March 2014

Occupation	Employees 1 April 2013	Promotions to another salary level	Salary level promotions as a % of employees by occupation	Progressions to another notch within a salary level	Notch progression as a % of employees by occupation
DCES (level 10)	17	3	17.65	17	100.00
CES (level 12)	62	3	4.84	53	85.48
Total	79	6	7.59	70	88.61

Promotions by salary band for the period 1 April 2013 and 31 March 2014

Salary band	Employees 1 April 2013	Promotions to another salary level	Salary level promotions as a % of employees by occupation	Progressions to another notch within a salary level	Notch progression as a % of employees by occupation
Lower skilled (levels 1-2)	0	0	0.00	0	0.00
Skilled (levels 3-5)	31	1	3.23	8	25.81
Highly skilled production (levels 6-8)	277	9	3.25	119	42.96
Highly skilled supervision (levels 9-12)	340	8	2.35	156	45.88
SMS Band (levels 13-16)	77	0	0.00	51	66.23
Total	725	18	2.48	334	46.07

4.6 Employment equity

Total number of employees (including employees with disabilities) in each of the following occupational categories as at 31 March 2014

Occupational category	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Legislators, senior officials and managers	30	4	7	6	20	4	4	5	80
Professionals	140	10	9	19	113	6	14	37	348
Technicians and associate professionals	32	1	1	2	174	5	2	19	282
Clerks	55	1	0	0	16	0	0	0	43
Service and sales workers	15	0	0	0	0	0	0	0	0
Skilled agriculture and fishery workers	0	0	0	0	0	0	0	0	0
Craft and related trades workers	0	0	0	0	0	0	0	0	0
Plant and machine operators and assemblers	0	0	0	0	0	0	0	0	0
Elementary occupations	2	0	0	0	0	0	0	0	0
Total	274	16	17	27	323	15	20	61	753
Employees with disabilities	6	0	0	2	3	0	0	2	13

Total number of employees (including employees with disabilities) in each of the following occupational bands as on 31 March 2014

Occupational band	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top management	1	0	2	2	2	1	0	1	9
Senior management	29	4	5	4	18	3	4	4	71
Professionally qualified and experienced specialists and mid-management	140	10	9	19	113	6	14	37	348
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	32	1	1	1	62	3	2	16	282
Semi-skilled and discretionary decision-making	55	0	0	1	122	2	0	3	43
Unskilled and defined decision-making	17	1	0	0	6	0	0	0	0
Total	274	16	17	27	323	15	20	61	753

Recruitment for the period 1 April 2013 to 31 March 2014

Occupational band	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top management	0	0	0	0	0	0	0	0	0
Senior management	3	0	1	0	4	1	1	0	10
Professionally qualified and experienced specialists and mid-management	13	2	0	2	12	0	0	4	33
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	10	1	0	0	11	0	0	1	23
Semi-skilled and discretionary decision-making	5	1	0	0	5	0	0	0	11
Unskilled and defined decision-making	0	0	0	0	0	0	0	0	0
Total	31	4	1	2	32	1	1	5	77

Promotions for the period 1 April 2013 to 31 March 2014

Occupational band	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top management	0	0	0	0	0	0	0	0	0
Senior management	0	0	0	0	0	0	0	0	0
Professionally qualified and experienced specialists and mid-management	4	0	0	0	3	0	0	1	8
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	2	0	0	0	7	0	0	0	9
Semi-skilled and discretionary decision-making	1	0	0	0	0	0	0	0	1
Unskilled and defined decision-making	0	0	0	0	0	0	0	0	0
Total	7	0	0	0	10	0	0	1	18

Terminations for the period 1 April 2013 to 31 March 2014

Occupational band	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top management	1	0	0	0	1	0	0	0	2
Senior management	2	0	0	1	1	1	1	0	6
Professionally qualified and experienced specialists and mid-management	13	2	0	1	7	0	1	2	26
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	4	0	0	1	9	0	0	0	14
Semi-skilled and discretionary decision-making	1	0	0	0	0	0	0	0	1
Unskilled and defined decision-making	0	0	0	0	0	0	0	0	0
Total	21	2	0	3	18	1	2	2	49
Employees with disabilities	0	0	0	0	0	0	0	0	0

Disciplinary action for the period 1 April 2013 to 31 March 2014

Occupational band	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
	1	0	0	0	5	0	0	0	6
Total	1	0	0	0	5	0	0	0	6

Skills development for the period 1 April 2013 to 31 March 2014

Occupational category	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Legislators, senior officials and managers	4	0	0	0	3	0	0	0	7
Professionals	47	1	5	3	35	3	8	4	106
Technicians and associate professionals	0	0	0	0	0	0	0	0	0
Clerks	57	1	0	0	103	0	3	4	168
Service and sales workers	11	2	0	0	16	0	0	0	29
Skilled agriculture and fishery workers	0	0	0	0	0	0	0	0	0
Craft and related trades workers	0	0	0	0	0	0	0	0	0
Plant and machine operators and assemblers	0	0	0	0	0	0	0	0	0
Elementary occupations	0	0	0	0	0	0	0	0	0
Total	119	4	5	3	157	3	11	8	310
Employees with disabilities	0	0	0	0	0	0	0	0	0

4.7 Signing of performance agreements by SMS members

All members of the SMS must conclude and sign performance agreements within specific timeframes. Information regarding the signing of performance agreements by SMS members, the reasons for not complying within the prescribed timeframes and disciplinary steps taken is presented below.

Signing of Performance Agreements by SMS members as at 31 May 2013

SMS level	Total number of funded SMS posts	Total number of SMS members	Total number of signed performance agreements	Signed performance agreements as % of total number of SMS members
Director-General/ Head of Department	1	1	1	100.00
Salary level 16	0	0	0	0.00
Salary level 15	10	8	8	100.00
Salary level 14	26	18	16	100.00
Salary level 13	54	53	49	100.00
Total	91	80	74	100.00

Reasons for not having concluded performance agreements for all SMS members as on 31 March 2014

Reasons
All performance agreements have been signed. The numbers above take into consideration people who have resigned and who do not have to submit performance agreements for the period under review.

Disciplinary steps taken against SMS members for not having concluded performance agreements as on 31 March 2014

Reasons
N/a

4.8 Performance rewards

To encourage good performance, the Department has granted the following performance rewards during the year under review. The information is presented in terms of race, gender, disability, salary bands and critical occupations (see definition in notes below).

Performance rewards by race, gender and disability for the period 1 April 2013 to 31 March 2014

Race and gender	Beneficiary profile			Cost	
	Number of beneficiaries	Number of employees	% of total within group	Cost (R'000)	Average cost per employee
African					
Male	71	274	25.91	2 483	35
Female	108	323	33.44	2662	25
Asian					
Male	7	17	41.18	475	68
Female	10	20	50.00	594	59
Coloured					
Male	8	16	50.00	327	41
Female	5	15	33.33	202	40
White					
Male	11	27	40.74	486	44
Female	30	61	49.18	818	27
Total	250	753	33.20	8 047	32

Performance rewards by salary band for personnel below SMS for the period 1 April 2013 to 31 March 2014

Salary band	Beneficiary profile			Cost	
	Number of beneficiaries	Number of employees	% of total within group	Cost (R'000)	Average cost per employee
Lower skilled (levels 1-2)	0	0	0.00	0	0
Skilled (levels 3-5)	2	43	4.65	18	9
Highly skilled production (levels 6-8)	103	282	36.52	1 310	13
Highly skilled supervision (levels 9-12)	98	348	28.16	3 467	35
Total	203	673	30.16	4 795	24

Performance rewards by critical occupation for the period 1 April 2013 to 31 March 2014

Critical occupation	Beneficiary profile			Cost	
	Number of beneficiaries	Number of employees	% of total within group	Cost (R'000)	Average cost per employee
DCES	6	15	40.00	105	18
CES	25	68	36.76	998	40
Total	31	83	37.35	1 103	36

Notes

1. The CORE classification, as prescribed by the DPSA is used for completion of this table.
2. Critical occupations are defined as occupations or sub-categories within an occupation:
 - in which there is a scarcity of qualified and experienced persons currently or anticipated in the future, either because such skilled persons are not available or they are available but do not meet the applicable employment criteria;
 - for which persons require advanced knowledge in a specified subject area or science or learning field and such knowledge is acquired by a prolonged course or study and/or specialised instruction;
 - where the inherent nature of the occupation requires consistent exercise of discretion and is predominantly intellectual in nature; and
 - in respect of which a department experiences a high degree of difficulty to recruit or retain the services of employees.

Performance related rewards (cash bonus), by salary band for SMS for the period 1 April 2013 to 31 March 2014

Salary band	Beneficiary profile			Cost		Total cost as a % of the total personnel expenditure
	Number of beneficiaries	Number of employees	% of total within salary bands	Total cost (R'000)	Average cost per employee	
Band A	30	53	56.60	1 725	58	3.81
Band B	10	18	55.56	840	84	4.02
Band C	7	8	87.50	687	98	7.17
Band D	0	1	0.00	0	0	0.00
Total	47	80	58.75	3 252	69	4.20

4.9 Foreign workers

The tables below summarise the employment of foreign nationals in the Department in terms of salary band and major occupation.

Foreign workers by salary band for the period 1 April 2013 to 31 March 2014

Salary band	1 April 2013		31 March 2014		Change	
	Number	% of total	Number	% of total	Number	% change
Lower skilled	0	0.00	0	0.00	0	0
Highly skilled production (levels 6-8)	0	0.00	0	0.00	0	0
Highly skilled supervision (levels 9-12)	3	100.00	3	100.00	0	0
Total	3	100.00	3	100.00	0	0

Foreign workers by major occupation for the period 1 April 2013 and 31 March 2014

Major occupation	1 April 2013		31 March 2014		Change	
	Number	% of total	Number	% of total	Number	% change
Highly skilled supervision (levels 9-12)	3	100.00	3	100.00	0	0
Total	3	100.00	3	100.00	0	0

4.10 Leave utilisation

The Public Service Commission identified the need for careful monitoring of sick leave within the public service. The following tables provide an indication of the use of sick leave and disability leave. In both cases, the estimated cost of the leave is also provided.

Sick leave for the period 1 January 2013 to 31 December 2014

Salary band	Total days	% days with medical certification	Number of employees using sick leave	% of total employees using sick leave	Average days per employee	Estimated cost (R'000)
Lower skills (level 1-2)	0	0.00	0	0.00	0	0
Skilled (levels 3-5)	128	77.34	26	60.47	5	48
Highly skilled production (levels 6-8)	1 603	76.67	238	84.40	7	1 000
Highly skilled supervision (levels 9 -12)	1 588	82.24	235	67.53	7	2 843
Top and senior management (levels 13-16)	331	81.57	52	65.00	6	1 103
Total	3 650	79.56	551	73.17	7	4 994

Disability leave (temporary and permanent) for the period 1 January 2013 to 31 December 2014

Salary band	Total days	% days with medical certification	Number of employees using disability leave	% of total employees using disability leave	Average days per employee	Estimated cost (R'000)
Lower skills (level 1-2)	0	0.00	0	0.00	0	0
Skilled (levels 3-5)	0	0.00	0	0.00	0	0
Highly skilled production (levels 6-8)	4	100.00	1	0.35	4	3
Highly skilled supervision (levels 9 -12)	438	100.00	8	2.30	55	813
Top and senior management (levels 13-16)	0	0.00	0	0.00	0	0
Total	442	100.00	9	1.20	49	816

The table that follows summarises the utilisation of annual leave. The wage agreement concluded with trade unions in the PSCBC in 2000 requires management of annual leave to prevent high levels of accrued leave being paid at the time of termination of service.

Annual Leave for the period 1 January 2013 to 31 December 2014

Salary band	Total days taken	Number of employees using annual leave	Average per employee
Lower skills (level 1-2)	0	0	0
Skilled (levels 3-5)	903	43	21
Highly skilled production (levels 6-8)	5 696	282	20
Highly skilled supervision (levels 9 -12)	6 996	348	20
Top and senior management (levels 13-16)	1 705	80	21
Total	15 300	753	20

Capped leave for the period 1 January 2013 to 31 December 2014

Salary band	Total days taken	Number of employees using capped leave	Average per employee	Average capped leave per employee as at 31 March 2014
Lower skills (level 1-2)	0	0	0	0
Skilled (levels 3-5)	0	0	0	0
Highly skilled production (levels 6-8)	2	1	2	33
Highly skilled supervision (levels 9-12)	15	6	3	55
Top and senior management (levels 13-16)	2	1	2	74
Total	19	8	2	54

The following table summarise payments made to employees as a result of leave that was not taken.

Leave payouts for the period 1 April 2013 to 31 March 2014

Reason	Total amount (R'000)	Number of employees	Average per employee (R'000)
Leave payout for 2013/14 due to non-utilisation of leave for the previous cycle	51	1	51
Capped leave payouts on termination of service for 2013/14	1 059	5	212
Current leave payout on termination of service for 2013/14	773	36	21
Total	1 883	42	45

4.11 HIV and Aids and health promotion programmes

Steps taken to reduce the risk of occupational exposure

Units/categories of employees identified to be at high risk of contracting HIV and related diseases (if any)	Key steps taken to reduce the risk
None	First-aid kit
	HTC campaign
	Distribution of pamphlets, booklets and leaflets

Details of health promotion and HIV and Aids programmes

Question	Yes	No	Details, if yes
1. Has the Department designated a member of the SMS to implement the provisions contained in Part VI E of Chapter 1 of the Public Service Regulations, 2001? If so, provide her/his name and position.	Yes		Director: Training and Social Responsibility
2. Does the Department have a dedicated unit or has it designated specific staff members to promote the health and wellbeing of employees? If so, indicate the number of employees who are involved in this task and the annual budget that is available for this purpose.	Yes		The Department has two employees to promote health and wellness. The budget for health and wellness is incorporated in the Directorate: Training and Social Responsibility.
3. Has the Department introduced an employee assistance or health promotion programme for employees? If so, indicate the key elements/services of this programme.	Yes		<ul style="list-style-type: none"> • To assist employees with task-related and personal problems • Substance abuse • Incapacity counselling • Employees with financial difficulties • Traumatic events
4. Has the Department established (a) committee(s) as contemplated in Part VI E.5 (e) of Chapter 1 of the Public Service Regulations, 2001? If so, please provide the names of the members of the committee and the stakeholder(s) that they represent.	Yes		Each branch is represented in the committee.
5. Has the Department reviewed its employment policies and practices to ensure that these do not unfairly discriminate against employees on the basis of their HIV status? If so, list the employment policies/practices so reviewed.	Yes		<ul style="list-style-type: none"> • Leave policy • Employee assistance programme policy • Recruitment policy • Bereavement policy
6. Has the Department introduced measures to protect HIV-positive employees or those perceived to be HIV-positive from discrimination? If so, list the key elements of these measures.	Yes		<ul style="list-style-type: none"> • HIV and Aids policy • HIV and Aids workplace programme • Condom distributions and HTC campaign
7. Does the Department encourage its employees to undergo voluntary counselling and testing? If so, list the results that you have you achieved.	Yes		Information sharing, pre-test counselling and HTC campaign

Question	Yes	No	Details, if yes
8. Has the Department developed measures/indicators to monitor and evaluate the impact of its health promotion programme? If so, list these measures/indicators.	Yes		<ul style="list-style-type: none"> • Number of people who attended voluntary counselling and testing campaign • Number of people who attended health screening • Number of people who attended support group • Number of people who attended post-test counselling, • Information session and distribution of booklets and pamphlets on HIV and Aids

4.12 Labour relations

Collective agreements for the period 1 April 2013 to 31 March 2014

Subject matter	Date
None	-

Note

If there were no agreements, keep the heading and replace the table with the following:

Total number of collective agreements	None
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The following table summarises the outcome of disciplinary hearings conducted within the Department for the year under review.

Misconduct and disciplinary hearings finalised for the period 1 April 2013 to 31 March 2014

Outcomes of disciplinary hearings	Number	% of total
Correctional counselling	0	0.00
Verbal warning	0	0.00
Written warning	2	33.33
Final written warning	2	33.33
Suspended without pay	1	16.67
Fine	0	0.00
Demotion	0	0.00
Dismissal	1	16.67
Not guilty	0	0.00
Case withdrawn	0	0.00
Total	6	100.00

Total number of disciplinary hearings finalised	6
--	---

Types of misconduct addressed at disciplinary hearings for the period 1 April 2013 to 31 March 2014

Type of misconduct	Number	% of total
Financial misconduct	4	66.67
Insubordination	2	33.33
Total	6	100.00

Grievances lodged for the period 1 April 2013 and 31 March 2014

Grievances	Number	% of total
Number of grievances resolved	2	22.22
Number of grievances not resolved	7	77.78
Total number of grievances lodged	9	100.00

Disputes lodged with Councils for the period 1 April 2013 to 31 March 2014

Disputes	Number	% of total
Number of disputes upheld	0	0.00
Number of disputes dismissed	0	0.00
Total number of disputes lodged	0	0.00

Strike actions for the period 1 April 2013 and 31 March 2014

Total number of persons working days lost	0
Total costs working days lost	0
Amount recovered as a result of no work no pay (R'000)	0

Precautionary suspensions for the period 1 April 2013 and 31 March 2014

Number of people suspended	0
Number of people whose suspension exceeded 30 days	0
Average number of days suspended	0
Cost of suspension (R'000)	0

4.13 Skills development

This section highlights the efforts of the Department with regard to skills development.

Training needs identified for the period 1 April 2013 and 31 March 2014

Occupational category	Gender	Number of employees as at 1 April 2013	Training needs identified at start of the reporting period			
			Learnerships	Skills programmes and other short courses	Other forms of training	Total
Legislators, senior officials and managers	Female	30	0	5	1	6
	Male	47	0	6	1	7
Professionals	Female	161	0	30	1	31
	Male	179	0	25	1	26
Clerks	Female	195	0	31	1	32
	Male	82	0	28	1	29
Plant and machine operators and assemblers	Female	2	0	2	1	3
	Male	0	0	0	0	0
Elementary occupations	Female	8	0	2	1	3
	Male	21	0	2	1	3
Subtotal	Female	396	0	70	5	75
	Male	329	0	61	4	65
Total		725	0	131	9	140

Training provided for the period 1 April 2013 and 31 March 2014

Occupational category	Gender	Number of employees as at 1 April 2013	Training provided in the reporting period			
			Learnerships	Skills programmes and other short courses	Other forms of training	Total
Legislators, senior officials and managers	Female	30	0	3	0	3
	Male	47	0	4	0	4
Professionals	Female	161	0	15	1	16
	Male	179	0	13	1	14
Clerks	Female	195	0	24	1	25
	Male	82	0	23	1	24
Plant and machine operators and assemblers	Female	2	0	0	0	0
	Male	0	0	0	0	0
Elementary occupations	Female	8	0	7	1	8
	Male	21	0	7	1	8
Subtotal	Female	396	0	49	3	52
	Male	329	0	47	3	50
Total		725	0	96	6	102

Note: 359 officials attended 102 skills and training development courses and induction programmes.

4.14 Injuries on duty

The following tables provide basic information on injuries on duty.

Injury on duty for the period 1 April 2013 and 31 March 2014

Nature of injury on duty	Number	% of total
Required basic medical attention only	4	100.00
Temporary total disablement	0	0.00
Permanent disablement	0	0.00
Fatal	0	0.00
Total	4	100.00

4.15 Utilisation of Consultants

The following tables relate information on the utilisation of consultants in the Department. In terms of the Public Service Regulations, "consultant" means a natural or juristic person or a partnership who or which provides, in terms of a specific contract on an ad hoc basis, any of the following professional services to a department against remuneration received from any source:

- a) the rendering of expert advice;
- b) the drafting of proposals for the execution of specific tasks; and
- c) the execution of a specific task that is of a technical or intellectual nature, but excludes an employee of a department.

Report on consultant appointments using appropriated funds for the period 1 April 2013 to 31 March 2014

Scope of appointment	Total number of consultants that worked on project	Duration (work days)	Contract value in rand
Assisted legal practitioners to draft legislation for the Eastern Cape Department of Education	1	221	R1 001 385.00
Moderation of schools in all the provinces	1	63	R84 798.56
Assisted the Examination Unit with psychometric testing	1	210	R504 151.50
Assisted with the finalisation of and the development and implementation of the Sector Plan for Education.	1	132	R734 976.00
Assisted in finalising the curriculum and examination policies of the DBE	1	208	R506 590.96

Total number of appointments	Total individual consultants	Total duration (work days)	Total contract value in rand
5	5	834	R2 831 902.02

Total number of projects	Total individual consultants	Total duration (work days)	Total contract value in rand
N/a			

Analysis of consultant appointments using appropriated funds, in terms of HDIs, for the period 1 April 2013 to 31 March 2014

Project title	Percentage ownership by HDI groups	Percentage management by HDI groups	Number of consultants from HDI groups that worked on the project
N/a			

Report on consultant appointments using donor funds for the period 1 April 2013 to 31 March 2014

Project title	Total number of consultants that worked on project	Duration (work days)	Donor and contract value in rand
N/a			

Total number of projects	Total individual consultants	Total duration (work days)	Total contract value in rand
N/a			

Analysis of consultant appointments using donor funds, in terms of HDIs, for the period 1 April 2013 to 31 March 2014

Project title	Percentage ownership by HDI groups	Percentage management by HDI groups	Number of consultants from HDI groups that worked on the project
N/a			

4.16 Severance packages

Granting of employee-initiated severance packages for the period 1 April 2013 to 31 March 2014

Salary band	Number of applications received	Number of applications referred to the MPSA	Number of applications supported by MPSA	Number of packages approved by Department
Lower skilled (levels 1-2)	0	0	0	0
Skilled (levels 3-5)	0	0	0	0
Highly skilled production (levels 6-8)	0	0	0	0
Highly skilled supervision (levels 9-12)	0	0	0	0
Senior management (levels 13-16)	0	0	0	0
Total	0	0	0	0

PART E: FINANCIAL INFORMATION

REPORT OF THE AUDITOR-GENERAL TO PARLIAMENT ON VOTE NO. 15: DEPARTMENT OF BASIC EDUCATION

REPORT ON THE FINANCIAL STATEMENTS

Introduction

1. I have audited the financial statements of the Department of Basic Education set out on pages 241 to 300, which comprise the appropriation statement, the statement of financial position as at 31 March 2014, the statement of financial performance, statement of changes in net assets and cash flow statement for the year then ended, as well as the notes, comprising a summary of significant accounting policies and other explanatory information.

Accounting officer's responsibility for the financial statements

2. The accounting officer is responsible for the preparation of these financial statements in accordance with the Modified Cash Standard prescribed by the National Treasury and the requirements of the Public Finance Management Act of South Africa, 1999 (Act No. 1 of 1999) (PFMA) and the Division of Revenue Act of South Africa, 2013 (Act No. 2 of 2013) (DoRA), and for such internal control as the accounting officer determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor-General's responsibility

3. My responsibility is to express an opinion on these financial statements based on my audit. I conducted my audit in accordance with the Public Audit Act of South Africa, 2004 (Act No. 25 of 2004) (PAA), the general notice issued in terms thereof and International Standards on Auditing. Those standards require that I comply with ethical requirements, and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.
4. An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.
5. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion.

Opinion

6. In my opinion, the financial statements present fairly, in all material respects, the financial position of the Department of Basic Education as at 31 March 2014 and its financial performance and cash flows for the year then ended, in accordance with the Modified Cash Standard prescribed by the National Treasury and the requirements of the PFMA and DoRA.

Emphasis of matters

7. I draw attention to the matters below. My opinion is not modified in respect of these matters.

Restatement of corresponding figures

8. As disclosed in note 32 to the financial statements, the corresponding figures for 31 March 2013 have been restated as a result of an error discovered during the year ended 31 March 2014 in the financial statements of the department at, and for the year ended, 31 March 2013.

Material underspending of the budget

9. As disclosed in the appropriation statement, the department materially underspent the budget on programme 4 by R560 million. Consequently, the department did not fully achieve the objectives of its infrastructure programme.

REPORT ON OTHER LEGAL AND REGULATORY REQUIREMENTS

10. In accordance with the PAA and the general notice issued in terms thereof, I report the following findings on the reported performance information against predetermined objectives for selected programmes presented in the annual performance report, non-compliance with legislation as well as internal control. The objective of my tests was to identify reportable findings as described under each subheading but not to gather evidence to express assurance on these matters. Accordingly, I do not express an opinion or conclusion on these matters.

Predetermined objectives

11. I performed procedures to obtain evidence about the usefulness and reliability of the reported performance information for the following selected programmes presented in the annual performance report of the department for the year ended 31 March 2014:
- Programme 2: Curriculum Policy, Support and Monitoring, on pages 67 to 91
 - Programme 3: Teachers, Education Human Resources and Institutional Development, on pages 92 to 114
 - Programme 4: Planning, Information and Assessment, on pages 115 to 143
 - Programme 5: Educational Enrichment Services, on pages 144 to 172
12. I evaluated the reported performance information against the overall criteria of usefulness and reliability.
13. I evaluated the usefulness of the reported performance information to determine whether it was presented in accordance with the National Treasury's annual reporting principles and whether the reported performance was consistent with the planned programmes. I further performed tests to determine whether indicators and targets were well defined, verifiable, specific, measurable, time bound and relevant, as required by the National Treasury's *Framework for managing programme performance information* (FMPPi).
14. I assessed the reliability of the reported performance information to determine whether it was valid, accurate and complete.
15. The material findings in respect of the selected programmes are as follows:

Programme 2: Curriculum Policy Support and Monitoring

Usefulness of reported performance information

16. I did not raise any material findings on the usefulness of the reported performance information for programme 2: curriculum policy support and monitoring.

Reliability of reported performance information

17. The FMPPPI requires institutions to have appropriate systems to collect, collate, verify and store performance information to ensure valid, accurate and complete reporting of actual achievements against planned objectives, indicators and targets.
18. I was unable to obtain the information and explanations I considered necessary to satisfy myself as to the reliability of the information presented with respect to programme 2: Curriculum Policy Support and Monitoring. This was because the department could not provide sufficient appropriate evidence in support of the information presented with respect to the programme.

Programme 3: Teachers, Education Human Resources and Institutional Development

Usefulness of reported performance information

19. I did not raise any material findings on the usefulness of the reported performance information for programme 3: teachers, education human resources and institutional development.

Reliability of reported performance information

20. The FMPPPI requires institutions to have appropriate systems to collect, collate, verify and store performance information to ensure valid, accurate and complete reporting of actual achievements against planned objectives, indicators and targets.
21. The reported performance information as a whole for programme 3: Teachers, Education Human Resources and Institutional development were materially misstated due to the cumulative effect of numerous individually immaterial uncorrected misstatements in the targets relevant to the selected programme.
22. This was because the validity of reported achievements against source documentation was not adequately reviewed during the quarterly evaluation of the performance report submitted to the monitoring and evaluation unit. As a result, differences between the reported performance and the supporting documentation were not identified and investigated in terms of both validity and completeness.

Programme 4: Planning, Information and Assessment

Usefulness of reported performance information

23. I did not raise any material findings on the usefulness of the reported performance information for programme 4: planning, information and assessment.

Reliability of reported performance information

24. The FMPPPI requires institutions to have appropriate systems to collect, collate, verify and store performance information to ensure valid, accurate and complete reporting of actual achievements against planned objectives, indicators and targets.
25. I was unable to obtain the information and explanations I considered necessary to satisfy myself as to the reliability of the information presented with respect to programme 4: Planning, Information and Assessment. This was because the department could not provide sufficient appropriate evidence in support of the information presented with respect to the programme.

Programme 5: Education Enrichment Services

Usefulness of reported performance information

26. I did not raise any material findings on the usefulness of the reported performance information for programme 5: educational enrichment services.

Reliability of reported performance information

27. The FMPPi requires institutions to have appropriate systems to collect, collate, verify and store performance information to ensure valid, accurate and complete reporting of actual achievements against planned objectives, indicators and targets.
28. The reported performance information as a whole for programme 5: Education Enrichment Services was materially misstated due to the cumulative effect of numerous individually immaterial uncorrected misstatements in the targets relevant to the selected programme.
29. This was because the validity of reported achievements against source documentation was not adequately reviewed during the quarterly evaluation of the performance report submitted to the monitoring and evaluation unit. As a result, differences between the reported performance and the supporting documentation were not identified and investigated in terms of both validity and completeness.

Additional matter

30. I draw attention to the following matter:

Achievement of planned targets

31. Refer to the annual performance report on pages 39 to 172 for information on the achievement of planned targets for the year. This information should be considered in the context of the material findings on the reliability of the reported performance information in paragraphs 18, 21, 25 and 28 of this report.

Compliance with legislation

32. I performed procedures to obtain evidence that the department had complied with applicable legislation regarding financial matters, financial management and other related matters. My findings on material non-compliance with specific matters in key legislation, as set out in the general notice issued in terms of the PAA, are as follows:

Strategic planning and performance management

33. The accounting officer did not ensure that the department had and maintained an effective, efficient and transparent system of internal control regarding performance management, which described and represented how the department's processes of performance planning, monitoring, measurement, review and reporting were conducted, organised and managed, as required by section 38(1)(a)(i) and (b) of the PFMA.

Expenditure management

34. The accounting officer did not take effective steps to prevent irregular expenditure as required by section 38(1)(c)(ii) of the PFMA, as disclosed in note 24 to the financial statements. This mainly related to the infrastructure programme of the department.

Annual financial statements and annual report

35. The financial statements submitted for auditing were not prepared in accordance with the prescribed financial reporting framework and were not supported by full and proper records, as required by section 40(1)(a) of the PFMA. Material misstatements of irregular expenditure, immovable tangible capital assets, employee benefits (disclosure note) and goods and services identified by the auditors in the submitted financial statements were subsequently corrected and the supporting records provided, resulting in the financial statements receiving an unqualified audit opinion. However, uncorrected material misstatements and supporting records that could not be provided resulted in material findings on the annual performance report.

Transfer payments

36. Contrary to the requirements of treasury regulation 8.4.1 regarding transfers and subsidies (excluding division of revenue grants and other allocations to municipalities), the department did not ensure that transfers and subsidies to the national student financial aid scheme were applied for their intended purposes.

Procurement and contract management

37. Invitations for competitive bidding were not always advertised for the required minimum period of 21 days, as required by treasury regulation 16A6.3(c).
38. Quotations were accepted from bidders who did not submit a declaration as to whether they are employed by the state or connected to any person employed by the state, contrary to treasury regulation 16A8.3.
39. A construction contract for the building of three schools with a total value of R47 714 160 was awarded to contractors who are not registered with the Construction Industry Development Board (CIDB), contrary to section 18(1) of the CIDB Act of South Africa, 2000 (Act No. 38 of 2000) and CIDB regulations 17 and 25(7A).

Human resource management

40. Employees were appointed without following a proper process to verify the claims made in their applications, in contravention of public service regulation 1/VII/D.8.

Internal control

41. I considered internal control relevant to my audit of the financial statements, annual performance report and compliance with legislation. The matters reported below are limited to the significant internal control deficiencies that resulted in the findings on the annual performance report and the findings on non-compliance with legislation included in this report.

Leadership

42. The internal control weaknesses and deficiencies in the control environment, particularly in respect of the infrastructure programme and performance reporting over the past two years, were not adequately addressed.
43. The infrastructure programme is expected to intensify in line with government priorities (the vote increased by R3,8 billion from R13,8 billion in the 2011-12 financial year to R17,6 billion in the 2013-14 financial year, with the infrastructure programme accounting for R2 billion of the vote in the 2013-14 financial year). It is therefore critical that oversight during all phases of the infrastructure delivery process be improved to avoid a negative impact on future audit outcomes.

44. It is also necessary to ensure that the resources required to perform such an oversight function, particularly with regard to compliance by implementing agents appointed in respect of terms and conditions agreed upon as well as supply chain management prescripts, are assessed to address the internal control deficiencies identified during the audit.
45. The monitoring and evaluation unit did not adequately oversee the strategic objectives implemented by the department during the quarterly performance evaluation process, to determine the accuracy of the reported performance with reference to the supporting documentation provided.
46. Furthermore, the department's internal policies and procedures did not explain its role and responsibilities in monitoring and evaluating strategic objectives reported in its annual performance report, which resulted in inaccurate and unverifiable performance reporting. This was reported during the prior year as well, but the actions taken were not adequate to address the internal control deficiencies reported, as the department placed reliance primarily on the work of the internal audit unit.

Financial and performance management

47. The department did not have systems to monitor compliance with all applicable legislation. Non-compliance with laws and regulations could have been prevented had compliance been properly reviewed and monitored, particularly with respect to procurement and contract management by implementing agents appointed by the department, which resulted in irregular expenditure.
48. The financial statements contained misstatements that were subsequently corrected as a result of the audit effort. The misstatements were not identified by the department, mainly due to staff members not fully understanding the requirements of the prescribed financial reporting framework. There were also inadequate systems for identifying and recognising all affected transactions incurred by implementing agents on behalf of the department, particularly with regard to non-compliance affecting the department as the principal agent.
49. The annual performance report contained misstatements identified during the audit that could not be corrected. This was mainly due to staff members not fully understanding the performance information reporting requirements consistently throughout the financial year.

Governance

50. The accounting officer did not ensure that the internal audit unit was adequately resourced, particularly with regard to contracting in the necessary technical expertise to perform an internal audit of the infrastructure programme.

OTHER REPORTS

Performance audits

Performance audit on early childhood development (grade R)

51. A performance audit on the early childhood development (ECD) programme was performed. The audit focused on the economical, efficient and effective use of resources allocated to the ECD programme at national and provincial departments of education. The findings will be included in the education sector report to be tabled towards the end of the 2014 calendar year.

Performance audit on the readiness of government to report on its performance

52. A performance audit on the readiness of government to report on its performance on predetermined objectives was performed and will be tabled during the 2014 calendar year. The department was one of the 61 organs of state audited.

Auditor-General.

Pretoria

31 July 2014



AUDITOR - GENERAL
SOUTH AFRICA

Auditing to build public confidence

DEPARTMENT OF BASIC EDUCATION

VOTE 15

APPROPRIATION STATEMENT
for the year ended 31 March 2014

APPROPRIATION STATEMENT	Appropriation per programme									
	2013/14					2012/13				
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure	
R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000		
1. Administration										
Current payment	313 338	-	20 400	333 738	334 453	(715)	100.2%	292 407	288 088	
Transfers and subsidies	12 255	-	3 168	15 423	15 421	2	100.0%	12 310	12 279	
Payment for capital assets	17 558	-	190	17 748	16 621	1 127	93.6%	18 168	16 961	
Payment for financial assets	-	-	5	5	5	-	100.0%	-	-	
2. Curriculum Policy, Support and Monitoring										
Current payment	1 523 513	-	(53 360)	1 470 153	1 469 024	1 129	99.9%	1 416 781	1 398 167	
Transfers and subsidies	-	-	300	300	296	4	98.7%	382	380	
Payment for capital assets	635	-	-	635	272	363	42.8%	585	359	
3. Teacher, Education HR and Institutional Development										
Current payment	84 699	-	31 479	116 178	115 587	591	99.5%	183 516	140 585	
Transfers and subsidies	894 647	-	356	895 003	894 998	5	100.0%	679 698	679 694	
Payment for capital assets	409	-	2	411	244	167	59.4%	405	298	
4. Planning, Information and Assessment										
Current payment	305 950	-	1 420	307 370	308 346	(976)	100.3%	195 148	192 541	
Transfers and subsidies	6 755 929	-	385	6 756 314	6 756 313	1	100.0%	5 864 914	5 844 913	
Payment for capital assets	1 932 196	-	-	1 932 196	1 370 950	561 246	71.0%	2 066 476	860 419	
5. Educational Enrichment Services										
Current payment	50 347	-	(4 735)	45 612	44 686	926	98.0%	48 598	47 368	
Transfers and subsidies	5 727 491	-	45	5 727 536	5 683 296	44 240	99.2%	5 424 362	5 403 625	
Payment for capital assets	288	-	208	496	445	51	89.7%	244	207	
Payments for financial assets	-	-	137	137	137	-	100.0%	-	-	
Total	17 619 255	-	-	17 619 255	17 011 094	608 161	96.5%	16 203 994	14 885 884	

DEPARTMENT OF BASIC EDUCATION

VOTE 15

APPROPRIATION STATEMENT

for the year ended 31 March 2014

	2013/14		2012/13	
	Final Appropriation	Actual Expenditure	Final Appropriation	Actual Expenditure
TOTAL (brought forward)	17 619 255	17 011 094	16 203 994	14 885 884
Reconciliation with statement of financial performance				
ADD				
Departmental receipts	27 227		8 029	
Aid assistance	375 000		304 000	
Actual amounts per statement of financial performance (total revenue)	18 021 482		16 516 023	
ADD				
Aid assistance		371 182		300 914
Actual amounts per statement of financial performance (total expenditure)		17 382 557		15 186 798

DEPARTMENT OF BASIC EDUCATION

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APPROPRIATION STATEMENT
for the year ended 31 March 2014

Appropriation per economic classification									
	2013/14					2012/13			
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments									
Compensation of employees	388 445	-	(14 500)	373 945	371 723	2 222	99.4%	334 997	325 210
Goods and services	1 828 726	-	20 084	1 848 810	1 850 083	(1 273)	100.1%	1 738 142	1 690 567
Interest and rent on land	60 676	-	(10 380)	50 296	50 290	6	100.0%	63 312	51 465
Transfers and subsidies									
Provinces and municipalities	12 370 622	-	-	12 370 622	12 326 288	44 334	99.6%	11 246 587	11 205 853
Departmental agencies and accounts	991 696	-	-	991 696	991 696	-	100.0%	714 427	714 426
Foreign governments and international organisations	12 033	-	3 030	15 063	15 063	-	100.0%	11 973	11 987
Non-profit institutions	15 050	-	-	15 050	15 050	-	100.0%	6 050	6 050
Households	921	-	1 224	2 145	2 227	(82)	103.8%	2 589	2 575
Gifts and donations	-	-	-	-	-	-	-	-	-
Payments for capital assets									
Buildings and other fixed structures	1 937 429	-	-	1 937 429	1 375 341	562 088	71.0%	2 071 632	866 251
Machinery and equipment	13 628	-	(482)	13 146	12 994	152	98.8%	14 102	11 422
Software and other intangible assets	29	-	882	911	197	714	21.6%	183	78
Payment for financial assets	-	-	142	142	142	-	100.0%	-	-
Total	17 619 255	-	-	17 619 255	17 011 094	608 161	96.5%	16 203 994	14 885 884

Detail per sub-programme	2013/14						2012/13		
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
1.1 Ministry									
Current payment	25 789	-	2 968	28 757	28 738	19	99.9%	22 187	21 592
Transfers and subsidies	-	-	3	3	2	1	66.7%	9	8
Payment for capital assets	1 104	-	(94)	1 010	1 008	2	99.8%	1 296	1 275
1.2 Department Management									
Current payment	52 699	-	8 617	61 316	61 215	101	99.8%	54 776	53 156
Transfers and subsidies	15	-	78	93	93	-	100.0%	30	29
Payment for capital assets	592	-	(62)	530	523	7	98.7%	479	386
1.3 Corporate Services									
Current payment	65 937	-	3 910	69 847	69 749	98	99.9%	59 885	58 709
Transfers and subsidies	12 200	-	3 078	15 278	15 277	1	100.0%	12 229	12 240
Payment for capital assets	741	-	348	1 089	1 083	6	99.4%	1 405	1 277
Payment for financial assets	-	-	5	5	5	-	100.0%	-	-
1.4 Office of the CFO									
Current payments	28 326	-	5 975	34 301	34 301	-	100.0%	25 421	25 064
Transfers and subsidies	-	-	-	-	-	-	-	3	2
Payment for capital asset	300	-	(104)	196	194	2	99.0%	237	235
1.5 Internal Audit & Risk Manage									
Current payments	5 513	-	(380)	5 133	5 103	30	99.4%	4 340	4 201
Transfers and subsidies	40	-	9	49	49	-	100.0%	39	-
Payment for capital assets	71	-	174	245	245	-	100.0%	79	116
1.6 Office Accommodation									
Current payments	135 074	-	(690)	134 384	135 347	(963)	100.7%	125 798	125 366
Transfers and Subsidies	-	-	-	-	-	-	-	14 672	13 672
Payment for capital assets	14 750	-	(72)	14 678	13 568	1 110	92.4%	-	-
Total	343 151	-	23 763	366 914	366 500	414	99.9%	322 885	317 328

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APPROPRIATION STATEMENT

for the year ended 31 March 2014

Program 1 Per Economic classification	Detail per Programme 1 - Administration								
	2013/14				2012/13				
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments									
Compensation of employees	113 236	-	1 188	114 424	114 402	22	100.0%	97 755	95 316
Goods and services	139 426	-	29 592	169 018	169 760	(742)	100.4%	131 340	141 877
Interest and rent on land	60 676	-	(10 380)	50 296	50 290	6	100.0%	63 312	51 465
Transfers and subsidies									
Departmental agencies and accounts	167	-	-	167	167	-	100.0%	185	184
Foreign governments and international organisations	12 033	-	3 030	15 063	15 063	-	100.0%	11 973	11 987
Households	55	-	138	193	191	2	99.0%	113	108
Payments for capital assets									
Buildings and other fixed structures	6 338	-	-	6 338	5 217	1 121	82.3%	6 632	6 623
Machinery and equipment	11 215	-	(702)	10 513	11 222	(709)	106.7%	11 406	9 703
Software and other intangible asset	5	-	892	897	183	714	20.4%	169	65
Payment for financial assets	-	-	5	5	5	-	100.0%	-	-
Total	343 151	-	23 763	366 914	366 500	414	99.9%	322 885	317 328

Detail per Programme 2 – Curriculum Policy, Support and Monitoring									
2013/14									
Program 2 Per Economic classification	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
2.1 Programme Management: Curriculum Policy, Support and Monitoring									
Current payment	2 650	-	(52)	2 598	2 597	1	100.0%	2 887	2 709
Transfers and subsidies	-	-	-	-	-	-	-	-	-
Payment for capital assets	26	-	-	26	-	26	-	20	18
2.2 Curriculum Implementation and Monitoring									
Current payment	31 779	-	2 747	34 526	34 514	12	100.0%	26 124	25 765
Transfers and subsidies	-	-	290	290	287	3	99.0%	47	46
Payment for capital assets	312	-	(40)	272	133	139	48.9%	235	174
2.3 Kha Ri Gude Literacy Project									
Current payment	608 913	-	(9 000)	599 913	598 726	1 187	99.8%	589 519	572 021
Transfers and subsidies	-	-	-	-	-	-	-	334	334
Payment for capital assets	20	-	20	40	40	-	100.0%	105	102
2.4 Curriculum and quality Enhancement Programmes									
Current payments	880 171	-	(47 055)	833 116	833 187	(71)	100.0%	798 251	797 672
Transfers and subsidies	-	-	10	10	9	1	90.0%	1	-
Payment for capital assets	277	-	20	297	99	198	33.3%	225	65
Total	1 524 148	-	(53 060)	1 471 088	1 469 592	1 496	99.9%	1 417 748	1 398 906

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APPROPRIATION STATEMENT
for the year ended 31 March 2014

Program 2 Per Economic classification	Detail per Programme 2 – Curriculum Policy, Support and Monitoring							2012/13	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments									
Compensation of employees	73 206	-	2 650	75 856	75 548	308	99.6%	60 566	58 970
Goods and services	1 450 307	-	(56 010)	1 394 297	1 393 476	821	99.9%	1 356 216	1 339 197
Transfers and subsidies									
Households	-	-	300	300	296	4	98.7%	381	380
Payments for capital assets									
Machinery and equipment	635	-	-	635	272	363	42.8%	571	346
Software and other intangible assets	-	-	-	-	-	-	-	14	13
Payments for financial assets									
Total	1 524 148	-	(53 060)	1 471 088	1 469 592	1 496	99.9%	1 417 748	1 398 906

Program 3 Per Economic classification	2013/14							2012/13	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
3.1 Programme Management: Teachers, Education HR and Institutional Development									
Current payment	1 420	-	(760)	660	659	1	99.8%	1 048	929
Transfers and subsidies	-	-	-	-	-	-	-	1 551	1 549
Payment for capital assets	16	-	12	28	27	1	96.4%	8	8
3.2 Education HR Management									
Current payment	53 621	-	(3 444)	50 177	49 822	355	99.3%	52 317	49 787
Transfers and subsidies	780	-	356	1 136	1 131	5	99.6%	193	192
Payment for capital assets	129	-	(13)	116	58	58	50.0%	109	91
3.3 Education HR Development									
Current payment	20 890	-	39 799	60 689	60 485	204	99.7%	121 284	81 719
Transfers and subsidies	893 867	-	-	893 867	893 867	-	100.0%	677 944	677 943
Payment for capital assets	185	-	3	188	124	64	66.0%	122	100
3.4 Curriculum and Professional Development									
Unit									
Current payments	8 768	-	(4 116)	4 652	4 621	31	99.3%	8 867	8 150
Transfers and subsidies	-	-	-	-	-	-	-	10	10
Payment for capital assets	79	-	-	79	35	44	44.3%	166	99
Total	979 755	-	31 837	1 011 592	1 010 829	763	99.9%	863 619	820 577

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APPROPRIATION STATEMENT
for the year ended 31 March 2014

Detail per Programme 3 – Teachers, Education Human Resources and Institutional Development									
Program 3 Per Economic classification	2013/14					2012/13			
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments									
Compensation of employees	63 475	-	(9 276)	54 199	53 971	228	99.6%	56 320	52 894
Goods and services	21 224	-	40 755	61 979	61 616	363	99.4%	127 196	87 691
Transfers and subsidies									
Departmental agencies and accounts	893 867	-	-	893 867	893 867	-	100.0%	671 912	671 912
Non-profit institutions	-	-	-	-	-	-	-	6 000	6 000
Households	780	-	356	1 136	1 131	5	99.6%	1 786	1 782
Payments for capital assets									
Machinery and equipment	409	-	2	411	244	167	59.4%	405	298
Payments for financial assets									
Total	979 755	-	31 837	1 011 592	1 010 829	763	99.9%	863 619	820 577

Detail per Programme 4 – Planning, Information and Assessment									
Program 4 Per Economic classification	2013/14					2012/13			
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
4.1 Programme Management: Planning, Information and Assessment									
Current payment	2 421	-	155	2 576	2 576	-	100.0%	2 494	2 253
Transfers and subsidies	-	-	-	-	-	-	-	-	-
Payment for capital assets	12	-	-	12	-	12	-	-	-
4.2 Information Management Systems									
Current payment	24 587	-	876	25 463	25 433	30	99.9%	28 317	27 845
Transfers and subsidies	-	-	30	30	30	-	100.0%	1	1
Payment for capital assets	130	-	1	131	126	5	96.2%	133	123
4.3 Finance and Physical Planning									
Current payment	37 328	-	193	37 521	34 804	2 717	92.8%	14 388	13 873
Transfers and subsidies	6 643 267	-	285	6 643 552	6 643 551	1	100.0%	5 822 389	5 802 390
Payment for capital assets	1 931 355	-	(1)	1 931 354	1 370 326	561 028	71.0%	2 065 104	859 629
4.4 National Assessments and Public Examinations									
Current payments	194 780	-	(498)	194 282	198 055	(3 773)	101.9%	117 773	116 882
Transfers and subsidies	97 662	-	20	97 682	97 682	-	100.0%	42 418	42 418
Payment for capital assets	366	-	-	366	326	40	89.1%	1 022	520
4.5 National Education Evaluation and Development Unit									
Current payments	19 021	-	2 007	21 028	21 030	(2)	100.0%	17 066	16 977
Transfers and subsidies	-	-	25	25	25	-	100.0%	56	55
Payment for capital assets	44	-	-	44	45	(1)	102.3%	54	52
4.6 Plan & Delivery Oversight Unit									
Current payments	27 813	-	(1 313)	26 500	26 448	52	99.8%	15 110	14 711
Transfers and subsidies	15 000	-	25	15 025	15 025	-	100.0%	50	49
Payment for capital assets	289	-	-	289	127	162	43.9%	163	95
Total	8 994 075	-	1 805	8 995 880	8 435 609	560 271	93.8%	8 126 538	6 897 873

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APPROPRIATION STATEMENT
for the year ended 31 March 2014

Program 4 Per Economic classification	Detail per Programme 4 – Planning, Information and Assessment									
	2013/14					2012/13				
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure	
R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000		
Current payments										
Compensation of employees	102 450	-	(6 801)	95 649	94 572	1 077	98.9%	88 196	86 449	
Goods and services	203 500	-	8 221	211 721	213 774	(2 053)	101.0%	106 952	106 015	
Transfers and subsidies										
Provinces and municipalities	6 643 267	-	-	6 643 267	6 643 267	-	100.0%	5 822 389	5 802 390	
Departmental agencies and accounts	97 662	-	-	97 662	97 662	-	100.0%	42 330	42 330	
Non-Profit institution	15 000	-	-	15 000	15 000	-	100.0%	-	-	
Households	-	-	385	385	384	1	99.7%	195	193	
Payments for capital assets										
Buildings and other fixed structures	1 931 091	-	-	1 931 091	1 370 124	560 967	71.0%	2 065 000	859 628	
Machinery and equipment	1 081	-	10	1 091	812	279	74.4%	1 476	868	
Software and other intangible assets	24	-	(10)	14	14	-	100.0%	-	-	
Total	8 994 075	-	1 805	8 995 880	8 435 609	560 271	93.8%	8 126 538	6 897 873	

Detail per sub-programme	Detail per Programme 5 – Education Enrichment Services							2012/13	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000
5.1 Programme Management: Educational Enrichment Services									
Current payment	2 929	-	213	3 142	3 135	7	99.8%	3 088	3 023
Transfers and subsidies	-	-	-	-	83	(83)	-	-	-
Payment for capital assets	16	-	(16)	-	-	-	-	-	-
5.2 Partnership in Education									
Current payment	13 204	-	(3 377)	9 827	9 785	42	99.6%	11 866	11 542
Transfers and subsidies	-	-	11	11	9	2	81.8%	5	4
Payment for capital assets	72	-	16	88	73	15	83.0%	14	9
5.3 Care and support in Schools									
Current payment	31 408	-	(925)	30 483	29 680	803	97.4%	16 031	15 679
Transfers and subsidies	5 173 139	-	34	5 173 173	5 173 186	(13)	100.0%	50	50
Payment for capital assets	134	-	186	320	296	24	92.5%	159	149
Payment for financial assets	-	-	137	137	137	-	100.0%	-	-
5.4 Grant Implementation, Monitoring and Reporting									
Current payments	2 806	-	(646)	2 160	2 086	74	96.6%	17 613	17 124
Transfers and subsidies	554 352	-	-	554 352	510 018	44 334	92.0%	5 424 307	5 403 571
Payment for capital assets	66	-	22	88	76	12	86.4%	71	49
Total	5 778 126	-	(4 345)	5 773 781	5 728 564	45 217	99.2%	5 473 204	5 451 200

DEPARTMENT OF BASIC EDUCATION

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APPROPRIATION STATEMENT
for the year ended 31 March 2014

Detail per Programme 5 – Education Enrichment Services									
Program 5 Per Economic classification	2013/14					2012/13			
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000
Current payments									
Compensation of employees	36 078	-	(2 261)	33 817	33 230	587	98.3%	32 160	31 581
Goods and services	14 269	-	(2 474)	11 795	11 457	338	97.1%	16 438	15 787
Transfers and subsidies									
Provinces and municipalities	5 727 355	-	-	5 727 355	5 683 021	44 334	99.2%	5 424 198	5 403 463
Non-profit institutions	50	-	-	50	50	-	100.0%	50	50
Households	86	-	45	131	225	(94)	171.8%	114	112
Payments for capital assets									
Buildings and other fixed structures	-	-	-	-	-	-	-	-	-
Machinery and equipment	288	-	208	496	444	52	89.5%	244	207
Payment for financial assets	-	-	137	137	137	-	100.0%	-	-
Total	5 778 126	-	(4 345)	5 773 781	5 728 564	45 217	99.2%	5 473 204	5 451 200

DEPARTMENT OF BASIC EDUCATION
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NOTES TO THE APPROPRIATION STATEMENT
for the year ended 31 March 2014

1. Detail of transfers and subsidies as per Appropriation Act (after Virement):

Detail of these transactions can be viewed in the note on Transfers and subsidies, disclosure notes and Annexure 1 (A-H) to the Annual Financial Statements.

2. Detail of specifically and exclusively appropriated amounts voted (after Virement):

Detail of these transactions can be viewed in note 1 (Annual Appropriation) to the Annual Financial Statements.

3. Detail on payments for financial assets

Detail of these transactions per programme can be viewed in the note on Payments for financial assets to the Annual Financial Statements.

4. Explanations of material variances from Amounts Voted (after Virement):

4.1 Per programme	Final Appropriation	Actual Expenditure	Variance	Variance as a % of Final Appropriation
	R'000	R'000	R'000	%
1: Administration	366 914	366 500	414	0.11
There were no material variances on this programme.				
2: Curriculum Policy, Support and Monitoring	1 471 088	1 469 592	1 496	0.10
There were no material variances on this programme.				
3: Teachers, Education Human Resources and Institutional Development	1 011 592	1 010 829	763	0.08
There were no material variances on this programme.				
4: Planning, Information and Assessment	8 995 880	8 435 609	560 271	6.23
The School Infrastructure Backlogs Indirect Grant underspent on the allocated budget as a result of the effects of liquidation of contracts which took place in the 2012/13 financial year resulting in lengthy process of procurement of the replacement contractors. Some contracts were terminated due to poor performance and delayed construction commencement.				
5: Educational Enrichment Services	5 773 781	5 728 564	45 217	0.78
The under-expenditure on this programme is due to the funds withheld for the HIV and AIDS conditional grant amounting to R9, 727 million to KwaZulu-Natal province and the Technical Secondary School Recapitalisation conditional grant to the Eastern Cape and Limpopo province amounting to R34, 607 million due to low spending.				

DEPARTMENT OF BASIC EDUCATION
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NOTES TO THE APPROPRIATION STATEMENT
for the year ended 31 March 2014

4.2 Per economic classification	Final Appropriation	Actual Expenditure	Variance	Variance as a % of Final Appropriation
	R'000	R'000	R'000	%
Current payments				
Compensation of employees	373 945	371 723	2 222	0.6
Goods and services	1 848 810	1 850 083	(1 273)	(0.1)
Interest and rent on land	50 296	50 290	6	-
Transfers and subsidies				
Provinces and municipalities	12 370 622	12 326 288	44 334	0.4
Departmental agencies and accounts	991 696	991 696	-	-
Foreign governments and international organisations	15 063	15 063	-	-
Payments for capital assets				
Buildings and other fixed structures	1 937 429	1 375 341	562 088	29.0
Machinery and equipment	13 146	12 994	865	1.2
Software and other intangible assets	911	197	714	78.4

The under-expenditure in respect of compensation of employees was as a result of vacancies within the Department that were filled later in the financial year. Regarding goods and services, the overspending was due to the number of question papers to be set which has increased from 76 in 2007 to 260 for the NSC for each examination cycle, which includes the November and the March supplementary examinations, and an additional 171 question papers for the Senior certificate May/June examination. Furthermore given that the CAPs is being implemented for the first time in Grade 12 in 2014, exemplar question papers and examination guidelines had to be developed for all subjects.

In an attempt to strengthen School Based Assessment (SBA) which was raised in each of the Annual Quality Assurance Reports of Umalusi for the past 3 years, as a serious risk to the credibility of the NSC, National moderation of SBA was conducted across all nine PEDs in seven key subjects. Spending on building and other fixed structures were lower than expected due to unforeseen challenges in respect of the School Infrastructure Backlogs indirect grant.

DEPARTMENT OF BASIC EDUCATION
VOTE 15
NOTES TO THE APPROPRIATION STATEMENT
for the year ended 31 March 2014

4.3 Per conditional grant	Final Appropriation	Actual Expenditure	Variance	Variance as a % of Final Appropriation
	R'000	R'000	R'000	%
Basic Education				
HIV/Aids (Life Skills Edu) Grant	213 507	203 780	9 727	4.6
Nat School Nutrition Prog Grant	5 173 081	5 173 081	-	-
Tech Sec School Recap Grant	231 532	196 925	34 607	14.9
Dinaledi Schools Grant	109 235	109 235	-	-
Educational Infrastructure Grant	6 643 267	6 643 267	-	-

The under-spending on this programme is due to the funds withheld for the HIV and AIDS conditional grant amounting to R9.727 million to Kwa-Zulu Natal province and the Technical Secondary Schools Recapitalisation conditional grant to the Eastern Cape and Limpopo province amounting to R34.607 million due to low spending.

DEPARTMENT OF BASIC EDUCATION
VOTE 15
STATEMENT OF FINANCIAL PERFORMANCE
for the year ended 31 March 2014

	Note	2013/14 R'000	2012/13 R'000
REVENUE			
Annual appropriation	1	17 619 255	16 203 994
Departmental revenue	2	27 227	8 029
Aid assistance	3	375 000	304 000
TOTAL REVENUE		18 021 482	16 516 023
EXPENDITURE			
Current expenditure			
Compensation of employees	4	371 723	325 210
Goods and services	5	1 850 083	1 692 555
Interest and rent on land	6	50 290	51 465
Aid assistance	3	356 712	283 761
Total current expenditure		2 628 808	2 352 991
Transfers and subsidies			
Transfers and subsidies	8	13 350 324	11 940 891
Aid assistance	3	14 407	15 165
Total transfers and subsidies		13 364 731	11 956 056
Expenditure for capital assets			
Tangible capital assets	9	1 388 398	877 673
Software and other intangible assets	9	197	78
Total expenditure for capital assets		1 388 595	877 751
Payment for financial assets	7	142	-
TOTAL EXPENDITURE		17 382 276	15 186 798
SURPLUS/(DEFICIT) FOR THE YEAR		639 206	1 329 225
Reconciliation of Net Surplus/(Deficit) for the year			
Voted funds		608 161	1 318 110
Departmental revenue and NRF Receipts	14	27 227	8 029
Aid assistance	3	3 818	3 086
SURPLUS/(DEFICIT) FOR THE YEAR		639 206	1 329 225

DEPARTMENT OF BASIC EDUCATION
VOTE 15
STATEMENT OF FINANCIAL POSITION
for the year ended 31 March 2014

	Note	2013/14 R'000	2012/13 R'000
ASSETS			
Current assets		683 066	1 326 422
Cash and cash equivalents	10	286 179	980 792
Prepayments and advances	11	270 772	272 973
Receivables	12	126 115	72 657
TOTAL ASSETS		683 066	1 326 422
LIABILITIES			
Current liabilities		683 014	1 326 405
Voted funds to be surrendered to the Revenue Fund	13	608 161	1 318 110
Departmental revenue and NRF Receipts to be surrendered to the Revenue Fund	14	9 651	910
Payables	15	61 384	4 299
Aid assistance repayable	3	3 818	3 086
TOTAL LIABILITIES		683 014	1 326 405
NET ASSETS		52	17
	Note	2013/14 R'000	2012/13 R'000
Represented by:			
Recoverable revenue		52	17
TOTAL		52	17

DEPARTMENT OF BASIC EDUCATION
VOTE 15
STATEMENT OF CHANGES IN NET ASSETS
for the year ended 31 March 2014

NET ASSETS	Note	2013/14 R'000	2012/13 R'000
Recoverable revenue			
Opening balance		17	42
Transfers:		35	(25)
Irrecoverable amounts written off	7	142	
Debts recovered (included in departmental receipts)		(107)	(25)
Closing balance		52	17
TOTAL		52	17

DEPARTMENT OF BASIC EDUCATION
VOTE 15
CASH FLOW STATEMENT
for the year ended 31 March 2014

CASH FLOW	Note	2013/14 R'000	2012/13 R'000
CASH FLOWS FROM OPERATING ACTIVITIES			
Receipts		18 021 481	16 516 023
Annual appropriated funds received	1.1	17 619 255	16 203 994
Departmental revenue received	2	7 176	7 583
Interest received	2.2	20 050	446
Aid assistance received	3	375 000	304 000
Net (increase)/decrease in working capital		5 828	(56 621)
Surrendered to Revenue Fund		(1 336 596)	(1 189 806)
Surrendered to RDP Fund/Donor		(3 086)	(457)
Current payments		(2 578 518)	(2 301 526)
Interest paid	6	(50 290)	(51 465)
Payments for financial assets		(142)	-
Transfers and subsidies paid		(13 364 731)	(11 956 056)
Net cash flow available from operating activities	16	693 946	960 092
CASH FLOWS FROM INVESTING ACTIVITIES			
Payments for capital assets	9	(1 388 595)	(877 751)
Proceeds from sale of capital assets	2.3	1	-
Net cash flows from investing activities		(1 388 594)	(877 751)
CASH FLOWS FROM FINANCING ACTIVITIES			
Distribution/dividend received			
Increase/(decrease) in net assets		35	(25)
Increase/(decrease) in non-current payables		-	-
Net cash flows from financing activities		35	(25)
Net increase/(decrease) in cash and cash equivalents		(694 613)	82 316
Cash and cash equivalents at beginning of period		980 792	898 476
Cash and cash equivalents at end of period	10	286 179	980 792

The Financial Statements have been prepared in accordance with the following policies, which have been applied consistently in all material aspects, unless otherwise indicated. The historic cost convention has been used, except where otherwise indicated. Management has used assessments and estimates in preparing the annual financial statements. These are based on the best information available at the time of preparation. Where appropriate and meaningful, additional information has been disclosed to enhance the usefulness of the Financial Statements and to comply with the statutory requirements of the Public Finance Management Act, Act 1 of 1999 (as amended by Act 29 of 1999), and the Treasury Regulations issued in terms of the Act and the annual Division of Revenue Act, Act 1 of 2013.

1. Presentation of the Financial Statements

1.1 Basis of preparation

The Financial Statements have been prepared on a modified cash basis of accounting.

Under this basis, the effects of transactions and other events are recognised in the financial records when the resulting cash is received or paid. The modification results from the recognition of certain near-cash balances in the financial statements.

In addition supplementary information is provided in the disclosure notes to the financial statements where it is deemed to be useful to the users of the financial statements.

1.2 Going concern

The financial statements have been prepared on a going concern basis.

1.3 Presentation currency

All amounts have been presented in the currency of the South African Rand (R) which is also the functional currency of the department.

1.4 Rounding

Unless otherwise stated all financial figures have been rounded to the nearest one thousand Rand (R'000).

1.5 Foreign currency translation

Cash flows arising from foreign currency transactions are translated into South African Rands using the exchange rates prevailing at the date of payment / receipt.

1.6 Comparative figures – Appropriation statement

A comparison between the approved, final budget and actual amounts for each programme and economic classification is included in the appropriation statement.

2. Revenue

2.1 Appropriated funds

Appropriated funds comprises of departmental allocations as well as direct charges against the revenue fund (i.e. statutory appropriation).

Appropriated funds are recognised in the financial records on the date the appropriation becomes effective. Adjustments made in terms of the adjustments budget process are recognised in the financial records on the date the adjustments become effective.

The net amount of any appropriated funds due to / from the relevant revenue fund at the reporting date is recognised as a payable / receivable in the statement of financial position.

2.2 Departmental revenue

Departmental revenue is recognised in the statement of financial performance when received and is subsequently paid into the relevant revenue fund, unless stated otherwise. Any amount owing to the relevant revenue fund at the reporting date is recognised as a payable in the statement of financial position.

2.3 Accrued departmental revenue

Accruals in respect of departmental revenue (excluding tax revenue) are recorded in the notes to the financial statements when:

- it is probable that the economic benefits or service potential associated with the transaction will flow to the department; and
- the amount of revenue can be measured reliably.

The accrued revenue is measured at the fair value of the consideration receivable.

Accrued tax revenue (and related interest and / penalties) is measured at amounts receivable from collecting agents.

3. Expenditure

3.1 Compensation of employees

3.1.1 Salaries and Wages

Salaries and wages are recognised in the statement of financial performance on the date of payment.

3.1.2 Social contributions

Social contributions made by the department in respect of current employees are recognised in the statement of financial performance on the date of payment.

Social contributions made by the department in respect of ex-employees are classified as transfers to households in the statement of financial performance on the date of the payment.

3.2 Other expenditure

Other expenditure (such as goods and services, transfers and subsidies and payments for capital assets) is recognised in the statement of financial performance on the date of payment. The expense is classified as a capital expense if the total consideration paid is more than the capitalisation threshold.

3.3 Accrued expenditure payable

Accrued expenditure payable is recorded in the notes to the financial statements when the goods are received or, in the case of services, when they are rendered to the department. Accrued expenditure payable is measured at cost.

3.4 Leases

3.4.1 Operating leases

Operating lease payments made during the reporting period are recognised as current expenditure in the statement of financial performance on the date of payment. The operating lease commitments are recorded in the notes to the financial statements.

3.4.2 Finance leases

Finance lease payments made during the reporting period are recognised as capital expenditure in the statement of financial performance on the date of payment.

The finance lease commitments are recorded in the notes to the financial statements and are not apportioned between the capital and interest portions.

Finance lease assets acquired at the end of the lease term are recorded and measured at the lower of:

- cost, being the fair value of the asset; or
- the sum of the minimum lease payments made, including any payments made to acquire ownership at the end of the lease term, excluding interest.

4. Aid Assistance

4.1 Aid assistance received

Aid assistance received in cash is recognised in the statement of financial performance when received. In-kind aid assistance is recorded in the notes to the financial statements on the date of receipt and is measured at fair value.

Aid assistance not spent for the intended purpose and any unutilised funds from aid assistance that are required to be refunded to the donor are recognised as a payable in the statement of financial position.

Where the amount is approved without funding it is recognised as expenditure in the statement of financial performance on date of approval.

4.2 Aid assistance paid

The cash payments made during the year relating to aid assistance projects are recognised in the statement of financial performance on the date of payment.

Aid assistance payment made prior to the receipt of funds is recognised as a receivable in the statement of financial position.

5. Cash and cash equivalents

Cash and cash equivalents are stated at cost in the statement of financial position.

Bank overdrafts are shown separately on the face of the statement of financial position.

For the purposes of the cash flow statement, cash and cash equivalents comprise cash on hand, deposits held, other short-term highly liquid investments and bank overdrafts.

6. Prepayments and advances

Prepayments and advances are recognised in the statement of financial position when the department receives or disburses the cash.

Prepayments and advances outstanding at the end of the year are carried in the statement of financial position at cost.

7. Receivables

Receivables recognised in the statement of financial position at cost plus accrued interest, where interest is charged, less amounts already settled or written-off.

Receivables outstanding at year-end are carried in the statement of financial position at cost plus any accrued interest. Amounts that are potentials irrecoverable are included in the disclosure notes.

8. Inventory

Inventories that qualify for recognition must be initially reflected at cost. Where inventories are acquired at no cost, or for nominal consideration, their cost shall be their fair value at the date of acquisition.

All inventory items at year-end are reflected using the weighted average cost formula.

9. Impairment of financial assets

Where there is an indication of impairment of a financial asset, an estimation of the reduction in the recorded carrying value, to reflect the best estimate of the amount of the future economic benefits expected to be received from that asset, is recorded in the notes to the financial statements.

10. Payables

Loans and payables are recognised in the statement of financial position at cost.

11. Capital assets

11.1 Immovable capital assets

Immovable capital assets are initially recorded in the notes to the financial statements at cost. Immovable capital assets acquired through a non-exchange transaction is measured at fair value as at the date of acquisition.

Where the cost of immovable capital assets cannot be determined accurately, the immovable capital assets are measured at R1 unless the fair value of the asset has been reliably estimated, in which case the fair value is used.

All assets acquired prior to 1 April 2002 (or a later date as approved by the OAG) are recorded at R1.

Immovable capital assets are subsequently carried at cost and are not subject to depreciation or impairment.

Subsequent expenditure that is of a capital nature is added to the cost of the asset at the end of the capital project unless the immovable asset is recorded by another department in which case the completed project costs are transferred to that department.

Subsequent recognition

Work-in-progress of a capital nature is recorded in the statement of financial performance as “expenditure for capital asset”. On completion, the total cost of the project is included in the asset register of the department that is accountable for the asset.

Repairs and maintenance is expensed as current “goods and services” in the statement of financial performance.

11.2 Movable capital assets

A movable capital asset is recorded in the asset register on receipt of the item at cost. Cost of an asset is defined as the total cost of acquisition.

Movable capital assets are initially recorded in the notes to the financial statements at cost. Movable capital assets acquired through a non-exchange transaction is measured at fair value as at the date of acquisition.

Where the cost of movable capital assets cannot be determined accurately, the movable capital assets are measured at fair value and where fair value cannot be determined; the movable assets are measured at R1.

All assets acquired prior to 1 April 2002 (or a later date as approved by the OAG) are recorded at R1.

Assets acquired utilising aid assistance are recorded in the asset register at cost less VAT.

Movable capital assets are subsequently carried at cost and are not subject to depreciation or impairment.

Subsequent expenditure that is of a capital nature is added to the cost of the asset at the end of the capital project unless the movable asset is recorded by another department/entity in which case the completed project costs are transferred to that department.

Subsequent recognition

Subsequent expenditure of a capital nature is recorded in the statement of financial performance as “expenditure for capital asset” and is capitalised in the asset register of the department on completion of the project unless the movable assets is recorded by another department in which case the completed project cost are transferred to that department.

Repairs and maintenance is expensed as current “goods and services” in the statement of financial performance.

11.3 Intangible assets

Initial recognition

Intangible asset assets are initially recorded in the notes to the financial statements at cost. Intangible asset acquired through a non-exchange transaction is measured at fair value as at the date of acquisition. Internally generated intangible assets are recorded in the notes to the financial statements when the department commences the development phase of the project.

An intangible asset is recorded in the asset register on receipt of the item at cost. Cost of an intangible asset is defined as the total cost of acquisition. Where the cost cannot be determined accurately, the intangible asset is stated at fair value. Where fair value cannot be determined, the intangible asset is included in the asset register at R1.

All intangible assets acquired prior to 1 April 2002 are included in the register at R1.

All assets acquired prior to 1 April 2002 (or a later date as approved by the OAG) are recorded at R1.

Subsequent recognition

Subsequent expenditure of a capital nature is added to the cost of the assets at the end of the capital project unless the movable assets is recorded by another department in which case the completed project cost are transferred to that department.

Maintenance is expensed as current “goods and services” in the statement of financial performance.

12. Provisions and Contingents

12.1 Provisions

Provisions are recorded in the notes to the financial statements when there is a present legal or constructive obligation to forfeit economic benefits as a result of events in the past and it is probable that an outflow of resources embodying economic benefits or service potential will be required to settle the obligation and a reliable estimate of the obligation can be made. The provision is measured as the best estimate of the funds required to settle the present obligation at the reporting date.

12.2 Contingent liabilities

Contingent liabilities are recorded in the notes to the financial statements when there is possible obligation that arises from past events, and whose existence will be confirmed only by occurrence or non- occurrence of one or more uncertain future events not within the control of the department or when there is a present obligation that is not recognised because it is not probable that an outflow of resources will be required to settle the obligation or the amount of the obligation cannot be measured reliably.

12.3 Contingent assets

Contingent assets are recorded in the notes to the financial statements when a possible asset arises from past events, and whose existence will be confirmed by the occurrence or non-occurrence of one or more uncertain future events not within the control of the department.

12.4 Commitments

Commitments are not recognised in the statement of financial position as a liability or as expenditure in the statement of financial performance but are included in the disclosure notes.

Commitments are recorded at cost in the notes to the financial statements when there is a contractual arrangement or an approval by management in a manner that raises a valid expectation that the department will discharge its responsibilities thereby incurring future expenditure that will result in the outflow of cash.

13. Unauthorised expenditure

Unauthorised expenditure is recognised in the statement of financial position until such time as the expenditure is either:

- approved by Parliament or the Provincial Legislature with funding and the related funds are received; or
- approved by Parliament or the Provincial Legislature without funding and is written off against the appropriation in the statement of financial performance; or
- transferred to receivables for recovery.

Unauthorised expenditure is measured at the amount of the confirmed unauthorised expenditure.

14. Fruitless and wasteful expenditure

Fruitless and wasteful expenditure is recorded in the notes to the financial statements when confirmed. The amount recorded is equal to the total value of the fruitless and or wasteful expenditure incurred.

Fruitless and wasteful expenditure is removed from the notes to the financial statements when it is resolved or transferred to receivables for recovery.

Fruitless and wasteful expenditure receivables are measured at the amount that is expected to be recoverable and are de-recognised when settled or subsequently written-off as irrecoverable.

15. Irregular expenditure

Irregular expenditure is recorded in the notes to the financial statements when confirmed. The amount recorded is equal to the total value of the irregularity unless it is impracticable to determine, in which case reasons therefor are provided in the note.

Irregular expenditure is removed from the note when it is either condoned by the relevant authority or transferred to receivables for recovery.

Irregular expenditure receivables are measured at the amount that is expected to be recoverable and are de-recognised when settled or subsequently written-off as irrecoverable.

16. Prior period errors

The accruals for personnel payments and accrued revenue from Implementing Agencies were misstated in the 2012/13 financial year and corrected in the disclosure notes.

17. Non-adjusting events after the reporting date

The Department is referred two matters of possible non-compliance with supply chain management requirements to the Competition Commission. The ultimate outcome of the matters cannot presently be determined and irregular expenditure that may result has not been stated in the financial statements. Details of the matters are recorded in the disclosure note.

18. Agent-Principal arrangements

The management fees paid to Implementing Agencies for managing projects on behalf of the Department are recorded on the disclosure notes.

19. Related party transactions

Specific information with regards to related party transactions is in the disclosure notes.

20. Key management personnel

Compensation paid to key management personnel including their family members where relevant, is included in the disclosure notes.

21. Public private partnerships

A description of the Public Private Partnership (PPP) arrangement, the contract fees and current and capital expenditure relating to the PPP arrangement is included in the disclosure notes.

DEPARTMENT OF BASIC EDUCATION
VOTE 15
NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2014

1. Annual Appropriation

1.1 Annual Appropriation

Included are funds appropriated in terms of the Appropriation Act (and the Adjustments Appropriation Act) for National Departments (Voted funds) and Provincial Departments:

Programmes	2013/14			2012/13
	Final Appropriation	Actual Funds Received	Funds not requested/ not received	Appropriation received
	R'000	R'000	R'000	R'000
Administration	366 914	366 914	-	322 885
Curriculum Policy, Support and Monitoring	1 471 088	1 471 088	-	1 417 748
Teacher, Education HR & Institutional Development	1 011 592	1 011 592	-	863 619
Planning, Information and Assessment	8 995 880	8 995 880	-	8 126 538
Educational Enrichment Services	5 773 781	5 773 781	-	5 473 204
Total	17 619 255	17 619 255	-	16 203 994

2. Departmental revenue

	Note	2013/14	2012/13
		R'000	R'000
Sales of goods and services other than capital assets	2.1	2 710	5 929
Interest, dividends and rent on land	2.2	20 050	446
Sale of capital assets	2.3	1	-
Transactions in financial assets and liabilities	2.4	4 120	1 153
Transfer received	2.5	346	501
Departmental revenue collected		27 227	8 029

2.1 Sales of goods and services other than capital assets

	Note	2013/14	2012/13
		R'000	R'000
Sales of goods and services produced by the department	2	2 710	5 929
Sales by market establishment		110	117
Administrative fees		-	5 730
Other sales		2 600	82
Sales of scrap, waste and other used current goods		-	-
Total		2 710	5 929

DEPARTMENT OF BASIC EDUCATION
VOTE 15
NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2014

2.2 Interest, dividends and rent on land

	<i>Note</i>	2013/14	2012/13
		R'000	R'000
Interest	2	20 050	446
Total		20 050	446

2.3 Sale of Capital assets

	<i>Note</i>	2013/14	2012/13
		R'000	R'000
Tangible assets			
Machinery and equipment	30	1	-
Total		1	-

2.4 Transactions in financial assets and liabilities

	<i>Note</i>	2013/14	2012/13
		R'000	R'000
Receivables	2	4 120	1 153
Total		4 120	1 153

2.5 Transfers received

	<i>Note</i>	2013/14	2012/13
		R'000	R'000
International organisations		-	18
Public corporations and private enterprises		346	483
Total		346	501

3. Aid assistance

3.1 Aid assistance received in cash from RDP

	<i>Note</i>	2013/14	2012/13
		R'000	R'000
Foreign			
Opening Balance		3 086	457
Revenue		375 000	304 000
Expenditure		(371 182)	(300 914)
Current		(356 712)	(283 761)
Capital		(63)	(1 988)
Transfers		(14 407)	(15 165)
Surrendered to the RDP		(3 086)	(457)
Closing Balance		3 818	3 086

DEPARTMENT OF BASIC EDUCATION
VOTE 15
NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2014

3.2 Total assistance

	2013/14	2012/13
	R'000	R'000
Opening Balance	3 086	457
Revenue	375 000	304 000
Expenditure	(371 182)	(300 914)
Current	(356 712)	(283 761)
Capital	(63)	(1 988)
Transfers	(14 407)	(15 165)
Prepayments	-	-
Surrendered / Transferred to retained funds	(3 086)	(457)
Closing Balance	3 818	3 086

3.3 Analysis of balance

	2013/14	2012/13
	R'000	R'000
Aid assistance repayable	3 818	3 086
RDP	3 818	3 086
Closing balance	3 818	3 086

4. Compensation of employees

4.1 Salaries and Wages

	2013/14	2012/13
	R'000	R'000
Basic salary	225 239	195 412
Performance award	8 047	7 254
Service Based	230	273
Compensative/circumstantial	25 324	19 268
Periodic payments	27 140	22 199
Other non-pensionable allowances	53 258	51 660
Total	339 238	296 066

DEPARTMENT OF BASIC EDUCATION
VOTE 15
NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2014

4.2 Social contributions

	<i>Note</i>	2013/14	2012/13
		R'000	R'000
Employer contributions			
Pension		24 371	21 590
Medical		8 065	7 513
Bargaining council		44	36
Official unions and associations		5	5
Total		32 485	29 144
Total compensation of employees		371 723	325 210
Average number of employees		742	692

5. Goods and services

	<i>Note</i>	2013/14	2012/13
		R'000	R'000
Administrative fees		1 536	973
Advertising		14 046	9 510
Minor assets	5.1	751	336
Bursaries (employees)		220	187
Catering		7 369	6 612
Communication		5 530	4 164
Computer services	5.2	59 609	46 207
Consultants, contractors and agency/outsourced services	5.3	77 671	86 920
Entertainment		150	5
Audit cost – external	5.4	13 588	9 182
Fleet services		1 363	106
Inventory	5.5	609 290	688 083
Consumables	5.6	47 483	-
Operating leases		1 462	1 311
Property payments	5.7	84 188	75 806
Rental and hiring		3 701	1 046
Travel and subsistence	5.8	141 316	111 166
Venues and facilities		5 929	13 766
Training and staff development		1 849	20 963
Other operating expenditure	5.9	773 032	616 212
Total		1 850 083	1 692 555

DEPARTMENT OF BASIC EDUCATION
VOTE 15
NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2014

5.1 Minor assets

	<i>Note</i>	2013/14	2012/13
	5	R'000	R'000
Tangible assets		745	336
Machinery and equipment		739	336
Transport assets		6	-
Intangible assets		6	-
Total		751	336

5.2 Computer services

	<i>Note</i>	2013/14	2012/13
	5	R'000	R'000
SITA computer services		53 717	43 221
External computer service providers		5 892	2 986
Total		59 609	46 207

5.3 Consultants, contractors and agency/outsourced services

	<i>Note</i>	2013/14	2012/13
	5	R'000	R'000
Business and advisory services		3 223	6 233
Infrastructure and planning		22	-
Legal costs		2 668	2 172
Contractors		6 470	1 712
Agency and support/outsourced services		65 288	76 803
Total		77 671	86 920

5.4 Audit cost – External

	<i>Note</i>	2013/14	2012/13
	5	R'000	R'000
Regularity audits		10 798	7 302
Performance audits		703	1 040
Computer audits		2 087	840
Total		13 588	9 182

DEPARTMENT OF BASIC EDUCATION
VOTE 15
NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2014

5.5 Inventory

	<i>Note</i>	2013/14	2012/13
	5	R'000	R'000
Clothing material and accessories		21	-
Farming supplies		35	-
Food and food supplies		4	50
Learning and teaching materials		608 816	58
Materials and supplies		408	687 271
Medicine		6	-
Other supplies	5.5.1	-	704
Total		609 290	688 083

5.5.1 Other Supplies

	<i>Note</i>	2013/14	2012/13
		R'000	R'000
Other		-	704
Total		-	704

5.6 Consumables

	<i>Note</i>	2013/14	2012/13
	5	R'000	R'000
Consumable supplies		7 103	-
Uniform and clothing		22	-
Households supplies		410	-
Building material and supplies		549	-
Communication accessories		24	-
IT consumables		338	-
Other consumables		5 760	-
Stationery, printing and office supplies		40 380	-
Total		47 483	-

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5.7 Property payments

	<i>Note</i>	2013/14	2012/13
	5	R'000	R'000
Municipal services		1 527	-
Property management fees		82 632	75 644
Property maintenance and repairs		-	162
Other		29	-
Total		84 188	75 806

5.8 Travel and subsistence

	<i>Note</i>	2013/14	2012/13
	5	R'000	R'000
Local		135 058	109 951
Foreign		6 258	1 215
Total		141 316	111 166

Travel and subsistence includes an amount of R7.2 million for Travel Agency Fee.

5.9 Other operating expenditure

	<i>Note</i>	2013/14	2012/13
	5	R'000	R'000
Professional bodies, membership and subscription fees		4	21
Resettlement costs		658	358
Other		772 370	615 833
Total		773 032	616 212

Included under Other on this note are the following: (2013/14)

	R'000
Laundry services	2
Courier and delivery services	255 850
Printing and publications	96 346
Storage of assets and goods	56
Competency Certificates/Licenses	1
Honoraria (voluntary workers)	420 115
	772 370

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6 Interest and rent on land

	<i>Note</i>	2013/14	2012/13
		R'000	R'000
Interest paid		50 290	51 465
Total		50 290	51 465

7 Payment for financial assets

	<i>Note</i>	2013/14	2012/13
		R'000	R'000
Debts written off		142	-
Total		142	-

7.1 Other debts written off

	<i>Note</i>	2013/14	2012/13
		R'000	R'000
Ex- employee		5	-
Employee		137	-
Total		142	-

8 Transfers and subsidies

		2013/14	2012/13
		R'000	R'000
	<i>Note</i>		
Provinces and municipalities	35	12 326 288	11 205 853
Departmental agencies and accounts	<i>Annex 1A</i>	991 696	714 426
Foreign governments and international organisations	<i>Annex 1B</i>	15 063	11 987
Non-profit institutions	<i>Annex 1C</i>	15 050	6 050
Households	<i>Annex 1D</i>	2 227	2 575
Total		13 350 324	11 940 891

9 Expenditure for capital assets

	Note	2013/14 R'000	2012/13 R'000
Tangible assets		1 388 398	877 673
Buildings and other fixed structures	32.1	1 375 341	864 312
Machinery and equipment	30.1	13 057	13 361
Software and other intangible assets		197	78
Computer software	31.1	197	78
TOTAL		1 388 595	877 751

9.1 Analysis of funds utilised to acquire capital assets – 2013/14

	Voted funds R'000	Aid assistance R'000	Total R'000
Tangible assets	1 388 335	63	1 388 398
Buildings and other fixed structures	1 375 341	-	1 375 341
Machinery and equipment	12 994	63	13 057
Software and other intangible assets	197	-	197
Computer software	197	-	197
Total	1 388 532	63	1 388 595

9.2 Analysis of funds utilised to acquire capital assets – 2012/13

	Voted funds R'000	Aid assistance R'000	Total R'000
Tangible assets	875 685	1 988	877 673
Buildings and other fixed structures	864 310	-	864 310
Machinery and equipment	11 375	1 988	13 363
Intangible assets	78	-	78
Computer Software	78	-	78
Total	875 763	1 988	877 751

9.3 Finance lease expenditure included in expenditure for capital assets - 2013/14

	2013/14
	R'000
Tangible assets	11 459
Building and other fixed structure	5 217
Machinery and equipment	6 242
	<u><u>11 459</u></u>

10 Cash and cash equivalents

	<i>Note</i>	2013/14	2012/13
		R'000	R'000
Consolidated Paymaster General Account		286 161	980 774
Cash on hand		18	18
Total		<u><u>286 179</u></u>	<u><u>980 792</u></u>

11 Prepayments and advances

	<i>Note</i>	2013/14	2012/13
		R'000	R'000
Travel and subsistence		100	31
Prepayments		-	1 115
Advances paid	11.1	270 672	271 827
Total		<u><u>270 772</u></u>	<u><u>272 973</u></u>

11.1 Advance paid

	<i>Note</i>	2013/14	2012/13
		R'000	R'000
National department	<i>Annex 6</i>	8	-
Provincial department	<i>Annex 6</i>	156	-
Other institutions	<i>Annex 6</i>	270 508	271 827
Total		<u><u>270 672</u></u>	<u><u>271 827</u></u>

12 Receivables

	Note	2013/14			2012/13	
		Less than one year	One to three years	Older than three years	Total	
		R'000	R'000	R'000	R'000	
Claims recoverable	12.1 Annex3	56 539	66 459	188	123 186	71 760
Recoverable expenditure	12.2	2 857	-	-	2 857	537
Staff debt	12.3	65	-	-	65	347
Other debtors	12.4	1	6	-	7	13
Total		59 462	66 465	188	126 115	72 657

12.1 Claims recoverable

	Note	2013/14	2012/13
	12	R'000	R'000
National departments		1 368	1 075
Provincial departments		66 349	66 413
Public entities		29 790	4 224
Private enterprises		25 679	48
Total		123 186	71 760

12.2 Recoverable expenditure (disallowance accounts)

	Note	2013/14	2012/13
	12	R'000	R'000
Disallowance Miscellaneous		2 032	444
Salary Disallowance		79	-
Clearing Accounts		-	93
Salary deduction		(1)	-
Disallowance damages & losses		747	-
Total		2 857	537

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12.3 Staff debt

	Note	2013/14	2012/13
	12	R'000	R'000
Bursaries debts		49	8
Employee		1	178
Ex-employee		11	161
Other debts		4	-
Total		65	347

12.4 Other debtors

	Note	2013/14	2012/13
	12	R'000	R'000
Dishonoured cheques		7	13
Total		7	13

13 Voted funds to be surrendered to the Revenue Fund

	Note	2013/14	2012/13
		R'000	R'000
Opening balance		1 318 110	1 179 552
Transfer from statement of financial performance		608 161	1 318 110
Paid during the year		(1 318 110)	(1 179 552)
Closing balance		608 161	1 318 110

14 Departmental revenue and NRF Receipts to be surrendered to the Revenue Fund

	Note	2013/14	2012/13
		R'000	R'000
Opening balance		910	3 135
Transfer from Statement of Financial Performance		27 227	8 029
Paid during the year		(18 486)	(10 254)
Closing balance		9 651	910

15 Payables - current

	Note	2013/14	2012/13
		R'000	R'000
Advances received	15.1	25 942	1 168
Clearing accounts	15.2	3 651	3 131
Other payables	15.3	31 791	-
Total		61 384	4 299

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15.1 Advances received

	<i>Note</i>	2013/14	2012/13
	15	R'000	R'000
Other institutions	<i>Annex 7</i>	25 942	1 168
Total		25 942	1 168

15.2 Clearing accounts

	<i>Note</i>	2013/14	2012/13
	15	R'000	R'000
South African Revenue Service		3 653	3 035
Government Pension Funds		(2)	-
Bargaining Council		-	1
Other		-	95
Total		3 651	3 131

15.3 Other Payables

	<i>Note</i>	2013/14	2012/13
	15	R'000	R'000
Conditional Grant of 2012/13 surrendered by PED NW		8 042	-
Conditional Grant of 2012/13 surrendered by PED WC		23 749	-
Total		31 791	-

16 Net cash flow available from operating activities

	<i>Note</i>	2013/14	2012/13
		R'000	R'000
Net surplus/(deficit) as per Statement of Financial Performance		639 206	1 329 225
Add back non cash/cash movements not deemed operating activities		54 740	(369 133)
(Increase)/decrease in receivables – current		(53 458)	6 884
(Increase)/decrease in prepayments and advances		2 201	(64 087)
(Increase)/decrease in payables-current		57 085	582
Proceeds from sale of capital assets		(1)	-
(Increase)/decrease in other current assets		-	-
Expenditure on capital assets		1 388 595	877 751
Surrenders to Revenue Fund		(1 336 596)	(1 189 806)
Surrenders to RDP Fund/Donor		(3 086)	(457)
Net cash flow generated by operating activities		693 946	960 092

17 Reconciliation of cash and cash equivalents for cash flow purposes

	<i>Note</i>	2013/14	2012/13
		R'000	R'000
Consolidated Paymaster General account		286 161	980 774
Cash on hand		18	18
Total		<u><u>286 179</u></u>	<u><u>980 792</u></u>

These amounts are not recognised in the Annual Financial Statements and are disclosed to enhance the usefulness of the Annual Financial Statements.

18 Contingent Liabilities and contingent assets

18.1 Contingent liabilities

	<i>Note</i>	2013/14	2012/13
		R'000	R'000
Liable to Nature			
Housing loan guarantees Employees	<i>Annex 2A</i>	75	75
Claims against the department	<i>Annex 2B</i>	141 377	19 997
Other	<i>Annex 2B</i>	4 066	-
Total		145 518	20 072

18.2 Contingent assets

	<i>Note</i>	2013/14	2012/13
		R'000	R'000
Nature of contingent assets			
Inyameko Trading		1 536	-
Setheo Investments		1 458	-
Total		2 994	-

The difference of R2.994 million (R40.387 million - R37.393 million) in respect of guarantees for the Replaced Contractors has been disclosed as a Contingent Asset in financial year 2013/14 as the recoverability thereof is currently in dispute.

Inyameko Trading:

The guarantee has not been paid to Implementing Agent (IA) yet as there is dispute between the IA and the insurance concerned. Inyameko Trading guarantee, the insurance company is claiming the termination letter was not attached to the call of the guarantee therefore they claim that they are not obliged to pay. The matter is still pending. The IA has engaged in a legal process to recover this amount.

Setheo Investments:

The guarantee has not been paid to IA yet as there is in dispute between IA and the Insurance Company concerned. The Insurance Brokers claims they can't pay, the contractor failed to honour monthly payments and the guarantee therefore lapsed and terminated already in April 2012.

19 Commitments

	<i>Note</i>	2013/14	2012/13
		R'000	R'000
Current expenditure			
Approved and contracted		133 152	128 076
Approved but not yet contracted		-	-
		133 152	128 076
Capital expenditure			
Approved and contracted		2 011 742	1 696 545
Approved but not yet contracted		4 371 085	3 204 712
		6 382 827	4 901 257
Total Commitments		6 515 979	5 029 333

The commitments exclude operating lease commitments as disclosed on separate notes.

20 Accruals and Payables not recognised

			2013/14	2012/13
	R'000	R'000	R'000	R'000
Listed by economic classification				
	30 Days	30+ Days	Total	Total
Goods and services	27 504	10 559	38 063	43 275
Capital assets	329 733	60 653	390 386	149 790
Other	758	464	1 222	4 316
Total	357 995	71 676	429 671	197 381

	<i>Note</i>	2013/14	2012/13
		R'000	R'000
Programme 1: Administration		5 589	2 108
Programme 2: Curriculum Policy, Support and Monitoring		11 353	13 496
Programme 3: Teachers, Education HR and Institutional Development		1 818	25 024
Programme 4: Planning, Information and Assessment		409 707	156 599
Programme 5: Educational Enrichment services		1 204	154
Total		429 671	197 381

21 Employee benefits

	<i>Note</i>	2013/14	2012/13
		R'000	R'000
Leave entitlement		9 376	9 676
Service bonus (Thirteenth cheque)		7 813	6 879
Performance awards		700	456
Capped leave commitments		18 754	17 444
Total		36 643	34 455

The employee benefit amount excludes the negative leave credit amounting to (R1.710) million.

22 Lease commitments

22.1 Operating leases expenditure

2013/14	Buildings and other fixed structures	Machinery and equipment	Total
	R'000	R'000	R'000
Not later than 1 year		1 217	1 217
Later than 1 year and not later than 5 years	-	1 280	1 280
Later than five years	-	-	-
Total lease commitments	-	2 497	2 497

2012/13	Buildings and other fixed structures	Machinery and equipment	Total
	R'000	R'000	R'000
Not later than 1 year		733	733
Later than 1 year and not later than 5 years	-	41	41
Later than five years	-	-	-
Total lease commitments	-	774	774

23 Accrued departmental revenue

	<i>Note</i>	2013/14	2012/13
		R'000	R'000
Sales of goods and services other than capital assets		883	396
Interest, dividends and rent on land		6 317	6 632
Transactions in financial assets and liabilities		37 830	40 387
Total		45 030	47 415

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Sales of goods and services other than capital assets:	
Tender Document Revenue Due by:	R'000
Mhlathuze Water	4
IDT FS	466
DBSA (2012/13 was understated by)	396
COEGA KZN	17
	<u>883</u>
Interest, dividends and rent on land	
Interest Bank Account Due by:	R'000
CSIR EC	63
IDT FS	984
DBSA	4 000
DBSA (2012/13 was understated by)	636
DBSA (Interest still due for 2012/13)	630
Adopt-A-School KZN	4
	<u>6 317</u>
Transactions in financial assets and liabilities	
	R'000
Revenue Previous Book Year	437
Replacement Contracts Guarantees (DBSA)	37 393
	<u>37 830</u>

23.1 Analysis of accrued departmental revenue

	Note	2013/14 R'000	2012/13 R'000
Opening balance		47 415	-
Less: amounts received		(5 366)	-
Add: amounts recognised		5 975	47 415
Less: amounts written-off/reversed as irrecoverable		(2 994)	-
Closing balance		<u>45 030</u>	<u>47 415</u>

Accrued interest received in 2013/14	
COEGA EC	R 542 566.90
DBSA	R 4 807 674.74
SAB & T	R 15 508.27
Total	<u>R 5 365 749.91</u>

23.2 Accrued department revenue written off

	Note	2013/14 R'000	2012/13 R'000
Nature of losses			
Inyameko Trading (Dispute on guarantees payment)		1 536	-
Setheo Investments (Dispute on guarantees payment)		1 458	-
Total		<u>2 994</u>	<u>-</u>

The difference of R2.994 million (R40.387million-R37.393million), in respect of Guarantees for the Replaced Contractors has been disclosed as a Contingent Asset in Financial Year 2013/14 as the recoverability thereof is currently in dispute.

24 Irregular expenditure

24.1 Reconciliation of irregular expenditure

	Note	2013/14 R'000	2012/13 R'000
Opening balance		82 808	153 531
Add: Irregular expenditure – relating to prior year		59 504	-
Add: Irregular expenditure – relating to current year		771 299	82 808
Less: Amounts condoned		-	(153 531)
Irregular expenditure awaiting condonation		913 611	82 808
Analysis of awaiting condonation per age classification			
Current year		771 299	82 808
Prior years		142 312	-
Total		913 611	82 808

- In order to comply with the requirements of Preferential Policy Framework Act (5/2000) the Department went on tender to appoint Implementing Agents, Professional Service Providers and Contractors. The tenders were advertised on the 4 May 2012 and closed 1 June 2012. However, due to volume of tenders received it was going to take the Department a long time to complete the process of evaluating the tenders received. What the Department did to take steps to ensure that the project is not compromised, a number of public entities, namely, DBSA, Coega, IDT and CSIR as well as provincial education, departments of public works were appointed as Implementing Agents to continue with the project while the tenders were being finalised. This was done to ensure that there is a fair spread of allocation of contracts.
- The Department participated in the Human Settlement tender and appointed Mvula Trust to provide water and sanitation to schools. The MOA between the Department and Mvula Trust was that Mvula Trust may use their procurement policies in contracting service providers (contractors). However Mvula Trust policies did not fully conform with Government SCM prescripts. Therefore, expenditure incurred for 2012/13 and 2013/14 has been declared irregular expenditure.
- The tender on Grade R workbooks, a tender was advertised for a period less than 21 days, upon discovery of the shorter period, the Department issued an addendum in Government bulletin extending the closing date. However, the extension of the date was not stated in the Government Bulletin and the expenditure incurred was declared as irregular.
- The Eastern Cape Public Works, a contractor was disqualified during the evaluation stage due to the CIDB registration that expired. However at the time of closing date of receipt of bids, the CIDB was still valid. Therefore, the appointment of other contractor was deemed irregular.
- The Department appointed Adopt-A-School Foundation as an implementing agent to build 3 schools in KwaZulu-Natal. The appointment of the agent was due to cost-effectiveness in the implementation of the 3 schools. When appointing the Adopt-A-School, the Department also took into account the empowerment of the community in terms of skilled and unskilled labour together with local procurement. The deviation on procurement requirement resulted as irregular expenditure.

24.2 Details of irregular expenditure – current year

Incident	Disciplinary steps taken/criminal proceedings	2013/14 R'000
Coega Development Corporation -Eastern Cape		234 632
Coega Development Corporation -KwaZulu-Natal		25 829
Council For Scientific And Industrial Research (CSIR)		21 732
Independent Development Trust (IDT)- Eastern Cape- Inappropriate Structures		176 962
Independent Development Trust (IDT) Eastern Cape water and sanitation		24 589
Independent Development Trust (IDT) Free State		112 889
Independent Development Trust (IDT)- KwaZulu-Natal		29 997
Independent Development Trust (IDT)- Limpopo		39 746
Mhlathuze Water		8 961
The Mvula Trust		55 017
Adopt a School		1 000
Eastern Cape Public Works		7 722
GRADE R (Advert of tender)		32 223
Total		771 299

Adjustment of Financial Year 2012/13

Mvula Trust R 59.504 million

25 Related party transactions

List related party relationships

Education Labour Relations Council (ELRC)

The main functions of the Council are to negotiate agreements on matters of mutual interest and to settle disputes between parties in the Council.

South African Council for Educators (SACE)

The core functions of SACE are registration, promotion and professional development of educators, as well as setting, maintaining and protecting the ethical and professional standards of educators.

Umalusi

Umalusi is responsible for developing and maintaining a sub-framework of qualifications for general and further education and training: NQF Levels 1 – 4; and for the attendant quality assurance and certification of such qualifications.

26 Key management personnel

	No. of Individuals	2013/14 R'000	2012/13 R'000
Political office bearers (provide detail below)	2	3 841	3 663
Officials:			-
Level 15 to 16	11	14 414	12 166
Level 14 (incl. CFO if at a lower level)	25	23 726	20 711
Family members of key management personnel	0	-	-
Total		41 981	36 540

27 Public Private Partnership

	Note	2013/14 R'000	2012/13 R'000
Contract fee paid		144 382	137 394
Fixed component		61 750	61 750
Indexed component		82 632	75 644
Analysis of indexed component		82 632	75 644
Goods and services (excluding lease payments)		82 632	75 644
Other		3 435	1 678
Other obligations		3 435	1 678

28 Provisions

	Note	2013/14 R'000	2012/13 R'000
Department of Education-Eastern Cape		65 615	-
Fever Tree Consulting		88	-
Old Department of Education		955	-
Total		66 658	-

28.1 Reconciliation of movement in provisions-2013/14

	PED-EC	Fever Tree	Old DOE	Total provisions
	R'000	R'000	R'000	R'000
Opening balance	-	-	-	-
Increase in provision	65 615	88	955	66 658
Closing balance	65 615	88	955	66 658

29. Non-adjusting events after reporting date

Nature of event	2013/14 R'000
<ul style="list-style-type: none"> There has been an allegation of possible collusive bidding between two companies with the same Director of which one of the companies was appointed as the successful bidder to build the schools. The matter has been referred to the Competition Commission to pronounce whether there has been a failure on the part of both companies to declare their interest of possible collusive bidding. 	3 337
<ul style="list-style-type: none"> A tender was advertised for warehousing, packaging and distribution of LTSM. Although the supply chain management processes were followed, it is alleged that the appointed service provider may have had an advantage over other possible service providers because the service provider in question performed a similar service for the Department in previous years and un-utilised LTSM materials from the previous year are still in the service provider's warehouse. The Department referred the matter to the Competition Commission to establish whether the service provider in question had an unfair advantage over other service providers. 	41 317
Total	44 654

30 Movable Tangible Capital Assets

MOVEMENT IN MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2014

	Opening balance	Curr Year Adjust- ments to prior year balances	Additions	Disposals	Closing Balance
	R'000	R'000	R'000	R'000	R'000
MACHINERY AND EQUIPMENT	47 396	405	6 905	(7 896)	46 810
Transport assets	4 361	-	916	(574)	4 703
Computer equipment	26 674	10 349	3 647	(6 643)	34 027
Furniture and office equipment	12 507	(9 682)	576	-	3 401
Other machinery and equipment	3 854	(262)	1 766	(679)	4 679
TOTAL MOVABLE TANGIBLE CAPITAL ASSETS	47 396	405	6 905	(7 896)	46 810

30.1 Additions

ADDITIONS TO MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2014

	Cash	Non-cash	(Capital Work in Progress current costs and finance lease payments)	Received current, not paid (Paid current year, received prior year)	Total
	R'000	R'000	R'000	R'000	R'000
MACHINERY AND EQUIPMENT	13 057	-	(6 242)	90	6 905
Transport assets	916	-	-	-	916
Computer equipment	3 637	-	-	10	3 647
Furniture and office equipment	6 738	-	(6 242)	80	576
Other machinery and equipment	1 766	-	-	-	1 766
TOTAL ADDITIONS TO MOVABLE TANGIBLE CAPITAL ASSETS	13 057	-	(6 242)	90	6 905

30.2 Disposals

DISPOSALS OF MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2014

	Sold for cash	Transfer out or destroyed or scrapped	Total disposals	Cash Received Actual
	R'000	R'000	R'000	R'000
MACHINERY AND EQUIPMENT	(1)	(7 895)	(7 896)	1
Transport assets	-	(574)	(574)	-
Computer equipment	(1)	(6 642)	(6 643)	1
Furniture and office equipment	-	-	-	-
Other machinery and equipment	-	(679)	(679)	-
TOTAL DISPOSAL OF MOVABLE TANGIBLE CAPITAL ASSETS	(1)	(7 895)	(7 896)	1

30.3 Movement for 2012/13

MOVEMENT IN MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2013

	Opening balance	Additions	Disposals	Closing balance
	R'000	R'000	R'000	R'000
MACHINERY AND EQUIPMENT	35 543	13 019	(1 166)	47 396
Transport assets	3 670	691	-	4 361
Computer equipment	23 997	3 791	(1 114)	26 674
Furniture and office equipment	4 749	7 810	(52)	12 507
Other machinery and equipment	3 127	727	-	3 854
TOTAL MOVABLE TANGIBLE ASSETS	35 543	13 019	(1 166)	47 396

30.4 Minor assets

MOVEMENT IN MINOR ASSETS PER THE ASSET REGISTER FOR THE YEAR ENDED AS AT 31 MARCH 2014

	Intangible assets	Machinery and equipment	Total
	R'000	R'000	R'000
Opening balance	147	11 340	11 487
Curr Year Adjustments to Prior Year balances	-	(4 234)	(4 234)
Additions	10	774	784
Disposals	-	(557)	(557)
TOTAL MINOR ASSETS	157	7 323	7 480

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	Intangible assets	Machinery and equipment	Total
	R'000	R'000	R'000
Number of R1 minor assets	52	4 421	4 473
Number of minor assets at cost	64	4 238	4 302
TOTAL NUMBER OF MINOR ASSETS	116	8 659	8 775

Minor assets

MOVEMENT IN MINOR ASSETS PER THE ASSET REGISTER FOR THE YEAR ENDED AS AT 31 MARCH 2013

	Intangible assets	Machinery and equipment	Total
	R'000	R'000	R'000
Opening balance	143	6 502	6 645
Prior Yr Balance	4	32	36
Additions	-	7 628	7 628
Disposals	-	(2 822)	(2 822)
TOTAL MINOR ASSETS	147	11 340	11 487

	Intangible assets	Machinery and equipment	Total
	R'000	R'000	R'000
Number of R1 minor assets	52	3 781	3 833
Number of minor assets at cost	60	17 232	17 292
TOTAL MINOR ASSETS	112	21 013	21 125

30.5 Movable assets written off

MOVABLE ASSETS WRITTEN OFF FOR THE YEAR ENDED AS AT 31 MARCH 2014

	Intangible assets	Machinery and equipment	Total
	R'000	R'000	R'000
Assets written off	-	115	115
TOTAL MOVABLE ASSETS WRITTEN OFF	-	115	115

MOVABLE ASSETS WRITTEN OFF FOR THE YEAR ENDED AS AT 31 MARCH 2013

	Intangible assets	Machinery and equipment	Total
	R'000	R'000	R'000
Assets written off	-	160	160
TOTAL MOVABLE ASSETS WRITTEN OFF	-	160	160

31 Intangible Capital Assets

MOVEMENT IN INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2014

	Opening balance	Current Year Adjust- ments to prior year balances	Additions	Disposals	Closing Balance
	R'000	R'000	R'000	R'000	R'000
SOFTWARE	6 426	-	197	-	6 623
	-	-	-	-	-
TOTAL INTANGIBLE CAPITAL ASSETS	6 426	-	197	-	6 623

31.1 Additions

ADDITIONS TO INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2014

	Cash	Non-Cash	(Develop-ment work in progress – current costs)	Received current year, not paid (Paid current year, received prior year)	Total
	R'000	R'000	R'000	R'000	R'000
SOFTWARE	197	-	-	-	197
TOTAL ADDITIONS TO INTANGIBLE CAPITAL ASSETS	197	-	-	-	197

31.2 Movement for 2012/13

MOVEMENT IN INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2013

	Opening balance	Additions	Disposals	Closing balance
	R'000	R'000	R'000	R'000
SOFTWARE	6 348	78	-	6 426
TOTAL INTANGIBLE CAPITAL ASSETS	6 348	78	-	6 426

32 Immovable Tangible Capital Assets

MOVEMENT IN IMMOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2014

	Opening balance	Curr Year Adjust- ments to prior year balances	Additions	Disposals	Closing Balance
	R'000	R'000	R'000	R'000	R'000
BUILDINGS AND OTHER FIXED STRUCTURES	236 319	(236 319)	390 386	-	390 386
Non-residential buildings	138 475	(138 475)	215 083	-	215 083
Other fixed structures	97 844	(97 844)	175 303	-	175 303
HERITAGE ASSETS	3 600	-	-	-	3 600
Heritage assets	3 600	-	-	-	3 600
TOTAL IMMOVABLE TANGIBLE CAPITAL ASSETS	239 919	(236 319)	390 386	-	393 986

The adjustment of R97.844 million on other fixed structure relates to prior year projects which were incorrectly reported as completed projects.

32.1 Additions

ADDITIONS TO IMMOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2014

	Cash	Non- cash	(Capital Work in Progress current costs and finance lease payments)	Received current, not paid (Paid current year, received prior year)	Total
	R'000	R'000	R'000	R'000	R'000
BUILDING AND OTHER FIXED STRUCTURES	1 375 341	-	(1 375 341)	390 386	390 386
Non-residential buildings	826 089	-	(826 089)	215 083	215 083
Other fixed structures	549 252	-	(549 252)	175 303	175 303
TOTAL ADDITIONS TO IMMOVABLE TANGIBLE CAPITAL ASSETS	1 375 341	-	(1 375 341)	390 386	390 386

32.2 Movement for 2012/13

MOVEMENT IN IMMOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2013

	Opening balance	Additions	Disposals	Closing balance
	R'000	R'000	R'000	R'000
BUILDINGS AND OTHER FIXED STRUCTURES	-	236 319	-	236 319
Non- residential buildings	-	138 475	-	138 475
Other fixed structure	-	97 844	-	97 844
HERITAGE ASSETS	3 600	-	-	3 600
Heritage assets	3 600	-	-	3 600
TOTAL IMMOVABLE TANGIBLE ASSETS	3 600	236 319	-	239 919

32.3 Asset subject to transfer in terms of S42 of the PFMA-2012/13

	<i>Note</i>	No of Assets	Value of Assets R'000
BUILDING AND OTHER FIXED STRUCTURES		240	97 844
Non-residential buildings		-	-
Other fixed structures		240	97 844
Total		240	97 844

33 Agent-Principal arrangement

32.1 Department acting as the principal

	2013/14
	R'000
Adopt a School Foundation	1 000
Coega Development Corporation	16 727
Council for Scientific and Industrial Research	1 526
Development Bank of Southern Africa	32 533
The Independent Development Trust	2 172
The Mvula Trust	7 118
Mhlathuze Water	302
SAB &T	32 975
	94 353

All the above mentioned Entities and Departments entered into a Memorandum of Agreement with the National Department of Basic Education to act as Implementing Agents for the Department of Education to execute the National ACCELERATED SCHOOLS INFRASTRUCTURE DELIVERY INITIATIVE (ASIDI). The objective of the Initiative is addressing the backlogs in the eradication of inappropriate school structures and the provision of basic services (water, sanitation and electricity) to schools that do not have such services in all Provinces.

The service provider, SAB&T delivers professional service for Human Resource, Procurement and Financial Management services for the Kha Ri Gude Project based on a 4.99% management fee.

34 Prior period errors

34.1 Correction of prior period error for secondary information

	<i>Note</i>	2012/13
		R'000
The comparative amounts in Note 23 were restated as follows:		
Sale of goods and services other than capital assets		396
Interest, Dividends and interest on land		636
Transactions in financial assets and liabilities		9
Net effect on the note		1 041
The comparative amounts in Note 20 were restated as follows:		
Other (compensation of employees)		894
Net effect on the note		894

35 STATEMENT OF CONDITIONAL GRANTS PAID TO THE PROVINCES

NAME OF PROVINCE / GRANT	GRANT ALLOCATION			TRANSFER			SPENT			2012/13 Division of Revenue Act R'000	
	Division of Revenue Act R'000	Roll Overs R'000	Adjustments R'000	Total Available R'000	Actual Transfer R'000	Funds Withheld R'000	Re-allocations by National Treasury or National Department %	Amount received by department R'000	Amount spent by department R'000		% of available funds spent by department %
Dinaledi School Grants											
Eastern Cape	12 620	-	-	12 620	12 620	-	-	12 620	11 271	89%	11 964
Free State	7 573	-	-	7 573	7 573	-	-	7 573	6 907	91%	7 179
Gauteng	21 244	-	-	21 244	21 244	-	-	21 244	26 427	124%	20 139
Kwa-Zulu Natal	18 509	-	-	18 509	18 509	-	-	18 509	15 840	86%	17 547
Limpopo	10 727	4 067	-	14 794	14 794	-	-	14 794	8 497	57%	10 169
Mpumalanga	9 675	-	-	9 675	9 675	-	-	9 675	9 675	100%	9 172
Northern Cape	3 577	-	-	3 577	3 577	-	-	3 577	3 269	91%	3 391
North-West	11 147	-	-	11 147	11 147	-	-	11 147	10 505	94%	10 568
Western Cape	10 096	-	-	10 096	10 096	-	-	10 096	11 869	118%	9 571
Education Infrastructure Grant											
Eastern Cape	1 010 870	-	-	1 010 870	1 010 870	-	-	1 010 870	1 130 962	112%	883 403
Free State	468 931	-	-	468 931	468 931	-	-	468 931	421 769	90%	459 635
Gauteng	537 892	-	-	537 892	537 892	-	-	537 892	537 872	100%	512 866
Kwa-Zulu Natal	1 298 847	-	7 574	1 306 421	1 306 421	-	-	1 306 421	1 306 421	100%	1 247 477
Limpopo	983 599	-	163	983 762	983 762	-	-	983 762	1 147 038	117%	942 091
Mpumalanga	531 504	-	4 866	536 370	536 370	-	-	536 370	536 367	100%	530 711
Northern Cape	316 934	-	-	316 934	316 934	-	-	316 934	364 966	115%	307 609
North-West	521 622	-	-	521 622	521 622	-	-	521 622	660 974	127%	507 200
Western Cape	960 465	-	-	960 465	960 465	-	-	960 465	821 831	86%	431 397

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DISCLOSURE NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2014

NAME OF PROVINCE / GRANT	GRANT ALLOCATION				TRANSFER			SPENT		2012/13 Division of Revenue Act	
	Division of Revenue Act	Roll Overs	Adjustments	Total Available	Actual Transfer	Funds Withheld	Re-allocations by National Treasury or National Department	Amount received by department	Amount spent by department		% of available funds spent by department
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000		%
HIV and Aids (Life Skills Education) Grant											
Eastern Cape	34 895	-	-	34 895	34 895	-	-	34 895	34 555	99%	35 252
Free State	12 135	-	-	12 135	12 135	-	-	12 135	11 847	98%	12 491
Gauteng	30 012	-	-	30 012	30 012	-	-	30 012	34 778	116%	29 147
Kwa-Zulu Natal	48 634	-	-	48 634	38 907	9 727	-	38 907	19 348	50%	46 806
Limpopo	30 852	-	-	30 852	30 852	-	-	30 852	13 704	44%	29 942
Mpumalanga	18 015	-	-	18 015	18 015	-	-	18 015	17 767	99%	17 416
Northern Cape	5 205	-	-	5 205	5 205	-	-	5 205	5 205	100%	4 579
North- West	16 122	-	-	16 122	16 122	-	-	16 122	16 109	100%	15 616
Western Cape	17 637	-	-	17 637	17 637	-	-	17 637	17 868	101%	17 416
National School Nutrition Programme											
Eastern Cape	949 162	-	-	949 162	949 162	-	-	949 162	943 436	99%	903 644
Free State	274 552	-	-	274 552	274 552	-	-	274 552	273 717	100%	261 367
Gauteng	585 157	-	-	585 157	585 157	-	-	585 157	616 164	105%	548 690
Kwa-Zulu Natal	1 206 190	-	-	1 206 190	1 206 190	-	-	1 206 190	1 283 939	106%	1 151 644
Limpopo	932 050	-	-	932 050	932 050	-	-	932 050	872 753	94%	879 338
Mpumalanga	496 661	-	-	496 661	496 661	-	-	496 661	484 947	98%	474 560
Northern Cape	119 859	-	-	119 859	119 859	-	-	119 859	119 859	100%	113 136
North- West	348 912	-	-	348 912	348 912	-	-	348 912	354 160	102%	329 301
Western Cape	260 538	-	-	260 538	260 538	-	-	260 538	258 328	99%	244 784

NAME OF PROVINCE / GRANT	GRANT ALLOCATION				TRANSFER			SPENT		2012/13 Division of Revenue Act R'000	
	Division of Revenue Act R'000	Roll Overs R'000	Adjustments R'000	Total Available R'000	Actual Transfer R'000	Funds Withheld R'000	Re-allocations by National Treasury or National Department %	Amount received by department R'000	Amount spent by department R'000		% of available funds spent by department %
Technical Secondary School Recapitalisation Grant											
Eastern Cape	31 648	-	-	31 648	18 989	12 659	-	18 989	7 047	37%	30 000
Free State	20 963	-	-	20 963	20 963	-	-	20 963	20 944	100%	19 870
Gauteng	26 375	-	-	26 375	26 375	-	-	26 375	34 000	129%	25 000
Kwa-Zulu Natal	42 717	-	-	42 717	42 717	-	-	42 717	39 030	91%	40 490
Limpopo	28 169	10 680	-	38 849	16 901	21 948	-	16 901	3 395	20%	26 700
Mpumalanga	27 058	-	-	27 058	27 058	-	-	27 058	30 756	114%	25 678
Northern Cape	13 188	-	-	13 188	13 188	-	-	13 188	12 429	94%	12 500
North- West	18 850	-	-	18 850	18 850	-	-	18 850	22 575	120%	17 867
Western Cape	11 884	-	-	11 884	11 884	-	-	11 884	3 718	31%	11 264
	12 343 272	14 747	12 603	12 370 622	12 326 288	44 334	-	12 326 288	12 584 838		11 246 587

National Departments are reminded of the DORA requirements to indicate any re-allocations by the National Treasury or the transferring department, certify that all transfers in terms of this Act were deposited into the primary bank account of a province or, where appropriate, into the CPD account of a province as well as indicate the funds utilised for the administration of the receiving officer.

The Department hereby certify that all transfers were deposited into the primary bank account of the provinces for the 2013/14 financial year. The over expenditure in respect of some conditional grants will be covered through the provincial allocations.

ANNEXURE 1A

STATEMENT OF TRANSFERS TO DEPARTMENTAL AGENCIES AND ACCOUNTS

DEPARTMENT/ AGENCY/ ACCOUNT	TRANSFER ALLOCATION				TRANSFER		2012/13 Appropriation Act R'000
	Adjusted Appropriation	Roll Overs	Adjust-ments	Total Available	Actual Transfer	% of Available funds Transferred	
	R'000	R'000	R'000	R'000	R'000	%	
Education Training and Development Practices-SETA	167	-	-	167	167	100%	184
National Student Financial Aid Scheme	893 867	-	-	893 867	893 867	100%	671 912
Umalusi	97 662	-	-	97 662	97 662	100%	42 330
	991 696	-	-	991 696	991 696		714 426

ANNEXURE 1B

STATEMENT OF TRANSFERS TO FOREIGN GOVERNMENT AND INTERNATIONAL ORGANISATIONS

	TRANSFER ALLOCATION				EXPENDITURE		2012/13 Appropriation Act
	Adjusted Appropriation Act	Roll overs	Adjust-ments	Total Available	Actual Transfer	% of Available funds Transferred	
	R'000	R'000	R'000	R'000	R'000	%	R'000
FOREIGN GOVERNMENT/ INTERNATIONAL ORGANISATION							
Transfers							
Association for the Development of Education in Africa (ADEA)	30	-	-	30	27	90%	22
Guidance, Counselling and Youth Development Centre for Africa: Malawi	107	-	-	107	107	100%	93
United Nations Educational, Scientific and Cultural Organisation (UNESCO)	14 926	-	-	14 926	14 929	100%	11 872
TOTAL	15 063	-	-	15 063	15 063		11 987

ANNEXURE 1C

STATEMENT OF TRANSFERS TO NON-PROFIT INSTITUTIONS

	TRANSFER ALLOCATION				EXPENDITURE		2012/13 Appropriation Act R'000
	Adjusted Appropriation Act R'000	Roll overs R'000	Adjust-ments R'000	Total Available R'000	Actual Transfer R'000	% of Available funds transferred %	
NON-PROFIT INSTITUTIONS							
Transfers							
Childline South Africa	50	-	-	50	50	100%	50
National Education Collaboration	15 000	-	-	15 000	15 000	100%	-
SA Mathematics Foundation	-	-	-	-	-	-	6 000
Total	15 050	-	-	15 050	15 050		6 050

ANNEXURE 1D

STATEMENT OF TRANSFERS TO HOUSEHOLDS

	TRANSFER ALLOCATION				EXPENDITURE		2012/13 Appropriation Act
	Adjusted Appropriation Act R'000	Roll Overs R'000	Adjust-ments R'000	Total Available R'000	Actual Transfer R'000	% of Available funds Transferred %	
HOUSEHOLDS							R'000
Transfers							
Employee Social Benefits	881	-	864	1 745	1 832	105%	2 444
Claims against State (Cash)	40	-	360	400	395	99%	131
Total	921	-	1 224	2 145	2 227		2 575

ANNEXURE 1E

STATEMENT OF GIFTS, DONATIONS AND SPONSORSHIPS RECEIVED

NAME OF ORGANISATION	NATURE OF GIFT, DONATION OR SPONSORSHIP	2013/14	2012/13
		R'000	R'000
Commonwealth of Learning (Foreign)	Accommodation and air ticket of the Dept official	-	18
Dr. CL Smith	National Teacher Awards	-	10
EDTP SETA	National Teacher Awards	-	2 500
Gaborone Botswana	Innovation Africa Conference	18	-
Gallagher Convention Centre	National Teacher Awards	-	759
IDC	National Teacher Awards	-	100
Independent Newspapers	National Teacher Awards	6 500	6 500
Japan International Co-op	Mathematics Training	88	-
Liberty	National Teacher Awards	-	873
MacMilan SA PTY (LTD)	National Teacher Awards	-	135
MTN Foundation	National Teacher Awards	500	-
NB Publishers	National Teacher Awards	-	125
Nedbank	National Teacher Awards	-	500
Nestle	National Teacher Awards	-	15
Nestle	Joint Nutrition Education Planned Activities with Nestle	1 541	-
Mindset Learn	National Teacher Awards	-	30
Miet Africa	World Aids Day Commemoration	5 500	-
Wits University	National Senior Certificate Exams	1 000	-
Vodacom Foundation	National Senior Certificate Exams	50	-
MTN Foundation	National Senior Certificate Exams	100	-
SA Post Office	National Senior Certificate Exams	456	-
Oxford University Publishers	National Teacher Awards	-	60
Paarl Media	National Teacher Awards	500	500
SABC Education	National Teacher Awards	2 804	3 600

DEPARTMENT OF BASIC EDUCATION

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ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended 31 March 2014

NAME OF ORGANISATION	NATURE OF GIFT, DONATION OR SPONSORSHIP	2013/14	2012/13
		R'000	R'000
Sangari South Africa	National Teacher Awards	-	100
South African Airways	National Teachers Awards	700	-
Telkom Foundation	National Teacher Awards	3 900	4 000
UNICEF	Pilot study for retention of youth	-	1 000
UNICEF	Training and bullying in nine provinces and review the school safety	1 975	-
UNICEF	Abdul Latif Jameel Poverty Action Lab – University of Cape Town	-	68
VIA Africa	National Teacher Awards	1 000	1 000
VIA Africa	South African School Choral Eisteddfod(SASCE)	50	-
Avbob Foundation	South African School Choral Eisteddfod(SASCE)	187	-
Ferrero Social Enterprises	South African School Choral Eisteddfod(SASCE)	414	-
Nacma	South African School Choral Eisteddfod(SASCE)	310	-
Vodacom	National Teacher Awards	500	400
Subtotal		28 093	22 293
TOTAL		28 093	22 293

ANNEXURE 1F

STATEMENT OF AID ASSISTANCE RECEIVED

NAME OF DONOR	PURPOSE	OPENING BALANCE	REVENUE	EXPENDI-TURE	CLOSING BALANCE
		R'000	R'000	R'000	R'000
Received in cash					
European Union	PrimED SPSP	3 086	375 000	374 268	3 818
TOTAL		3 086	375 000	374 268	3 818

ANNEXURE 2A

STATEMENT OF FINANCIAL GUARANTEES ISSUED AS AT 31 MARCH 2014 – LOCAL

Guarantor institution	Guarantee in respect of	Original guaranteed capital amount	Opening balance 1 April 2013	Guarantees draw downs during the year	Guarantees repayments/ cancelled/ reduced/ released during the year	Revaluations	Closing balance 31 March 2014	Guaranteed interest for year ended 31 March 2014	Realised losses not recoverable i.e. claims paid out
		R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000
Employees	Motor Finance Scheme	197	-	-	-	-	-	-	-
	Subtotal	197	-	-	-	-	-	-	-
Standard Bank	Housing Employee	485	66	-	-	-	66	-	-
FirstRand Bank	Employee	47	9	-	-	-	9	-	-
	Subtotal	532	75	-	-	-	75	-	-
	Other	-	-	-	-	-	-	-	-
	Subtotal	-	-	-	-	-	-	-	-
	TOTAL	729	75	-	-	-	75	-	-

ANNEXURE 2B

STATEMENT OF CONTINGENT LIABILITIES AS AT 31 MARCH 2014

Nature of Liability	Opening Balance 1 April 2013	Liabilities incurred during the year	Liabilities paid/ cancelled/ reduced during the year	Liabilities recoverable (Provide details hereunder)	Closing Balance 31 March 2014
	R'000	R'000	R'000	R'000	R'000
Claims against the department					
Lingua Franca Publishers vs the Department of Basic Education	13 430	-	-	-	13 430
Magna FS vs the Minister of Basic Education	6 567	-	-	-	6 567
Edu Solutions vs MEC for Education, Limpopo and Minister of Basic Education	-	121 380	-	-	121 380
SUB TOTAL	19 997	121 380	-	-	141 377
Other					
Dispute between Eskom and the Department (the dispute is in respect of the closing balance on Advance account. the Department's indicated the amount owing by Eskom R19 849 939.12. However, Eskom disagree and indicated that the balance owing to the Department amount to R15 782 618.08)		4 066			4 066
TOTAL	19 997	125 446	-	-	145 443

ANNEXURE 3

CLAIMS RECOVERABLE

Government Entity	Confirmed balance outstanding		Unconfirmed balance outstanding		Total	
	31/03/2014	31/03/2013	31/03/2014	31/03/2013	31/03/2014	31/03/2013
	R'000	R'000	R'000	R'000	R'000	R'000
Department						
Free State Department of Education	-	-	40	40	40	40
National Department of Public Works	-	-	13	-	13	-
Department of Higher Education and Training	-	-	399	48	399	48
Kwa-Zulu Natal Department of Education	-	678	650	45	650	723
North West Agriculture Conservative	-	-	27	27	27	27
Western Cape Department of Education	-	-	2	2	2	2
Eastern Cape Department of Education – Old DOE	-	-	65 615	65 615	65 615	65 615
National Department of Education	-	-	955	955	955	955
Department of Home Affairs	-	-	-	42	-	42
Department of Agriculture Forestry and Fishery	-	-	-	31	-	31
Gauteng Department of Education	-	-	17	5	17	5
Other Government Entities						
South African Revenue Service	-	-	29 790	4 224	29 790	4 224
	-	678	67 718	66 810	67 718	67 488
	-	-	29 790	4 224	29 790	4 224
	-	-	29 790	4 224	29 790	4 224

DEPARTMENT OF BASIC EDUCATION

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ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended 31 March 2014

Government Entity	Confirmed balance outstanding		Unconfirmed balance outstanding		Total	
	31/03/2014	31/03/2013	31/03/2014	31/03/2013	31/03/2014	31/03/2013
	R'000	R'000	R'000	R'000	R'000	R'000
Private enterprises						
Coega Development Corporation EC	-	-	493	-	493	-
Coega Development Corporation KZN	-	-	2	-	2	-
CSIR EC	-	-	817	-	817	-
Development Bank of Southern Africa	-	-	2 506	-	2 506	-
Drake and Schull	-	-	8	8	8	8
Fedicks	-	-	8	10	8	10
Independent Development Trust EC Structure	-	-	11 616	-	11 616	-
Independent Development Trust EC W&S	-	-	1 367	-	1 367	-
Independent Development Trust FS	-	-	7 350	-	7 350	-
Independent Development Trust KZN	-	-	691	-	691	-
Independent Development Trust LIM	-	-	219	-	219	-
SAB & T	-	-	583	-	583	-
Rennies	-	-	16	3	16	3
Taste of Africa	-	-	1	-	1	-
Travel with Flair	-	-	1	9	1	9
Tsebo	-	-	-	18	-	18
TOTAL	-	-	25 678	48	25 678	48
	-	678	123 186	71 082	123 186	71 760

ANNEXURE 4

INVENTORY

Inventory	Note	2013/14		2012/13	
		Quantity	R'000	Quantity	R'000
Opening balance		2 639 246	28 924	2 107 817	20 809
Add/(Less): Adjustments to prior year balance		18 748	5 567	-	-
Add: Additions/Purchases - Cash		58 331 241	776 005	52 913 541	504 242
Add: Additions - Non-cash		56 246	28 121	25	1
(Less): Disposals		-	-	-	-
(Less): Issues		(57 169 348)	(751 241)	(52 378 346)	(496 159)
Add/(Less): Adjustments		(35 350)	(260)	(3 791)	31
Closing balance		3 840 783	87 116	2 639 246	28 924

ANNEXURE 5

MOVEMENT IN CAPITAL WORK IN PROGRESS

MOVEMENT IN CAPITAL WORK IN PROGRESS FOR THE YEAR ENDED 31 MARCH 2014					
	Opening balance	Current Year Capital WIP	Completed Assets	Closing balance	
	R'000	R'000	R'000	R'000	R'000
MACHINERY AND EQUIPMENT	15 145	6 424	-	21 569	
Furniture and office equipment	15 145	6 424	-	21 569	
BUILDINGS AND OTHER FIXED STRUCTURES	850 527	1 375 341	-	2 225 868	
Non-residential buildings	297 700	826 089	-	1 123 789	
Other fixed structures	552 827	549 252	-	1 102 079	
TOTAL	865 672	1 381 765	-	2 247 437	

ANNEXURE 6

INTER-ENTITY ADVANCES PAID (Note 11)

	Confirmed balance		Unconfirmed balance		Total	
	31/03/2014	31/03/2013	31/03/2014	31/03/2013	31/03/2014	31/03/2013
	R'000	R'000	R'000	R'000	R'000	R'000
NATIONAL DEPARTMENT						
Department of International Relations and Cooperation	-	-	8	-	8	-
PROVINCIAL DEPARTMENT						
Department of Roads and Public Works	156	-	-	-	156	-
OTHER INSTITUTIONS						
Adopt A School KZN	6 000	-	-	-	6 000	-
Coega Development Corporation EC	2 087	-	-	35 085	2 087	35 085
Coega Development Corporation KZN	44 855	-	-	-	44 855	-
CSIR	21 277	-	-	-	21 227	-
Development Bank of South Africa (DBSA)	-	-	-	162 071	-	162 071
Electricity Supply Commission (ESKOM)	-	-	19 849	23 184	19 849	23 184
IDT- Eastern Cape Structure	25 071	-	-	47 829	25 071	47 829
IDT- EC W/S	30 723	-	-	-	30 723	-
IDT- Free State	54 825	-	-	649	54 825	649
IDT- KZN	43 044	-	-	-	43 044	-
IDT- LIMPOPO	9 038	-	-	-	9 038	-
Mhlathuze Water	11 039	-	-	-	11 039	-
SAB&T Business Innovation Group	2 700	-	-	1 885	2 700	1 885
NAPTOSA	-	-	-	1 124	-	1 124
TOTAL	250 815	-	19 857	271 827	270 672	271 827

ANNEXURE 7

INTER-ENTITY ADVANCES RECEIVED (note 15)

	Confirmed balance		Unconfirmed balance		Total	
	31/03/2014	31/03/2013	31/03/2014	31/03/2013	31/03/2014	31/03/2013
	R'000	R'000	R'000	R'000	R'000	R'000
OTHER INSTITUTIONS						
Current						
United Nations educational, Scientific and Cultural Organisation	-	-	1 096	1 157	1 096	1 157
Association for the development of Education in Africa (ADEA)	-	-	-	10	-	10
Travel with Flair	-	-	-	1	-	1
Development Bank of Southern Africa	24 846	-	-	-	24 846	-
TOTAL	24 846	-	1 096	1 168	25 942	1 168



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