



ANNUAL REPORT

2015 - 2016



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



Read to Lead

A Reading Nation is a Leading Nation

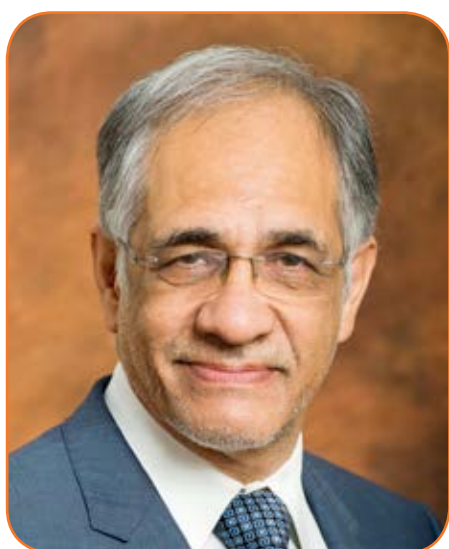


**DEPARTMENT OF BASIC EDUCATION
VOTE NO. 14
ANNUAL REPORT
2015/16**





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Minister of Basic Education



MR ME SURTY, MP
Deputy Minister of Basic Education



MR HM MWELI
Director-General of Basic Education

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PART A

GENERAL INFORMATION



1. DEPARTMENT GENERAL INFORMATION

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2. LIST OF ABBREVIATIONS/ACRONYMS

19 CCEM	19th Conference of Commonwealth Education Ministers
AGSA	Auditor-General of South Africa
AIDS	Acquired Immune Deficiency Syndrome
ANA	Annual National Assessment
ARC	Agricultural Research Council
ASIDI	Accelerated Schools Infrastructure Development Initiative
ASS	Annual School Survey
BAS	Basic Accounting System
BC	British Council
BI	Business Intelligence system
BMM	Broad Management Meetings
CAPS	Curriculum and Assessment Policy Statement
CCIEEC	Chinese Culture and International Education Exchange Centre
CEM	Council of Education Ministers
CFO	Chief Financial Officer
CES	Chief Education Specialist
CHE	Council on Higher Education
CIE	Catholic Institute of Education
CiPELT	Certificate in Primary English Language Teaching
COSAS	Congress of South African Students
CPTD	Continuing Professional Teacher Development
CSA	Cricket South Africa
CSIR	Council for Scientific and Industrial Research
CSTL	Care and Support for Teaching and Learning
DBC	Departmental Bargaining Chamber
DBE	Department of Basic Education
DBSA	Development Bank of Southern Africa
DDGs	Deputy Directors-General
DGs	Directors-General
DHET	Department of Higher Education and Training
DoH,	Department of Health
DoJ	Department of Justice and Correctional Services
DoRA	Division of Revenue Act
DoT	Department of Transport

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
DSTV	Digital Satellite Television
DTPS	Department of Telecommunication and Postal Services
DVDs	Digital Versatile Discs
EC DOE	Eastern Cape Department of Education
ECD	Early Childhood Development
ECF	Education Collaboration Framework
EIG	Education Infrastructure Grant
EFAL	English First Additional Language
EGRA	Early Grade Reading Assessment
ELRC	Education Labour Relations Council
EMGD	Education, Management and Governance Development
EMIS	Education Management Information System
EMS	Education Management Service
ETDP SETA	Education, Training and Development Practices Sector Education and Training Authority
EU	European Union
FDF	Financial Disclosure Forms
FET	Further Education and Training
FOSAD	Forum of South African Directors-General
GBV	Gender Based Violence
GEHS	Government Employees Housing Scheme
GET	General Education and Training
GHS	General Household Survey
GITO	Government Information and Technology
GMSA	General Motors South Africa
GPSSBC	General Public Service Sectoral Bargaining Council
HEDCOM	Heads of Education Departments Committee
HEI	Higher Education Institution
HESOP	Heritage Education Schools Outreach Programme
HIV	Human Immunodeficiency Virus
HOD	Head of Department
HOMs	Heads of Missions

HPCA	Hospice Palliative Care Association
HPV	Human Papillomavirus
HR	Human Resources
IA	Implementing Agent
ICT	Information and Communication Technology
IDC	Industrial Development Corporation
IDT	Independent Development Trust
IEA	International Association for Educational Assessment
IECS	Integrated Examinations Computer System
IHDC	Institute Health and Development Communication
IIAL	Incremental Introduction of African Languages
IMC	Inter-Ministerial Committee
IQMS	Integrated Quality Management System
ISHP	Integrated School Health Programme
ISPFTED	Integrated Planning Framework on Teacher Education and Development
IT	Information Technology
ITA	Information Technology Association
JICA	Japan International Cooperation Agency
LEAP	Learn English Audio Project
LAPs	Learner Assessment Portfolios
LTSM	Learning and Teaching Support Materials
LURITS	Learner Unit Record Information and Tracking System
MCC	Medicines Control Council
MEC	Member of the Executive Council
MIS	Management and Information System
MMS	Middle Management Service
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
MTSF	Medium Term Strategic Framework
NAISA	National Alliance of Independent Schools Associations

NAPTOSA	National Professional Teachers' Organisation of South Africa
NATU	National Teachers' Union
NCF	National Curriculum Framework
NCS	National Curriculum Statement
NCTT	National Core Training Team
NDP	National Development Plan
NECT	National Education Collaborative Trust
Nedlac	National Economic Development and Labour Council
NEIC	National Education Information Centre
NEIMS	National Education Infrastructure Management System
NEEDU	National Education Evaluation and Development Unit
NEPA	National Education Policy Act, 1996 (Act 27 of 1996)
NGO	Non-Governmental Organisation
NLRD	National Learner Records Database
NLRF	National Labour Relations Forum
NQF	National Qualifications Framework
NRD	National Recruitment Database
NRF	National Research Foundation
NSC	National Senior Certificate
NSFAS	National Student Financial Aid Scheme
NSG	National School of Government
NSLA	National Strategy for Learner Attainment
NSNP	National School Nutrition Programme
NTA	National Teaching Awards
NTT	National Training Team
OFSP	Orange Fleshed Sweet Potato
OSCB	Office of Standards and Compliance for Basic Education
OSD	Occupation-specific Dispensation
OVHD	Open View High Definition
PAIA	Promotion of Access to Information Act
PAM	Personnel Administration Measure
PAs	Performance Agreements
PATs	Practical/Performance Assessment Tasks
PED	Provincial Education Department
PEISA	Physical Education Institute of South Africa

PEU	Professional Educators Union
PERSAL	Department of Public Service and Administration Personnel and Establishment System Database
PFMA	Public Finance Management Act, 1999 (Act 1 of 1999)
PGPs	Personal Growth Plans
PIE	Post-Introduction Evaluation
PIRLS	Progress in Reading and Literacy Study
PIVOTAL	Professional, Vocational, Technical and Academic Learning Programmes
PLCs	Professional Learning Communities
PMDS	Performance Management and Development System
POA	Programme of Action
POC	Programme Operation Committee
POPI	Protection of Personal Information
PPP	Public-Private Partnership
PSCBC	Public Sector Collective Bargaining Council
PSETA	Public Service Education and Training Authority
PSS	Psychosocial Support
QCT	Quality Coordination Team
QCTO	Quality Council for Trades and Occupations
QLTC	Quality Learning and Teaching Campaign
QMS	Quality Management System
RoMP	Reintroduction of Mathematics Project
SACE	South African Council for Educators
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SADC	Southern African Development Community
SADTU	South African Democratic Teachers Union
SAFBDG	South African Food Based Dietary Guidelines
SAIDE	South African Institute for Distance Education
SAL	Second Additional Language
SAOU	Suid-Afrikaanse Onderwysersunie
SAPA	South African Principals' Association
SAPS	South African Police Service
SAQA	South African Qualifications Authority
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
SBA	School-Based Assessment
SCIP	School Capacity and Innovation Programme
SCC	SACMEQ Coordinating Centre
SCOPA	Standing Committee on Public Accounts
SEIAS	Socio-Economic Impact Assessment
SETA	Sector Education and Training Authority
SGs	Superintendent-Generals
SGB	School Governing Body
SIAS	Screening, Identification, Assessment and Support
SIBIG	School Infrastructure Backlog Indirect Grant
SISCO	School Improvement Support Coordinators
SIP	School Improvement Plan
SITA	State Information and Technology Agency
SLYSIG	School Library and Youth Services Interest Group
SMM	Senior Management Meetings
SMS	Senior Management Service
SMT	School Management Team
SONA	State of the Nation Address
SRSA	Sport and Recreation South Africa
SPCHD	Social Protection, Community and Human Development
SSE	School Self-Evaluation
STATS SA	Statistics of South Africa
TASP	Teacher Appreciation and Support Programme
TDCM	Teacher Development and Curriculum Management
TIMSS	Trends in International Mathematics and Science Study
TUC	Teacher Union Collaboration
TVP	Texturised Vegetable Protein
TWG	Technical Working Group
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund
UNISA	University of South Africa
USAID	United States Agency for International Development
USAO	Universal Service and Access Obligation
UVS	Ukufunda Virtual School

VFH	Volunteer food handlers
WHO	World Health Organisation
WIP	Work-In-Progress
WSE	Whole School Evaluation
WSP	Workplace Skills Plan
YCAP	Youth Citizenship Action Programme

3. FOREWORD BY THE MINISTRY

Basic education, as a concurrent function, requires a cooperative and more integrated approach. We have therefore adopted a more rigorous approach to sector planning, implementation, as well as the monitoring and evaluation of programmes in the basic education sector, in line with sections 3 and 8 of the National Education Policy Act, 1996 (NEPA). As part of our rigorous approach to sector planning, we have repositioned and realigned all sector plans with the National Development Plan (NDP). The repositioning process has forced the sector to focus on accountability at all levels. The basic education sector is an organisation that is complex and highly differentiated, hence our concentrated effort on the basics, such as ensuring that schools function, teachers teach and learners are at the centre of all that is done in the sector.

Basic education remains the apex priority of this administration because of its enormous potential positive impact on society's fortunes. Research shows that a basic education is a prerequisite for tackling poverty and promoting short and long-term economic growth. We have made great strides in ensuring that education and training is available to all as part of our mission to address the injustices of the past. Our basic education transformation is guided by five internationally accepted principles, i.e., access, redress, equity, quality and efficiency. Our efforts have started to yield results, especially regarding access, redress and equity. We have noted an unprecedented level of access in terms of participation in the public system, and progress in the equitable allocation of funding. However, more work needs to be done in the areas of quality and efficiency.

Our country's spending on basic education now constitutes about 5% of its Gross Domestic Product (GDP). This has begun to pay significant dividends. Pre-school education and early childhood development (ECD) have expanded massively, there is gender parity in school enrollment and the retention as well as throughput ratios have improved substantially up to Grade 9. However, the schooling system needs to address the drop-out rates from Grades 9 to 12. The introduction of the Second Chance Matric Programme, as well as curriculum differentiation through the Three Stream Model – academic, technical-vocational and technical-occupational streams – are welcome innovations to address and reverse the high drop-out rates in Grades 9 to 12.

Together with our partners, the investment in teacher resource centres and the use of Information and Communication Technology (ICT) in teacher development have enabled us to multiply and expand our support to our teachers in subject content knowledge and teaching practice. We support the NDP assertion that “greater use of technology, backed by high-speed broadband, could open new opportunities” for teachers and learners. The integration of e-innovation, e-governance and e-administration to enhance the use of ICTs in teaching and learning will be the focus of our Operation Phakisa interventions. Through Operation Phakisa, we will roll out ICT programmes that will develop and modernise the skills of our teachers and learners to match the needs of the changing world.

The NDP enjoins all South Africans to learn at least one indigenous language as part of nation building and social cohesion. In 2014, we began with the Incremental Introduction of African Languages (IIAL) in eight provinces and 228 schools as an immediate response. Our social cohesion activities will have a particular focus on the elimination of racism, xenophobia and intolerance that persist.

The introduction of the Annual National Assessment (ANA) helped identify the weaknesses in the teaching and learning processes. The lessons learnt since 2011, continue to influence our teacher development programmes. In the 2014 – 2019 Medium Term Strategic Framework (MTSF) periods, the emphasis is on improving the verification and the credibility of the ANA. Participation in international assessments is ongoing, to continuously measure our learners' performance against the best in the world.

Stability has been achieved in curriculum reform and, working with our provincial counterparts, ensuring full curriculum coverage at classroom level will be the focus of all programmes through better accountability for learning and collaboration with all stakeholders and partners.

The Department will continue to work with sister departments to formalise Grade R, and will ensure that the provisioning of appropriately qualified and experienced ECD practitioners, as well as age-appropriate learning and teaching support materials, are prioritised.

The Department has started a Read to Lead Campaign to create a national focus on improving the reading abilities of all South African children. The campaign seeks to provide energy, direction and inspiration across all levels of the education system, in homes and the public domain, to ensure that all learners can and do read by 2019. The 1 000 School Libraries per year in schools project that we committed to in the 2015/16 Budget Vote has been implemented with resounding success. Existing spaces in schools were converted into school libraries with conventional and technology-mediated reading platforms. More than 3 000 school, mobile and trolley libraries as well as classroom reading corners have been provided to schools – thanks to the generous donations and direct involvement of the private sector, NGOs and individuals. We are particularly indebted to those South Africans who have volunteered their time and resources to act as the ambassadors of the Read to Lead Campaign.

In support of the partnership advocated by the NDP, the National Education Collaboration Trust (NECT) continues to help the Department to transform the education system. The NECT is devoted to the strengthening of selected education districts and improving the performance of schools within these districts.

The stabilisation of the administration and the strengthening of systems in the Eastern Cape Education Department and those of the Limpopo Department of Education must be achieved, hence section 100(1)(b) of the South African Constitution, and section 18 of the Public Finance Management Act (PFMA) have been invoked in these provincial education departments. The Department will continue to monitor and evaluate, and provide the requisite support to these two provinces, and any other province where a need has been determined. Provincial oversight visits have been scaled up since the 2015/16 financial year. The Department has strategically integrated activities with the cooperation of the Parliamentary Portfolio and Select Committees, the National Treasury, the Department of Planning, Monitoring and Evaluation, and the Auditor-General of South Africa, among others.

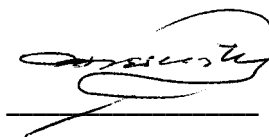
At present, our major weakness is the absence of norms and standards for some of the services we provide and inability to monitor compliance with norms and standards where they exist. The recent audit outcomes clearly show that several provincial departments of education face challenges in terms of compliance with basic processes and procedures related to their institutional performance; and the main contributory factor cited in the audit outcomes, is the lack of capacity and/or absence of internal audit units. The existing internal audit units are not sufficiently capacitated, resourced or focused on institutional functionality, and in some instances their recommendations are being ignored by management.

We have resolved that attention must be paid to the internal audit function. The Department will ensure that proper internal controls are put in place and that internal audit functions are strengthened to improve independent assurance services, as well as ensure that the Department's risk management, governance and internal control processes are operating effectively. We are pleased that the Office of the Auditor-General is walking this road with us as a result of a shared understanding of this priority. Our ultimate goal is to achieve clean audit outcomes across the sector by 2019.

We hereby present the Annual Report of the Department of Basic Education for the 2015/16 financial year.



MRS AM MOTSHEKGA, MP
MINISTER
July 2016



MR ME SURTY, MP
DEPUTY MINISTER
July 2016

4. REPORT OF THE ACCOUNTING OFFICER

4.1 Overview of the operations of the Department

Improved learner performance across the basic education system continues to be central to all the DBE's work. In the 2015/16 financial year, the DBE built on achievements of the 2014/15 financial year. A major focus of 2015/16 was on strategies to address persisting challenges. Some of the measures that were employed in the past became institutionalised and gained stability. The DBE will continue to seek and implement innovative ways to ensure that learner performance at all levels is optimal. The National Development Plan (NDP) has enabled the DBE to focus on the short, medium and long term goals for the sector, which are embodied in the very clear goals, milestones and activities of the *Action Plan to 2019: Towards the Realisation of Schooling 2030*. The Action Plan, an embodiment of the NDP in basic education, indicates the requirements for achieving the apex priority – improved education for our country. In line with the five-year Medium Term Strategic Framework (MTSF) for basic education, which is produced by the Presidency, the DBE focused on the priorities for improvement in the basic education sector. Some of the major activities undertaken during the period under review, include effective curriculum implementation, monitoring and support, with the intention of strengthening classroom practices.

Provincial Departments of Education (PDEs) are primarily responsible for spending education budgets. As a result, the majority of the work of the Department of Basic Education is the alignment of provincial strategic five-year plans and Annual Performance Plans (APPs) with the sectoral mandate articulated in the NDP and in the MTSF. This is complex, as provincial priority setting is subject to many dynamics. However, some progress is evident in the planning and alignment of the PDEs with national priorities. Sister departments, including the National Treasury and the Department of Planning, Monitoring and Evaluation, supported the DBE to prioritise key programmes for the improvement of education for all children.

In support of service delivery, PDEs' call centres are improving, as highlighted in the Service Delivery Improvement Planning initiatives. Six provinces consistently achieved a resolution rate of over 90% and all provinces were well above the 70% target set by the Presidency.

All PDEs have district structures, however these are uneven in size and quality of services. In the year under review, the DBE determined draft norms and standards for staffing district offices in order to strengthen compliance with, and alignment to, the Policy on the *Organisation, Roles and Responsibilities of Education Districts*. In 2015/16, the DBE hosted quarterly engagements between the DBE and District Directors. These meetings were used as a platform to ensure that support given to schools is meaningful and effective. The DBE also conducted a mentoring programme aimed at supporting District and Circuit Managers in identified districts, to improve management practices for effective support to schools

The Policy on South African Standards for Principalship was promulgated and gazetted on 18 March 2016. The DPME subjected the policy to a Socio Economic Impact Assessment (SEIAS) and Quality Assessment.

The DBE also monitored the quality of performance management of school based educators by visiting 6 provinces. As a way of improving functionality of schools, all public schools are required to develop School Improvement Plans (SIPs), detailing what the key challenges of the schools are and how they will be addressed.

In March 2015, elections for new School Governing Bodies (SGBs) took place in all schools across all provinces. The training of SGBs, using guidelines developed by the DBE, commenced in April 2016.

In 2015, 10 216 newly qualified teachers entered schools in South Africa. The Funza Lushaka bursary programme continues to boost the supply of skilled teachers in the country with 4 723 Funza Lushaka bursary holders having qualified and, therefore, being eligible for placement at the end of 2015. The overall placement rate of these graduates is 94% across all provinces. Placement ranges between 81% and 100% in provinces.

The DBE also trained provincial teams on teacher evaluation and writing reports on evaluation. Over 350 000 educators were evaluated using the Integrated Quality Management System (IQMS) and 408 schools underwent Whole School Evaluation (WSE) of the functionality of their processes. It is important that PDEs use the results of the IQMS and WSE to drive education quality and accountability.

The DBE hosted the Annual National Teacher Awards on 27 February 2016 where teachers in the different phases of teaching were recognised for their excellence in teaching. The number of national and provincial teaching awards categories increased to recognise additional priority areas and celebrate innovation. The DBE will continue to motivate and support teachers by rewarding excellence and working collaboratively with the Teacher Unions.

In June 2015, the Department approved funding for the Teacher Union Collaboration (TUC) Programmes and the Memorandum of Agreement (MoA) was signed by all parties. The TUC enables Teacher Unions to provide professional development programmes for their members. Through working with partners the DBE was able to equip teacher centres with additional resources. This period of review also saw the drafting of norms and standards for teacher centres.

The 2015 National Senior Certificate (NSC) overall pass rate was 70.7%, with 455 825 candidates passing the 2015 NSC Examinations. This represents an increase of 51 952 candidates from those who passed in 2014. The national pass rate of 70.7% increased to 72%, after the supplementary examinations.

In terms of infrastructure provision in 2015/16, 570 026 units of furniture were delivered; 412 schools were provided with sanitation; 605 schools were provided with water; 163 inappropriate school buildings were replaced; and 294 schools were provided with electricity.

The DBE believes that strong interventions in the early grades will assist in improving learning outcomes in the higher grades. In the period under review, the DBE implemented the Early Grade Reading Assessment (EGRA) nationally in 1 000 identified schools in all official languages, for Grades 1–3. This was done to ensure that a solid foundation in reading supports academic progress in successive years of schooling and later in life. Draft reading and writing norms were developed for Grades 1–6 for English Home and English First Additional Languages. In addition, the DBE supported the resourcing of school libraries and the “Drop All and Read” Campaign.

The National Development Plan calls for Early Childhood Development (ECD) to be a top priority among the measures to improve the quality of education and the long-term prospects of future generations. The DBE thus implemented the National Curriculum Framework (NCF) in 2015/16 for Children from Birth to Four Years. A monitoring instrument was finalised after being field-tested and plans are in place to monitor and support the implementation of the NCF in the new financial year.

Technical Vocational and Technical Occupational Streams were introduced in the 2016 academic year at technical schools to cater for learners who have an aptitude for technical and vocational education or who could benefit from applied knowledge beyond what is offered in the National Curriculum Statement. The aim was also to effectively address the skills shortages facing South Africa and build the economy without compromising the right of any learner to quality education and training.

In support of the implementation of Curriculum and Assessment Policy Statement (CAPS) for technical subjects, the DBE developed a ‘Guideline for Technical Schools in Grade 10’ for the 2016 school year. This is in line with the vision of the NDP of urgently mediating the high drop-out rate of learners from the basic schooling system by accommodating an increase in the number of learners entering vocational and occupational pathways.

Initiatives undertaken to strengthen ICT in education included creating a content repository of free, offline, static and interactive digital educational resources to support teaching and learning. Once finalised, educational content will be accessible online to learners and teachers on the DBE educational portal (DBE Cloud). The Operation Phakisa: ICT in Education Laboratory took place from 7 September to 2 October 2015 and produced 10 ICT in Education initiatives, as well as costed implementation plans for the next five years. The 10 ICT in Education initiatives aim to expedite the implementation of ICTs in schools focusing on internet connectivity, digital content development and distribution platforms, ICT teacher professional development, technical support, e-administration and end user devices. The results of the Operation Phakisa main laboratory have been communicated at various forums. The discussions at these forums sought to ensure the practicality and affordability of ICT in Education implementation plans. A 'Framework for ICT in Education Implementation 2016–2019' has since been developed outlining activities and delineated responsibilities, timeframes, cost implications and available funding.

There was a marked improvement in the delivery of LTSM in the system during 2015/16. Using the sector plan on LTSM, the DBE will continue to monitor all stages of LTSM provisioning, from the development of catalogues to procurement, delivery and utilisation in the classroom. 58 798 420 workbooks (including braille workbooks where required), were printed and delivered for Grades R – 9 to all schools.

Given the complexities associated with the LTSM cataloguing process, the Department consulted with the relevant stakeholders and subsequently requested the Office of the Chief Procurement Officer to audit the cataloguing processes from 2011 to date, in order to regularise it. The Department further requested that National Treasury approves the exemption of the Department cataloguing process from the specific supply chain policy in terms of Section 16A 6.4 of the Treasury Regulations from 2016 onwards.

A diverse set of social cohesion programmes were run by the DBE in 2015/16. These included the revival of History in, and through, the curriculum, values in education, and Life Skills programmes which emphasised constitutional values and a culture of human rights, non-racism and non-sexism in schools.

School enrichment programmes gained traction with the SA Schools Choral Eisteddfod (SASCE), the Moot Court win in The Hague by eight learners, and the Oral History Programme dedicated to iNkosi Albert Luthuli. In partnership with the Department of Arts and Culture, civic and social cohesion activities were hosted on Youth Day, and flags were installed in schools across the country.

Support to schools implementing the Incremental Introduction of African Languages (IIAL) in 2015 included the provision of the relevant LTSM and provinces provided training of teachers on an on-going support.

In 2015/16, the Department continued to monitor the implementation of policies aimed at supporting learner wellbeing. The National School Safety Framework was approved and signed by the Minister in April 2015. A total of 1 391 Provincial Master Trainers were trained and 12 354 school-based training workshops were conducted by Provincial Master Trainers on the Prevention and Management of Bullying in Schools. The Department distributed the *Strategy on the Prevention and Management of Alcohol and Drugs by Learners in schools* and *Guidelines for the Testing of Drugs* by learners in all South African Schools to all PDEs.

The Draft DBE National Policy on HIV, STIs and TB was approved and gazetted for public comments from 5 May to 19 June 2015. The Draft DBE National Policy on the *Prevention and Management of Learner Pregnancy* was revised to incorporate various elements on learner support, provision of comprehensive sexuality education and roles of different stakeholders, amongst other issues.

The National School Nutrition Programme (NSNP) provided daily nutritious meals to 21 177 Quintile 1-3 primary, secondary and special schools nationally, reaching an average of 9 630 590 learners. The Department monitored the programme in 299 schools across all 9 provinces.

The Department further records that 386 446 learners were routinely transported by Provincial Departments of Transport in 2015/16.

In concluding the overview of the operations of the DBE, it is important to acknowledge that technical leadership and effective oversight have driven the work of the DBE in the period under review. We have better oversight and monitoring mechanisms, and provide better support of oversight bodies as required by the National Education Policy Act (1996). Analysis and feedback in relation to budgets, programmes, plans and reporting are aimed at improving the quality and integrity of mandatory quarterly provincial and sectoral reports.

4.2 Overview of the financial results of the Department

Table 1: Departmental receipts

Departmental receipts	2015/16			2014/15		
	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	1 537	2 686	(1 149)	4 429	4 672	(243)
Transfers received	-	-	-	-	-	-
Fines, penalties and forfeits	-	-	-	-	-	-
Interest, dividends and rent on land	4 500	10 121	(5 621)	4 000	13 355	(9 355)
Sale of capital assets	0	22	(22)	-	301	(301)
Financial transactions in assets and liabilities	43	5 425	(5 382)	124	39 244	(39 120)
TOTAL	6 080	18 254	(12 174)	8 553	57 572	(49 019)

4.3 Services rendered by the Department

Services rendered

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

Tariff policy

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

Table 2: Tariffs

CERTIFICATION		Tariff in R
(a)	Replacement and re-issue of a Senior Certificate/National Senior Certificate	80
(b)	Changes or amendments on certificates (re-issue)	80
(c)	Re-issue of certificate due to legal changes, (e.g. surnames, ID numbers)	161
(d)	Confirmation document issued prior to the certificate (system generated document)	34
(e)	Letter to embassy and authentication of qualifications (work/study abroad)	35
(f)	Re-issue of a statement of results (provincial)	34
(g)	Replacement of Standard 6, 7, 8, 9, 10 and Std 10 practical certificates	80
(h)	Replacement of a teacher's certified statement/diploma	80
(i)	Statement for teacher qualifications	34
(j)	Verification of qualification prior to 1992 for government organisations	34
(k)	Verification of qualification prior to 1992 for non-government institutions	54
EXAMINATION FEES		
(l)	Re-mark	86
(m)	Re-check	19
(n)	Viewing	172

4.4 Programme Expenditure

Table 3: Programme Expenditure

Programme Name	2015/16			2014/15		
	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
Administration	386 645	386 475	170	383 579	380 799	2 780
Curriculum Policy, Support and Monitoring	1 837 965	1 797 740	40 225	1 827 761	1 685 219	142 542
Teacher Education, Human Resource and Institutional Development	1 164 017	1 163 548	469	1 307 974	1 314 462	(6 488)
Planning Information and Assessment	11 959 764	11 511 906	447 858	10 429 677	10 428 875	802
Educational Enrichment Services	5 938 035	5 936 456	1 579	5 740 882	5 719 548	21 334
TOTAL	21 286 426	20 796 125	490 301	19 689 873	19 528 903	160 970

4.5 Expenditure per Economic Classification

Table 4: Expenditure per economic classification

	Final Appropriation	Actual Expenditure	Percentage
	R'000	R'000	%
Compensation of employees	437 601	434 708	99.34
Departmental operation	1 989 055	1 620 434	81.47
Specifically exclusively appropriated:			
· School Infrastructure Backlog Indirect Grant	2 046 186	1 922 421	93.95
Conditional grants to provinces for:			
· National School Nutrition Programme	5 685 381	5 685 381	100.00
· Education infrastructure	9 354 443	9 354 443	100.00
· HIV and AIDS	208 730	208 730	100.00
· Maths, Science and Technology	316 942	316 942	100.00
· Occupation Specific Dispensation for Therapists	66 275	66 275	100.00
· Other transfers	1 181 813	1 186 791	100.42
Total Expenditure	21 286 426	20 796 125	97.70

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 monitors and discusses the Department's spending trends at its meetings.

4.6 Virements/roll overs

Table 5: Virement

Shifted from	Amount	Shifted to	Amount
	R'000		R'000
Programme 2: Curriculum Policy, Support and Monitoring	(6 957)	Programme 1: Administration	26 348
Programme 4: Planning Information and Assessment	(14 268)	Programme 3: Teachers, Education Human Resources and Institutional Development	664
Programme 5: Educational Enrichment Services	(5 787)		

Reason for the virement

Savings were mainly realised from Sub-programme: Kha Ri Gude Literacy Project (Programme 2: Curriculum Policy, Support and Monitoring), on funds provided for the Second Chance programme under the Kha Ri Gude Literacy Campaign. Due to delays in the printing of materials, the funds were not utilised, therefore the savings realised were shifted to defray over-expenditure on Communication Services and Ministry (Programme 1: Administration).

Savings were realised from Sub-programme: National Assessment and Public Examinations (Programme 4: Planning Information and Assessment) on funds provided for Systemic Evaluation due to planned ANA activities being disrupted. These savings were mainly shifted to defray expenditure on unforeseen and unavoidable expenditure in respect of audit costs, GITO and Legal Services (Programme 1: Administration). The transfer to the Southern and Eastern Consortium for Monitoring Educational Quality (SACMEQ) was also covered from Programme 4. Treasury approval 9/4/4/4/13 dated 21 November 2015 was granted by National Treasury to cover the SACMEQ membership fees.

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

Request for rollovers

The Department's request for funds amounting to R148.644 million to be rolled over to the 2015/16 financial year was not approved by the Minister of Finance.

Unauthorised Expenditure

The unauthorised expenditure included the amount paid for the National Teaching Awards in the 2014/15 financial year, amounting to R6.488 million. The Department wrote a letter to National Treasury and requested approval by Parliament. The Department is awaiting the response.

School furniture

In the 2014/15 financial year, the Department entered into agreements with the Department of Labour (through its sheltered employment factories), the Department of Environmental Affairs (through the Eco-Furniture Programme) and the Department of Correctional Services, for the provision of school furniture to the needy schools. In the 2014/15 financial year, school furniture was procured for non-ASIDI schools to the value of R33.865 million. The amount was disclosed in the Departmental accounts as irregular expenditure. Due to the revised guide on irregular expenditure, the amount paid to non-ASIDI schools should be regarded as unauthorised expenditure. The Department made adjustments. For the 2015/16 financial year, the total value of school furniture procured for non-ASIDI schools amounted to R99.788 million.

Libraries

Key gaps were identified in terms of infrastructure across the system and in all provinces. One of the glaring inequalities is in the provision of school libraries, which are crucial for quality teaching and learning in schools. Based on a number of competing demands on infrastructure budgets, the sector will need a concerted effort both in strategy and financial resources to address the provision of libraries. The Department took the initiative to provide at least two libraries in each of the nine provinces utilising the ASIDI allocation.

Irregular Expenditure

In order to comply with the requirements of the Preferential Procurement Policy Framework Act, 2000 (Act 5 of 2000) the Department advertised tenders to appoint implementing agents, professional service providers and contractors. The tenders were advertised on 4 May 2012 and closed on 1 June 2012. Due to the volume of tenders received the process of completing the evaluation of the tenders received was expected to be a lengthy one. To ensure that the project was not compromised, a number of public entities – DBSA, Coega, IDT and CSIR as well as Provincial 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 was a fair spread of allocation of contracts.

The Department appointed the Adopt-A-School Foundation as an implementing agent to build three schools in KwaZulu-Natal. When appointing 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, which was expected to result in cost-effective implementation. The deviation from procurement requirements resulted in the appointment being considered as irregular expenditure.

Given the complexities associated with the LTSM cataloguing process, the Department arranged consultation meetings with the Auditor-General and National Treasury and subsequently requested the Office of the Chief Procurement Officer to audit the cataloguing processes from 2011 to date in order to regularise it.

The Department requested that National Treasury approve the exemption of the Department of Basic Education from the specific supply chain policy in terms of Section 16A6.4 of the National Treasury regulations from 2016 onwards.

The Department has requested National Treasury approval for condonement of the above irregular expenditure. Pending the approval, the irregular expenditure amount will increase annually as and when the expenditure is incurred.

Government cannot drive the development of the education system in isolation. It is imperative that both public and private partnerships are in place to ensure the delivery of quality basic education in South Africa. The Department has been overwhelmed by the generous support received from the private sector in the form of monetary and material donations. These donations have enabled the Department to fulfil certain objectives as outlined in the NDP, MTSF and Action Plan. The Department also acknowledges the support it received from education stakeholders and partners in its efforts to improve the quality of basic education in South Africa.



Mr HM Mweli
DIRECTOR-GENERAL
July 2016

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 free from any omissions.

The Annual Report has been prepared in accordance with the guidelines on the annual report 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 were 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 2016.

Yours faithfully



Mr HM Mweli
DIRECTOR-GENERAL
July 2016

6. STRATEGIC OVERVIEW

6.1 Vision

Our vision is of a South Africa in which all our people will have access to lifelong learning, education and training opportunities, 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 Department of Basic Education 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 follows below.

7.1 Constitutional mandate

Constitutional mandate	Responsibilities
The Constitution of South Africa, 1996 (Act 108 of 1996)	The Constitution 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 basic education for all, with the provision that everyone has the right to basic education, including adult basic education.

7.2 Legislative mandate

Act	Brief description
The National Education Policy Act, 1996 (Act 27 of 1996) (NEPA)	The NEPA inscribed into law the policies, 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 Council of Education Ministers, 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 provided for the formulation of national policy in both the general and further education and training (FET) bands policies for, <i>inter alia</i> , curriculum, assessment, language, and quality assurance. NEPA embodies the principle of cooperative governance, elaborated upon in Schedule 3 of the Constitution.
South African Schools Act, 1996 (Act 84 of 1996), as amended (SASA)	SASA provides for a uniform system for the organisation, governance and funding of schools. It ensures that all learners have the right of access to quality education without discrimination, and makes schooling compulsory for children aged 7 to 14 years.
Public Finance Management Act, 1999 (Act 1 of 1999) (PFMA)	The PFMA regulates financial management in the national and provincial governments and ensures that government resources are managed efficiently and effectively.
The Division of Revenue Act, 2015 (Act 1 of 2015) (DORA)	The DoRA provides for equitable division of revenue raised nationally and provincially.
Employment of Educators Act, 1998 (Act 76 of 1998)	The Employment of Educators Act provides for the employment of educators by the State and for regulation of the conditions of service, discipline, retirement and discharge of educators. This Act and the resultant professional council, the South African Council for Educators (SACE), regulate the teaching corps.
Public Service Act, 1994 (Act 103 of 1994), as amended	This Act provides for the organisation and administration of the public service as well as the regulation of the conditions of employment, terms of office, discipline, retirement and discharge of members of the public service.
South African Qualifications Authority Act, 1995 (Act 58 of 1995)	The South African Qualifications Authority Act provides for the establishment of the National Qualifications Framework (NQF), which forms the scaffolding for a national learning system that integrates education and training at all levels. The launch of the Human Resources Development Strategy by the Minister of Labour and the Minister of Education on 23 April 2001 reinforced the resolve to establish an integrated education, training and development strategy that would harness the potential of our adult learners. The design of the NQF was refined with the publication of Higher Education Qualifications Framework in Government Gazette No. 928, 5 October 2007, to provide ten levels of the NQF. The school and college level qualifications occupy levels 1 to 4 as in the original formulation, with plans to accommodate some of the college level qualifications at level 5. Higher education qualifications in the new formulation of the NQF occupy six levels, levels 5 to 10. Levels 5 to 7 are undergraduate and levels 8 to 10 are postgraduate.

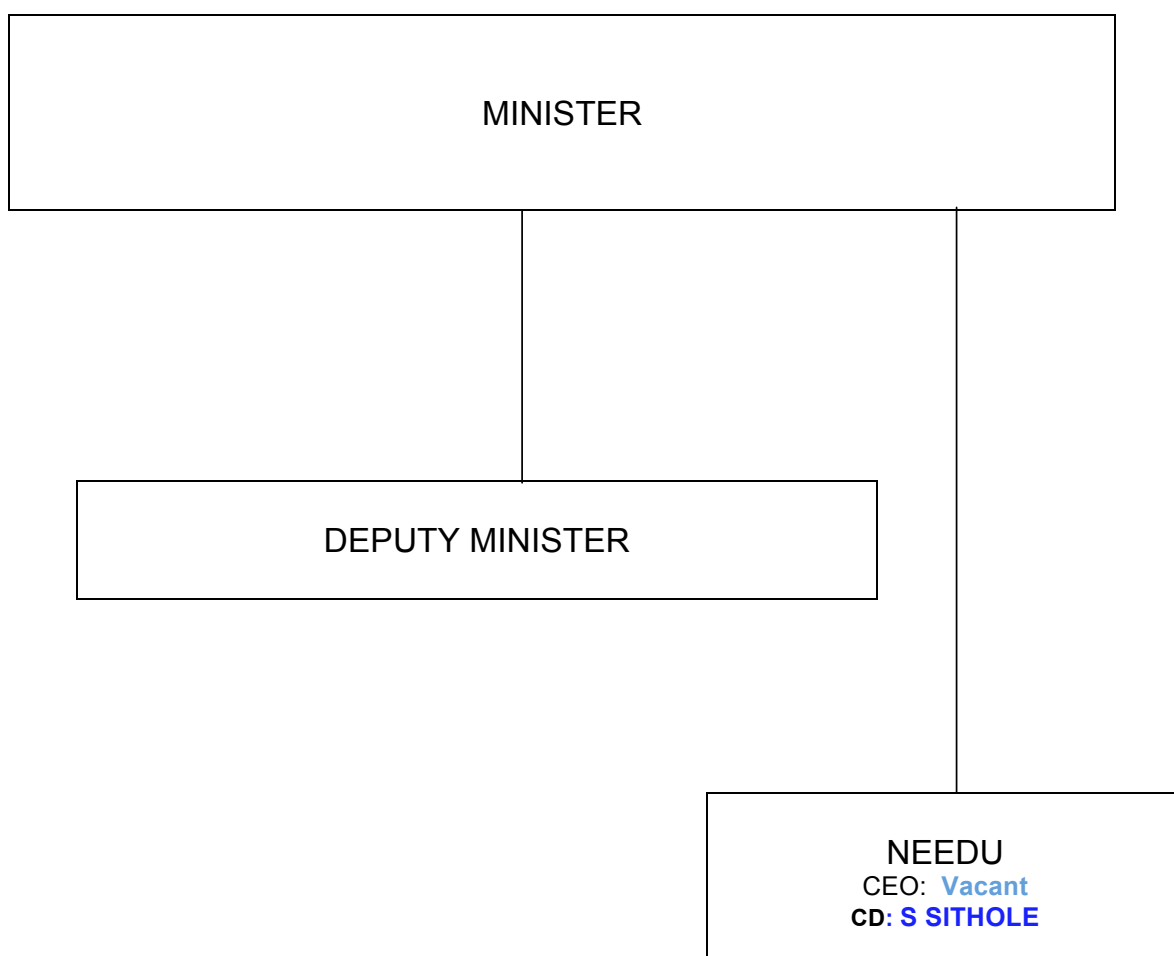
7.3 Policy mandate

In addition to the national education legislative mandates, the following education White Papers and policies guide South African institutions in the delivery of quality education.

Education White Paper 1	The fundamental policy framework of the Ministry of Basic Education is stated in the Ministry's first White Paper, <i>Education and Training in a Democratic South Africa: First Steps to Develop a New System</i> (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.
Education White Paper 5	The <i>Education White Paper on Early Childhood Development</i> (2000) provided for the expansion and full participation of 5-year-olds in pre-school reception grade education by 2010, as well as for an improvement in the quality of programmes, curricula and teacher development for 0 to 4-year-olds and 6 to 9-year-olds.
Education White Paper 6	<i>Education White Paper 6 on Inclusive Education</i> (2001) described the intention of the 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 barriers to learning through targeted support structures and mechanisms that will improve the retention of learners in the education system, particularly learners who are prone to dropping out.
Education White Paper 7	<i>Education White Paper 7</i> is about e-education and the use of ICT to accelerate the achievement of national education goals; connecting learners and teachers to one other and to professional support services; and providing platforms for learning. It seeks to connect learners and teachers to better information, ideas and one another via effective combinations of pedagogy and technology in support of educational reform.

8. ORGANISATIONAL STRUCTURE

DEPARTMENT OF BASIC EDUCATION



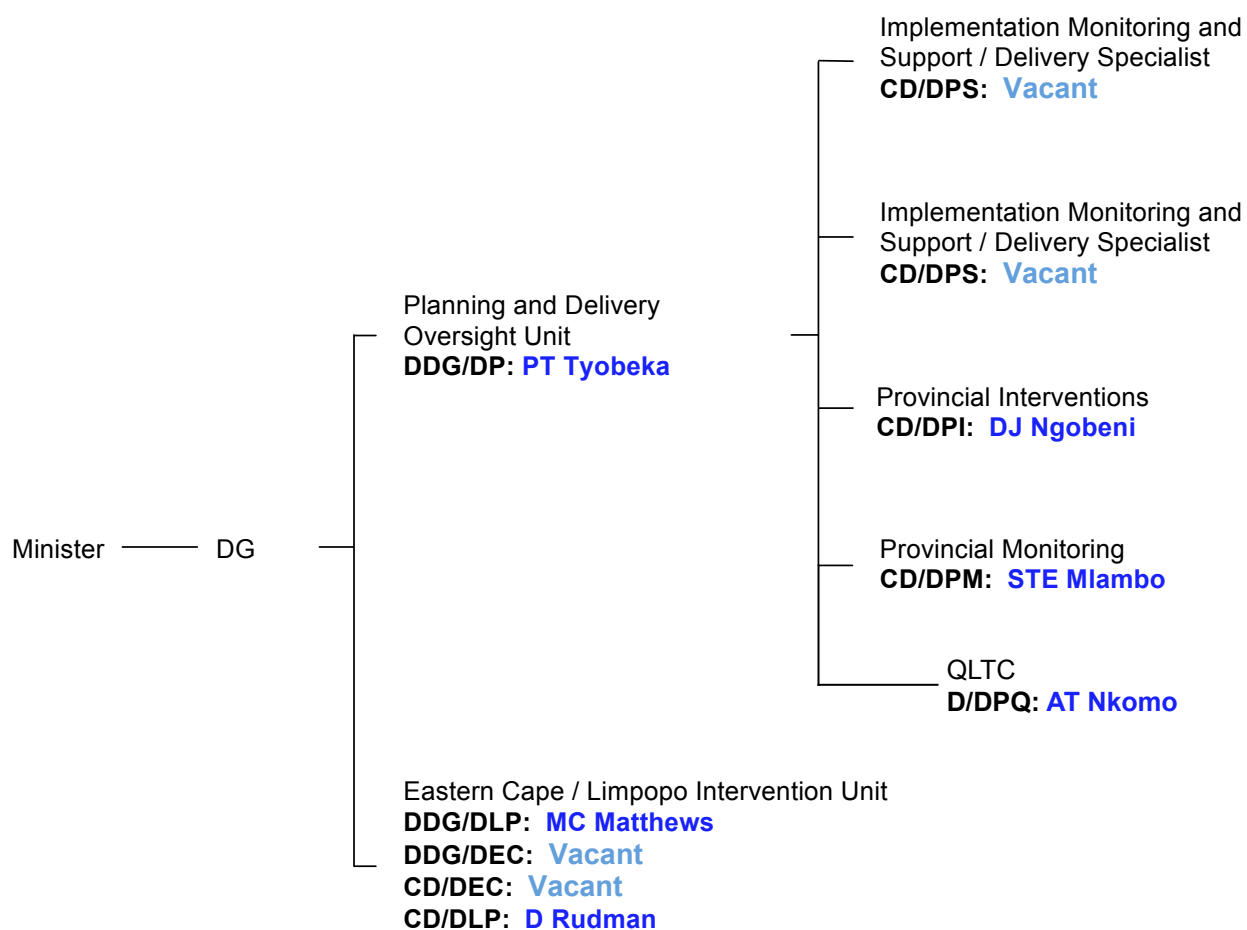
DEPARTMENT OF BASIC EDUCATION

DIRECTOR-GENERAL

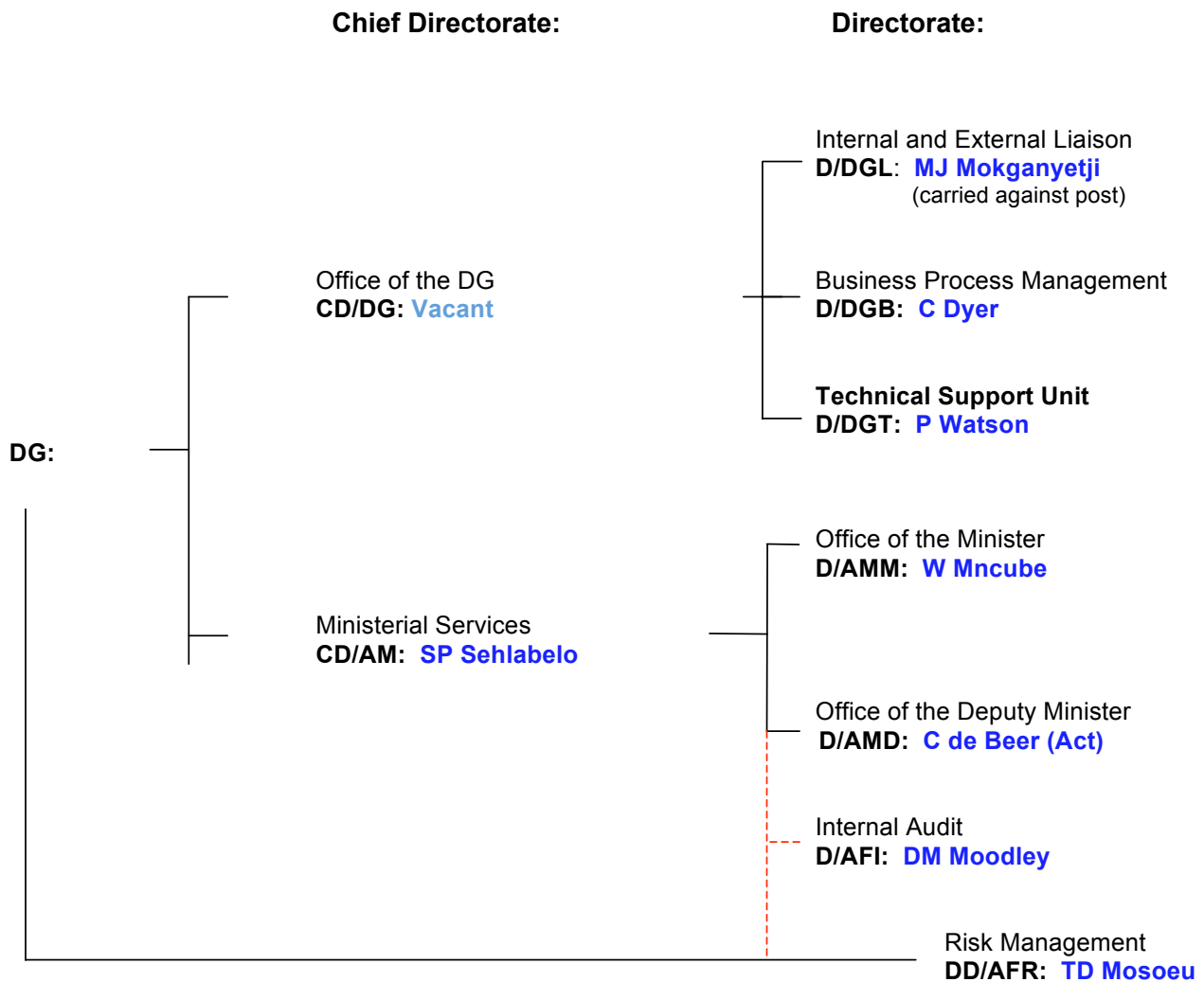
Mr HM Mveli

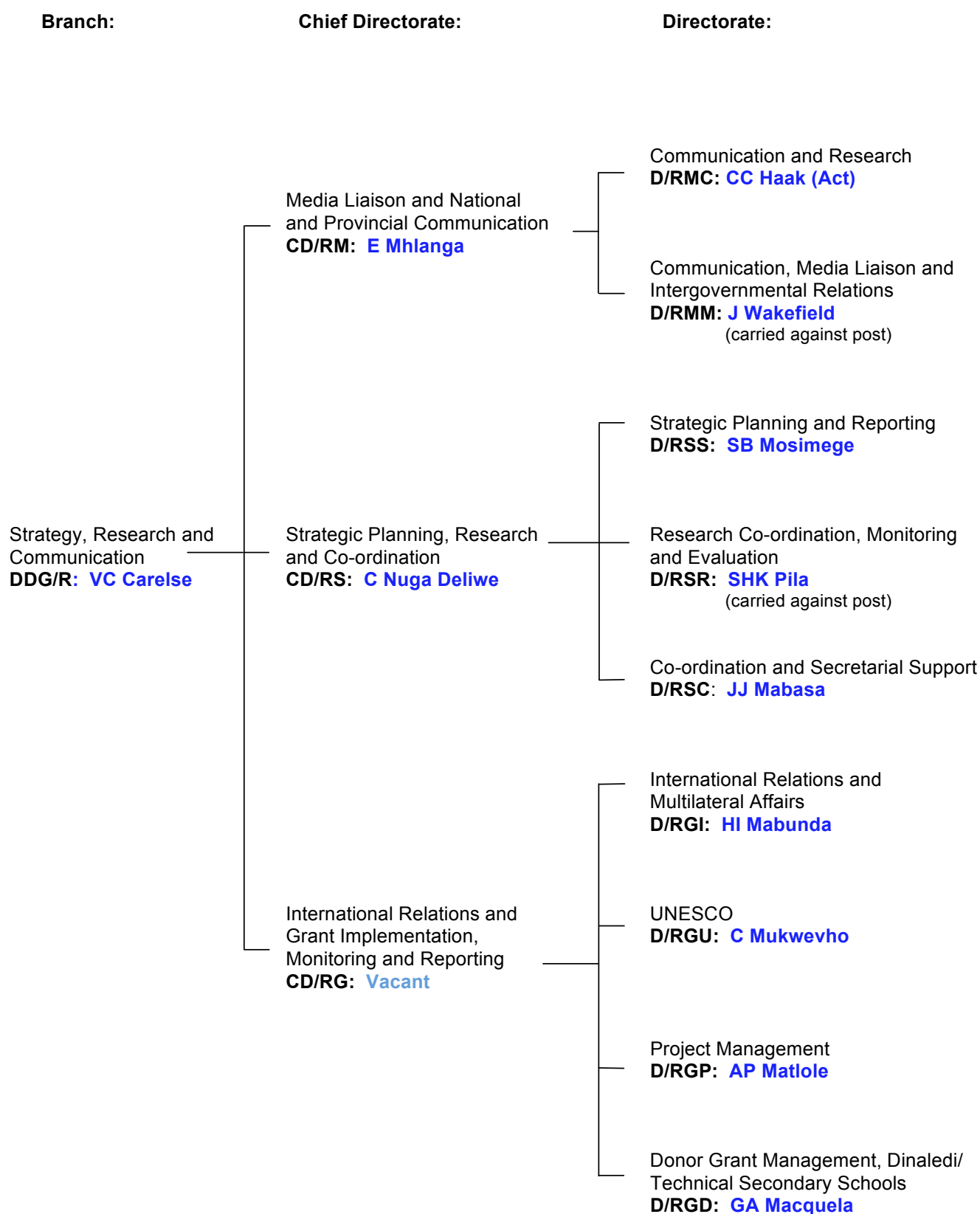
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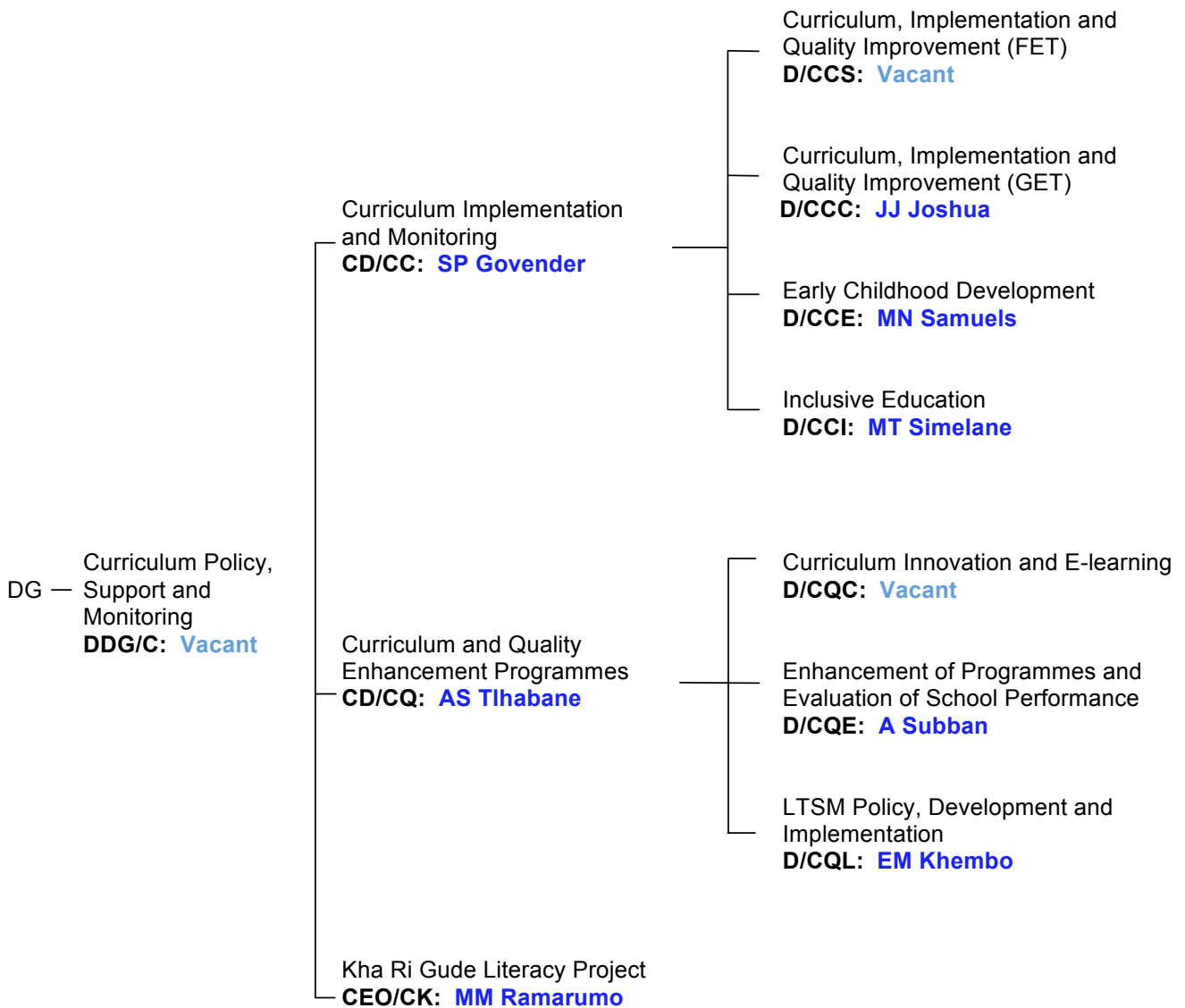
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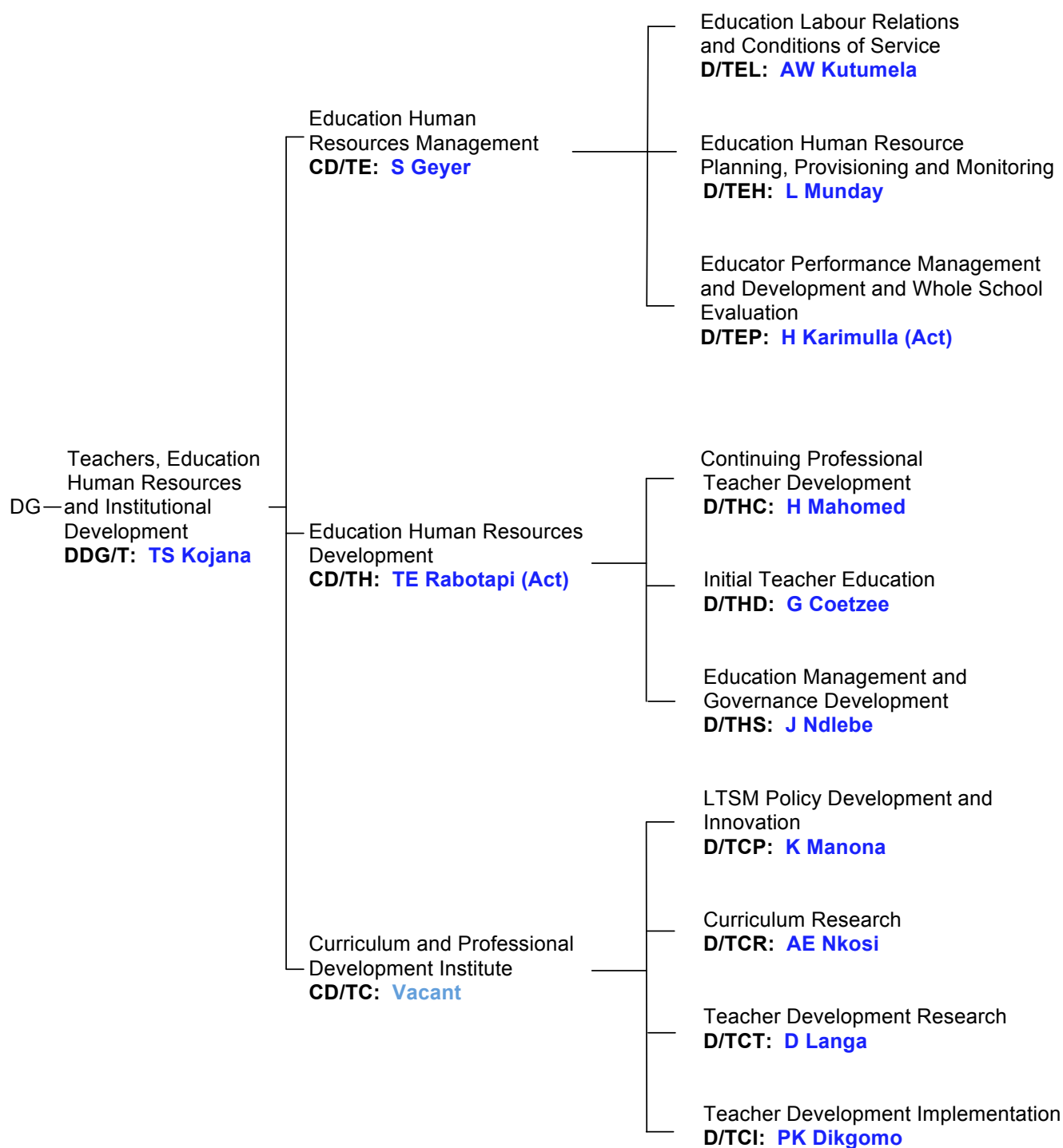


DEPARTMENT OF BASIC EDUCATION





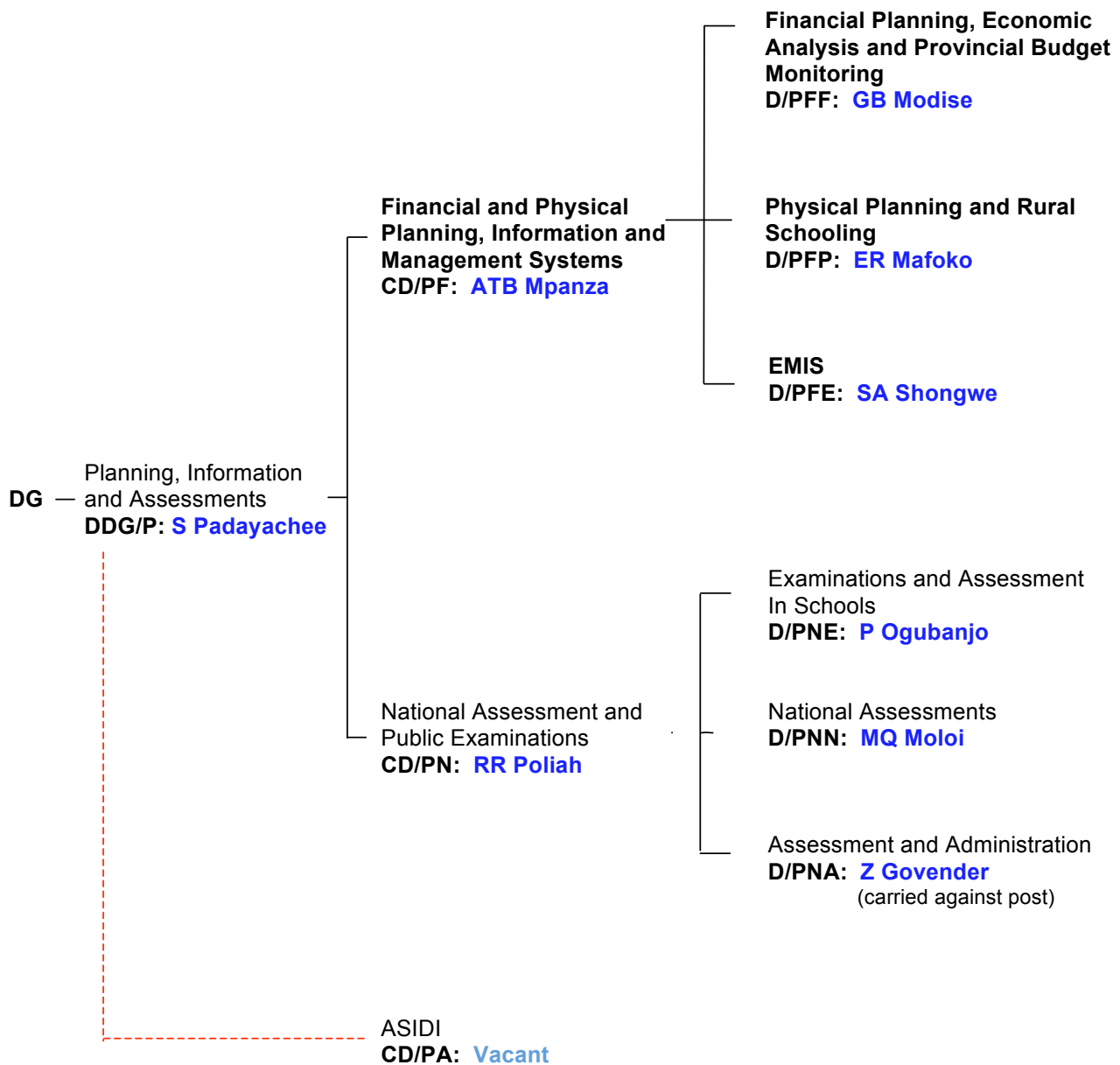
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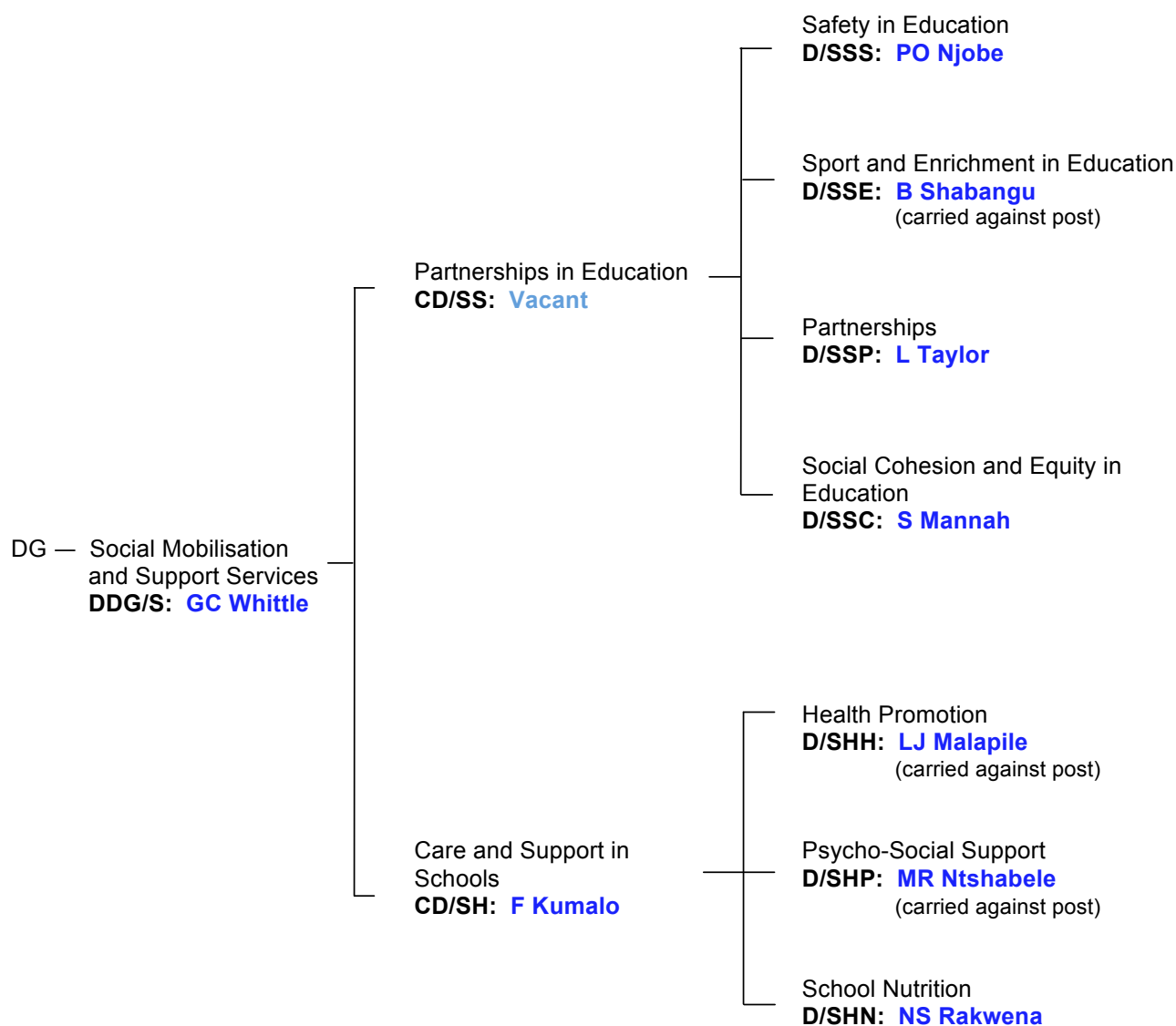
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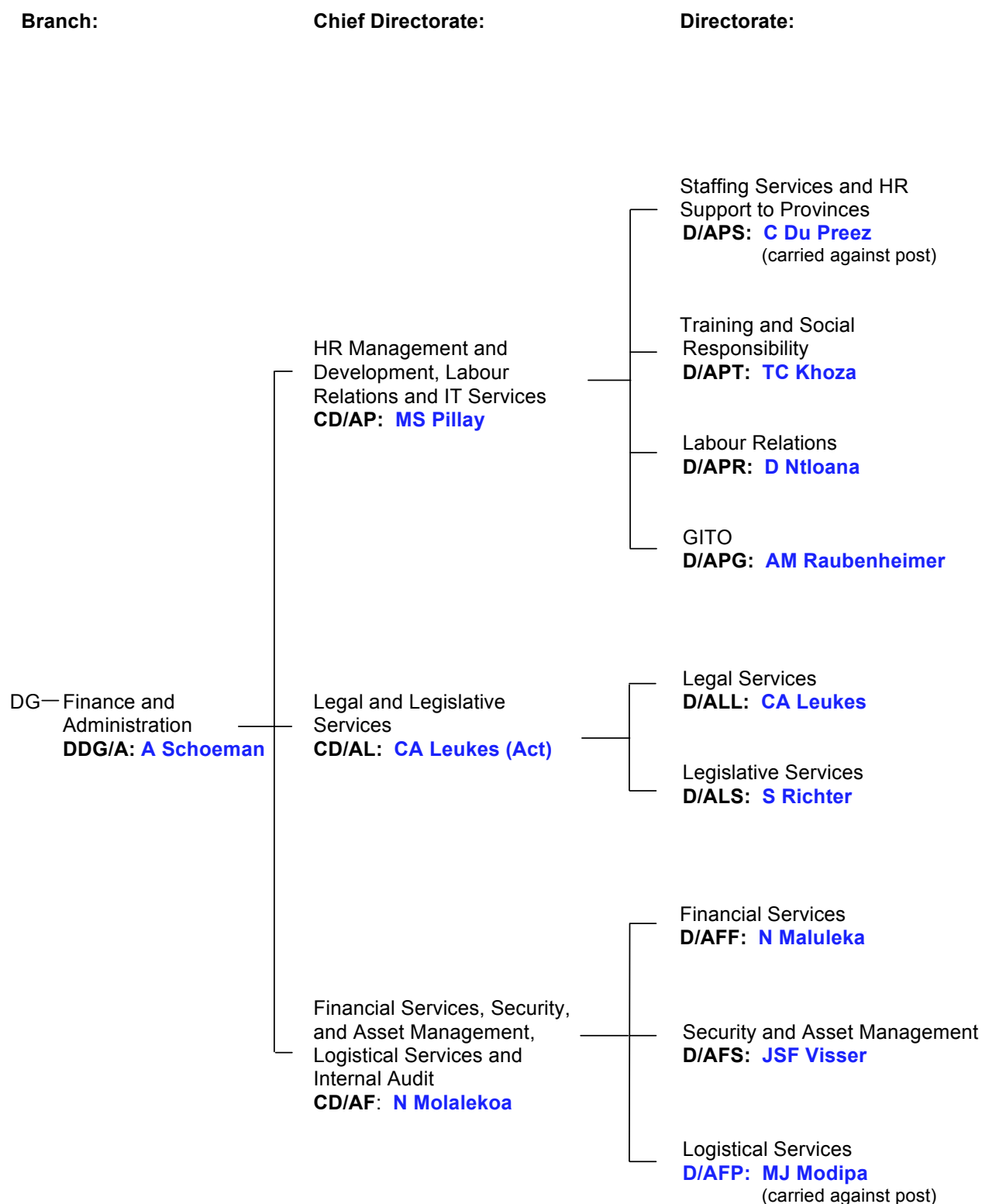


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9. ENTITIES REPORTING TO THE MINISTER

There are two public entities that report to the Minister.

Name of Entity	Legislative Mandate	Financial Relationship	Nature of Operations
South African Council of Educators	Registration, promotion and professional development of educators, as well as setting, maintaining and protecting the ethical and professional standards of educators.	Subsidy for Continuous Professional Training and Development	Registration of educators; professional development of educators; policy, planning and research; and professional ethics.
Umalusi	Develop and maintain a 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.	Grant	Qualifications, curriculum and certification; quality assurance of assessment; evaluation and accreditation; and statistical information and research.



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-General's Report.

The Report of the Auditor-General appears on pages 199 to 204 in Part E: Financial Information.

2. OVERVIEW OF DEPARTMENTAL PERFORMANCE

2.1 Service Delivery Environment

The functions in the basic education sector are a joint responsibility shared by the national and provincial spheres of government. The national Department of Basic Education develops national norms and standards and developed the main policy and legislative frameworks for schooling. The nine provincial departments of education (PEDs) are largely responsible for enacting policy and making funding decisions through funds allocated by provincial treasuries out of the provincial equitable share allocation from the National Treasury.

Since the separation of higher education from basic education, the delivery environment has required a model of provision which requires the national Department of Basic Education to focus on technical leadership, oversight, and the setting and maintenance of norms and standards in the basic education concurrent function. In recent years, the use of information, data and evidence underpins many policy interventions in the sector. This is as a result of an increasingly constrained fiscus, and the pressure to strengthen accountability for the considerable national investment in basic education.

Partnerships to enable school enrichment and functioning have blossomed. These range from school-level interventions to district-wide programmes run with and through provinces in support of various aspects of schooling. Parental and community involvement has evolved, with school governing bodies (SGBs) now playing a significant role in how schools function. Consultations on the emerging concerns and challenges in the sector are enhanced through oversight visits and reports, social media interactions, and support directed at areas of need.

The maturity of the sector is shown by the depth of institutional memory in the Department in relation to the policy pathway. Poverty mitigating strategies such as no-fee schooling, the National School Nutrition Programme and the National Deworming Programme were introduced in the sector when the evidence from special surveys and studies showed the extent to which poor learners were disadvantaged. Empirical evidence shows that the sector contributes to reducing inequity in the country, although more can and will be done in relation to quality and efficiency, especially in relation to learners from vulnerable households.

Resources, programmes and plans are now focused on the NDP requirements, and this work was consolidated in the period under review.

As a result, voted funds as well as conditional grants, designed to enable national development priorities to be achieved, will in future be more closely tied to the requirements of the National Development Plan and the Medium Term Strategic Framework in respect of quality basic education for all.

There are, however, special services and functions that the national Department assumed in order to augment the work of provinces. These include the provision of workbooks and some textbooks, and the administration of the Accelerated Schools Infrastructure Delivery Initiative (ASIDI) that deals with school infrastructure backlogs.

Coordination of provision across intergovernmental spheres in areas of shared responsibility is important in achieving quality learning outcomes. This is true whether we are acting to ensure child welfare, better quality early childhood development, strengthened teacher development or expanding post-school opportunities. The role of national and international partners and stakeholders, academic institutions, NGOs, parents, teacher unions, and other departments in ensuring these outcomes cannot be overstated.

The slowdown in economic growth globally, and national development concerns around youth unemployment in developing countries, including our own, has prompted us to deepen benchmarking in curriculum and assessment. We have developed a technical curriculum for schools, and a Second Chance Matric programme. Innovations in technology in education, early grade reading support and reading assessment and expanding teacher development are already replicated across the system. The recapitalisation of laboratories and workshops will also boost the supply of skills in the country. Our reports will include value-added indicators and take account of both the quality of learning outcomes and efficiency in the system.

With respect to school safety, the targeting of schools and learners within them by service delivery protestors is regrettable. It is a growing risk and threatens to undermine the gains made in infrastructure development. Infrastructure development efforts were focused on support for the recruitment of adequately skilled professionals in the built environment by provinces, and the implementation of infrastructure norms and standards.

In relation to oversight responsibilities, audit outcome improvement interventions were also intensified in the provinces which fared badly in their audits in the previous year.

The systems approach adopted by the Department will improve the service delivery environment by better aligning policy, programmes and budgets. A more coherent alignment and coordination between different parts and functions in the Department is evident in the period under review and augurs well for the future contribution of the sector to national development goals.

2.2 Service Delivery Improvement Plan

The Department has completed a Service Delivery Improvement Plan. The plan that was developed to run for the past three financial years is reported for the last time in this report. The year 2016/17 will mark the start of a new cycle of the Service Delivery Improvement Plan. The tables below highlight the service delivery plan and the achievements to date.

The Department has developed Grade R–12 National Catalogues since 2011, which are the responsibility of the national office in accordance with the National Education Policy Act (NEPA). However, the responsibility of procurement and delivery of textbooks from these catalogues lay with the PEDs, districts and schools. To this effect, the Department has developed an LTSM Sector Plan to guide PEDs on the procurement and delivery of LTSM as part of its oversight responsibility. The Sector Plan clearly states the key deliverables, timeframes as well as roles and responsibilities.

Table 6: Main services and standards

Main services	Beneficiaries	Current/actual standard of service	Desired standard of service	Actual achievement
Provision of LTSM	All learners in public schools	Not all learners have a textbook for every subject per grade.	100% universal coverage	95.8% of learners have access to textbooks on average.

Universal coverage means every learner has a textbook for every subject. For languages this would include readers or core readers. It is based on minimum schoolbag criteria. The table below indicate the minimum requirement of textbooks per phase.

Table 7: Minimum requirement of textbooks per phase

Phase	Required textbooks per phase
Foundation Phase (Grade 1–3)	4 Textbooks and 2 Graded Readers per learner
Intermediate Phase (Grades 4–6)	6 Textbooks and 2 Core Readers per learner
Senior Phase (Grade 7–9)	9 Textbooks; 2 Core Readers and 2 Novels per learner
FET Phase (Grades 10–12)	7 Textbooks and a set of prescribed Literature per learner

Table 8: Average percentages of coverage per province as at March 2016

Province	coverage per province
Eastern Cape	100%
Free State	100%
Gauteng	93%
KwaZulu-Natal	85%
Limpopo	99%
Mpumalanga	100%
Northern Cape	98%
North West	92%
Western Cape	95%
Average universal access	95.8%

Table 9: 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.	Provinces have reported that they have quarterly meetings with districts. The Department held 2 meetings with PEDS on 9 April 2015 and on 15 July 2015.
Quarterly meeting with provincial publishers' associations and relevant stakeholders	Quarterly meeting at the Department.	Three quarterly meetings were held in the 2015/16 cycle. 1 April 2015 LTSM Roundtable; November 2015 workshop with publishing industry.

Table 10: Service delivery information tool

Current/actual information tools	Desired information tools	Actual achievements
Sector Plan on Management of LTSM	The enforcement of monitoring tools (Sector Plan) by provinces.	Provinces have aligned their management plans to the Department Sector Plan and are keeping to the timeframes outlined in the Sector Plan.

Table 11: Complaints mechanism

Current/actual complaints mechanism	Desired complaints mechanism	Actual achievements
<p>Schools report shortages to the District office.</p> <p>The District office consolidates all shortages reported by schools.</p> <p>Each district submits a consolidated list of shortages to the provincial LTSM office.</p> <p>The PED consolidates all the lists from the districts and produces a textbook shortage list.</p> <p>The provinces address the shortages submitted by the districts.</p> <p>Supplies are then sent to districts for distribution to schools.</p>	To improve the turnaround time in addressing shortages.	Shortages are being address by provinces depending on the provinces' procurement model.

2.3 Organisational Environment

The Department of Basic Education (DBE) was in the advanced stages of reconfiguring its organisational structure during the period under review. All Deputy Directors-General and Acting Deputy Directors-General offered inputs in terms of staffing requirements and the reorganisation of branches to meet the strategic intent of the Department. The unions represented in the Department were asked to submit inputs for finalisation of the organisational structure. All inputs were taken into consideration and a draft organisational structure was prepared and costed.

The Department's recruitment strategy of placing advertisements on its intranet, the Department website, the DPSA website and in the national newspapers yielded the expected results. During the 2015/16 financial year 29 posts were advertised. These included the key posts of Director-General, Deputy Director-General: Curriculum Policy Support and Monitoring, Director: Logistical Services, Director: Legislative Services, Director: Curriculum Innovation and e-Learning, and Director: Curriculum Implementation and Quality Improvement (FET). The Cabinet announced the appointment of the Director-General on 13 August 2015. On 2 March 2016 the Cabinet announced the appointment of the Deputy Director-General: Curriculum Policy Support and Monitoring. These two key appointments brought stability to the Department of Basic Education.

Capacity is being developed through the Workplace Skills Plan and the personal development plans of officials in the Department. Training interventions for employees are informed by the Department's performance management outcomes. To this end 214 officials attended professional development courses.

The Department has heeded Cabinet's mandate for internships to address the challenges of skills shortages, youth unemployment in particular and unemployed graduates. The Department recruits more than 60 interns per year and will extend this figure over the MTEF.

The Department provides financial aid in the form of bursaries to staff members who are pursuing their studies. The objective is to encourage employees to make use of formal study to equip themselves with the knowledge and skills necessary to perform their present and future duties. There were 49 bursary recipients in the Department in 2015/16.

The Department acknowledges that it has a prerogative to make the work environment conducive for the people who serve the Department. The Department employee wellness programme includes an in-house doctor who renders medical services to internal staff members. Staff is able to visit the doctor during the course of the working day.

The Department supports and assists employees and their family members with HIV-related problems. Officials are visited if hospitalised and receive counselling. Officials and their family members who have alcohol or drug problems, work-related difficulties or social problems are assisted through the Employee Assistance Programme.

2.4 Key policy developments and legislative changes

For the period under review the Department processed five pieces of legislation.

Basic Education Laws Amendment Bill

After the finalisation of the first draft of the Bill, it was deemed necessary to present the Bill to some stakeholders, including school governing body associations and education sector unions, before the publication of the Bill for public comment.

Some of these stakeholders commented on the Bill during the presentations, and some subsequently provided written comments. It was decided that these stakeholders' comments should be considered and, where necessary, incorporated into the draft Bill before it was published for public comment. It was believed that this would aid the later part of the process of finalising the Bill.

If the Department is able to complete the above-mentioned processes and the processes required for the introduction of the Bill in time, it will introduce the Bill during the 2016 parliamentary session. Failing this, the Bill will be introduced in the early part of the 2017 parliamentary programme.

Office of Standards and Compliance for Basic Education

As reported previously, the National Education and Development Unit Bill was abandoned in favour of establishing an Office of Standards and Compliance for Basic Education (OSCB), in accordance with regulations drafted in terms of section 11(1), read with section 6(a) of the National Education Policy Act, 1996 (Act 27 of 1996). These regulations were drafted and published and the Minister for Public Services and Administration was asked to make a recommendation on the organisational form of the OSCB. The OSCB would be established as a national government component in terms of section 7 of the Public Services Act, 1994 (Act 103 of 1994). The Minister approved the submission of the regulations to the Council of Education Ministers for concurrence in terms of section 6 of the NEPA.

Personnel Administration Measures (PAM)

The amendments to the PAM were finalised and published in the Government Gazette.

3. STRATEGIC OUTCOME-ORIENTED GOALS

For the 2010/11–2014/15 term, the Department adopted Outcome 1 outputs as its strategic goals. The current administration opted to continue with *Outcome 1: Improved quality of basic education* as the key priority of government's Programme of Action.

With effect from the second quarter of the 2014/15 financial year, the Department started reporting against the Medium Term Strategic Framework (MTSF) priorities for the sector and this 2015/16 annual report is no exception. The MTSF areas are linked to the updated sector plan, Action Plan to 2019: Towards the Realisation of Schooling 2030. The report on goals will be a combination of the previous outputs and the current six outputs listed below:

- Improved quality of teaching and learning through development, supply and effective utilisation of teachers;
- Improved quality of teaching and learning through provision of adequate, quality infrastructure and Learning and Teaching Support Materials (LTSM);
- Improving assessment for learning to ensure quality and efficiency in academic achievement;
- Expanded access to Early Childhood Development and improvement of the quality of Grade R, with support for pre-Grade R provision;
- Strengthening accountability and improving management at the school, community and district levels; and
- Partnerships for education reform and improved quality.

The table below shows how the Department's Strategic Outcome Oriented goals per programme are linked to the six priority areas of the 2014 -2019 Medium Term Strategic Framework

Strategic Outcome Oriented Goal	MTSF 2014-2019 Priority Areas
Effective and efficient governance and management support	Strengthening accountability and improving management at the school, community and district levels

Effective curriculum implementation and support	Expanded access to Early Childhood Development and improvement of the quality of Grade R, with support for pre- Grade R provision Improved quality of teaching and learning through provision of adequate, quality infrastructure and Learning and Teaching Support Materials (LTSM)
Improved teacher supply and capacity	Improved quality of teaching and learning through development, supply and effective utilisation of teachers
Effective systems for planning, information, assessment and district support	Improving assessment for learning to ensure quality and efficiency in academic achievement
Expanded implementation of social cohesion and learner wellness programmes	Partnerships for education reform and improved quality

3.1 Improved quality of teaching and learning through development, supply and effective utilisation of teachers

During the 2015/16 financial year, 10 216 young and qualified teachers entered the system. This was 1 616 above the annual target of 8 600. In 2015, 4 723 graduates who had been Funza Lushaka bursary recipients were eligible for placement. By end of financial year 2015/16, 4 424 graduates were placed.

A total of 107 interns participated in the DBE-ISASA Mathematics and English programme during 2015/16. Seventeen DBE-ISASA student interns graduated from UNISA at the end of 2015 and were eligible for placement in public schools in 2016. The Department worked with UNISA and ISASA to finalise the list of Mathematics and English interns for 2016. Forty-four new interns were selected to participate in the DBE-ISASA Mathematics and Science programme during the 2016 academic year. The total number of interns participating in the programme for 2016 was 127. The DBE/ELMA Foundation Internship Programme in the Thabo Mofutsanyane District of the Free State aimed to identify train and place interns for the Foundation Phase and Intermediate Phase in public schools. Forty-nine students registered with UNISA for 2016 and were placed at public schools in the Thabo Mofutsanyane District.

As part of its oversight responsibility, the Department managed the conditional grant that addresses the shortfall in funding related to the implementation of the occupation-specific dispensation (OSD) for therapists and psychologists. The conditional grant covered two financial years from 2014/15 to 2015/16. The funds were disbursed on a trimester basis to provinces upon meeting specific conditions.

Training on the policy on Screening, Identification, Assessment and Support (SIAS) was conducted in July 2015 with 156 officials who constituted a transversal National Training Team (NTT) from all provinces. This was an integrated training programme on curriculum differentiation and SIAS policy. Guidelines for full-service/inclusive schools, special schools and for responding to diversity, and on the policy on Accommodations and Concessions, were developed to improve the quality of education and support for learners who experience barriers to learning, including learners with disabilities.

The Department and SACE collaboration continued to make progress in the registration of all categories of educators and ensuring that registrants enroll in continuing professional development activities and full programmes.

The Teacher Appreciation and Support Programme (TASP) was launched by the Minister on 31 August 2015. The Department hosted the annual National Teaching Awards (NTA) on 27 February 2016. The NTA are intended to honour teaching excellence in the sector.

In June 2015 the Department signed the MOA and approved funding for the Teacher Union Collaboration (TUC) Programme.

The South African Standard for Principalship policy was approved by the Council for Education Ministers (CEM) in 2015. The policy was submitted to the Monitoring and Evaluation unit in the Presidency to undergo a Socio-Economic Impact Assessment (SEIAS) and Quality Assessment. The policy was gazetted on 18 March 2016. The training of School Governing Bodies (SGBs) commenced after the elections in March 2015 in the provinces. The training was based on guidelines for capacity-building programmes for SGBs.

The norms and standards for teacher centres were drafted. These norms and standards will be gazetted as per regulation after the finalisation of the Education Law Amendments Bill, 2016. In the 2015/16 financial year, 47 teacher centres adopted by UNISA were equipped with furniture, internet connectivity and laptops (30 laptops per centre), 47 IT interns were deployed and further technical support and maintenance to the teacher centres provided.

3.2 Improved quality of teaching and learning through provision of adequate, quality infrastructure and Learning and Teaching Support Materials (LTSM)

As part of its monitoring and oversight responsibility the Department monitored PEDs' spending of the Education Infrastructure Grant (EIG). The Department is assisting PEDs to recruit and appoint built environment and finance personnel to improve school infrastructure delivery. By the end of 2015/16, a total of 510 ASIDI projects had been identified; 299 were allocated to Implementing Agents (IAs), 163 were completed, of which 51 were completed in the 2015/16 financial year, and 136 others were at various stages of planning, procurement of contractors and construction. In the Eastern Cape, 211 schools with low learner enrolment were subject to rationalisation by the Eastern Cape Department of Education (EC DOE) and were consequently not awarded to IAs.

Improved learner performance is closely associated with effective implementation of the curriculum across all schools. All levels of the system must work in synergy to ensure that schools receive meaningful support for effective delivery of the curriculum. The following are some of the key initiatives undertaken in support of providing quality LTSM:

The development of an educational portal (DBE Cloud) that will provide learners, teachers and parents with access to online educational resources and other services was at an advanced stage by the end of the 2015/16 reporting period. A content repository of free offline, static and interactive digital educational resources, including interactive workbooks, videos lessons, worksheets and state-owned core e-textbooks, was created to support teaching and learning through ICT integration. Across the country 884 schools with their own television sets were provided with OVHD decoders and dishes to access the educational TV channel broadcasting on the OVHD platform, Channel 201. A total of 1 544 schools were provided with connectivity through the Universal Service and Access Obligation (USAO).

Grade 10 Technical Mathematics textbooks were developed, printed and delivered to all schools offering the subject. Grades 4–6 Sasol-Inzalo Mathematics textbooks, and Grades 1–3 Graded Readers and Big Books in all 11 languages, were also developed. A total of 58 798 420 Grade R–9 workbooks were printed and delivered to all schools. The printing and delivery of Grades R–9 volume 1 braille workbooks to 22 special schools was completed.

Lesson Plans to support the 1+4 Intervention Model for terms 1 to 4 in Grades 8 and 9, together with the teaching plans, were developed and distributed to all provinces in support of the effective implementation of the curriculum. The Department developed guideline for technical Schools as part of supporting the implementation of CAPS for technical subjects in Grade 10 for the 2016 school year.

In support of the implementation of the curriculum in small and rural multi-graded schools, the Department organised a workshop on the Multi-Grade Toolkit to orientate and support subject advisors and teachers. In 2015 the basic education sector implemented the Incremental Introduction of African Languages (IIAL) pilot in Grade 1 classes in 264 schools across all provinces. All implementing schools were supported with relevant learning and teaching support materials (LTSM).

3.3 Improving assessment for learning to ensure quality and efficiency in academic achievement

The Department administered the National Senior Certificate with great success. The process commenced with the setting and moderation of question papers. A total of 258 question papers were set, moderated and approved by Umalusi for the November 2015 and March 2016 NSC examinations and 90 question papers were set, moderated and approved by Umalusi for the SC Examination. , The DBE appointed and trained 83 School-Based Assessment (SBA) moderators to strengthen the quality of the assessments done at school level.

The Department and teacher unions agreed on the need to reform the current model of Annual National Assessments. The Department is confident that a model that will be acceptable to all parties will be developed. The Department continues to participate in international benchmarking assessments and studies such as the Progress in international Literacy Study (PIRLS), Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) and the Trends in International Mathematics and Science Study (TIMSS).

The Department drafted norms and standards for Focus Schools. These are ordinary public schools that provide education with a specialised focus on talent that prepare learners to have necessary skills for entrepreneurial opportunities and for the world of work.

3.4 Expanded access to Early Childhood Development and improvement of the quality of Grade R, with support for pre-Grade R provision

The success of any education system relies on its ability to employ effective strategies and support in the earlier grades in the system. The hosting of the inaugural Reading Roundtable by the Department of Basic Education in 2015 strengthened the implementation of the Early Grade Reading Assessment (EGRA). The EGRA is a component of the Reading Promotion and Library and Information Services Plan for 2015 to 2019. Phase 1 of EGRA was implemented successfully in 1 000 identified schools nationally in all official languages in Grades 1–3. The year under review also saw the development of reading and writing norms for Grades 1–6 for English Home Language and English First Additional Language (EFAL). Graded reading series were developed in all the official languages for Grades 1–3. Library resources for the “Read to Lead” initiative were procured as part of the campaign to resource school libraries.

The Department monitored the implementation of the National Curriculum Framework (NCF) for children from birth to four years in selected ECD centres in Limpopo.

3.5 Strengthening accountability and improving management at the school, community and district levels

The Department, through the Whole School Evaluation programme, focuses on the performance of schools as the institutions that deliver educational services on behalf of the sector. The DBE monitored the quality of performance management of school-based educators during visits to six provinces. As a way of improving functionality of schools, all public schools are required to develop a School Improvement Plan (SIP), detailing the key challenges of the school and how they would be addressed.

During the year under review the Department determined and costed the draft norms and standards for staffing districts to strengthen compliance and alignment to the Organisation, Roles and Responsibilities of Education Districts policy. The mentoring programme focused on supporting District and Circuit Managers in poorly performing districts to improve management processes and systems to provide quality support to schools. The School Improvement Support Coordinators (SISCO) worked with 187 Circuit Managers to assist them to develop specific interventions to support schools. In this process the SISCO team supported a total of 5 517 schools, working with and through district and circuit offices.

Reliable and timely information is critical in the basic education sector to inform planning, evidence-based policy and decision making. The Education Management Information System (EMIS) develops and maintains an integrated education information system for the management of education. The integrated information system is accomplished through the acquisition, processing, dissemination and reporting of quality education data.

Two LURITS databases were received from SITA and their potential to deliver on the EMIS information requirements without the use of school census data was thoroughly tested. LURITS data proved to be ready to replace school census information and to be used for EMIS requirements. Three updated versions of SA-SAMS were released during the 2015/16 year – 15.3.0; 15.3.1 and 16.0.0 – to cater to the changing information needs from schools.

In its effort to accelerate efficient service delivery and address scarce and critical skills, the Department provides all officials with opportunities for capacity building through skills development and training programmes. Performance agreements for Senior Management staff and work plans for the rest of the staff ensure that performance is monitored and where gaps are identified, relevant capacity-building programmes are organised.

During the period under review, 22 training programmes were arranged by the Department wherein 214 officials were trained. The Department had 49 bursary holders of which 18 were registered in the 2015/16 financial year and 31 were existing bursary holders.

The Department pursues relations with other countries intended to advance the education system and to ensure that the Department offers an education system that allows learners to be globally competitive. These relations are governed by cooperation agreements and Memoranda of Agreement and are discussed in detail under Programme 1.

The Department complied with internal audit, risk management and forensics investigations requirements by completing approved audit reports and an audit verification report. Improvement of the audit outcomes remains central to the plans of the basic education sector.

Media advisories were issued to ensure that the Department remained effectively accountable to the public. A total of 72 interviews were conducted, statements were released and direct media enquiries were received and promptly attended to during the year under review. The Department was able to meet its reporting, planning, monitoring, evaluation and coordination obligations for the reported period in compliance with the outcomes approach of government. The Department, through various sector coordinating (intergovernmental relations) mechanisms – such as the Council of Education Ministers (CEM), Heads of Education Departments Committee (HEDCOM) and other platforms – ensured the alignment of government priorities, and facilitated and monitored the implementation of cross-cutting priorities as identified by Cabinet.

Effective and efficient governance and management support depend on sound management of financial resources. The Department ensured that donor funding and related projects were properly managed and administered and that appropriate control measures were in place to ensure compliance with all relevant prescripts. As part of its oversight function, the Department submitted an approved annual evaluation report for conditional grants to the National Treasury within the DORA-stipulated deadline.

The development of Improvement Plans for the Management Performance Assessment Tool (MPAT) processes afforded the Department an opportunity to reflect and employ strategies to improve generic management and governance practices.

3.6 Partnerships for education reform and improved quality

In support of the partnership advocated by the NDP, the National Education Collaboration Trust (NECT) continues to help the Department in its mission to transform the education system. Through the NECT, the Department has implemented a number of initiatives in some education districts with the intention of improving performance in schools within those identified districts.

Under the leadership of the Minister, the Quality Learning and Teaching Campaign (QLTC) continued to drive the Drop All and Read Campaign. The QLTC was tasked with mobilising communities, learners, businesses, NGOs, traditional leaders, churches, and government departments to support and participate in the campaign to get the nation to read

The Department conducted monitoring visits in the Care and Support for Teaching and Learning (CSTL) schools in all provinces. The Department also participated in the Regional Workshop on the Southern African Development Community (SADC) Secretariat CSTL Policy and Monitoring and Evaluation Frameworks held on 12 and 13 October 2015 in Johannesburg.

The management of the HIV and AIDS Life Skills Education Programme was monitored and the analysis of provincial expenditure against the allocated budget was completed to ensure compliance with activities in the approved business plans.

The annual target for this focal area was to procure and distribute 525 000 copies of LTSM to 18 800 selected schools. Provinces procured and distributed 554 950 sets of LTSM to 19 700 schools. Limpopo hosted the 2015 DBE World AIDS Day (WAD) Commemoration that was hosted by Bankuna Secondary School at Nkowa-nkowa Stadium, Tzaneen, in the Mopani District, on 3 December 2015. The draft DBE National Policy on HIV, STIs and TB was approved and gazetted for public comments from 5 May to 19 June 2015.

The draft DBE National Policy on the Prevention and Management of Learner Pregnancy was revised to incorporate various elements on learner support, provision of comprehensive sexuality education and the roles of different stakeholders, among other issues. The Department also developed a draft Psychosocial Support Strategy after stakeholder consultation.

The Integrated School Health Programme (ISHP) implemented in partnership with the Department of Health was able to reach a total of 882 151 learners between April 2015 and March 2016. A total of 229 554 Grade 4 girls received the Human Papillomavirus (HPV) vaccination during August 2015. Grade 4 girls received the HPV vaccination and health education from 16 February to 11 March 2016. A total of 1 111 705 learners received health services. On 4 June 2015, the World Health Organisation (WHO) approved the donation of 7 million Mebendazole tablets for the deworming programme. The National School Deworming Programme launch was held on 16 February 2016 at Zimasa Primary School, Langa in the Western Cape Province.

The National School Nutrition Programme (NSNP) provided daily nutritious meals to 21 177 Q1 to Q3 primary, secondary and special schools nationally, reaching an average of 9 630 590 learners. The Department monitored the programme in 299 schools across all provinces.

On 22 January 2016, the South African team won the 3rd International School Moot Court competition at The Hague, Netherlands. The Department worked with the Cell C Take A Girl Child to Work campaign, affording young girls the opportunity to learn more about various careers.

The Department ensured that all Workbooks included the Rights and Responsibilities poster. This was intended to expand learners' knowledge of the Bill of Rights. The Jamboree for Future Choices was used as a platform to promote learners' access to information on issues related to life skills, gender equity, rights and responsibilities, subject choices and career paths.

All provincial South African Schools Choral Eisteddfod (SASCE) championships were successfully held from May to June 2015. The national championship was run from 30 June to 02 July 2015 under the theme "*Celebrating 60 Years of the Freedom Charter Through Music*". A total of 6 722 learners participated.

The Department partnered with the Physical Education Institute of South Africa (PEISA) to host the 2015 Physical Education Symposium on 1–2 April 2015 in Cape Town. This collaboration included other implementing partners – UNICEF, Redcap Foundation, Nike, GIZ (Designed To Move) and Embury College. The School Sport Conference to streamline the implementation of Physical Education and School Sport in all provinces was convened on 26–27 November 2015. A Memorandum of Understanding to accelerate the development and transformation in South African cricket was signed on 17 August 2015 by the DBE, the Department of Sport and Recreation South Africa (SRSA) and Cricket South Africa (CSA).

The SA Schools National Championships was held on 10–16 December 2015 in Pretoria. All the provinces participated in the 16 priority codes, including the indigenous game codes. The Department hosted a national spelling bee on 10 October 2015 at the Sci-Bono Discovery Centre, Johannesburg.

The National School Safety Framework was approved and signed by the Minister in April 2015. A total of 1 391 provincial master trainers were trained and 12 354 school-based training workshops were conducted by provincial master trainers on the prevention and management of bullying in schools. The Charter on Harmful Religious Practices was completed and presented to the National Consultative Forum. Two major documents, namely 'Strategy on the Prevention and Management Alcohol and Drugs by Learners in schools' and 'Guidelines for the Testing of Drugs by learners in all South African Schools' were distributed to provinces.

The Department engaged partners in education by hosting a Ministerial breakfast with the DBE's partners in support of the "Mandela Day 1000 Libraries" Campaign on 3 July 2015. The Department aimed to use the opportunity presented by the 2015 Mandela Day to mobilise resources and support from various sectors of society.

4. PERFORMANCE INFORMATION BY PROGRAMME

The Department of Basic Education aims to improve the quality of learning and teaching in a sustained manner across the education sector in response to the policies guiding basic education, namely, the National Development Plan, the Delivery Agreement and the Action Plan to 2019: Towards the Realisation of Schooling 2030.

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 Department of Basic Education were developed in response to the requirements of the Delivery Agreement and Action Plan. 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 14. Additional reporting on achievements will be found in the programmes as implemented by the nine provincial education departments.

4.1 PROGRAMME ONE: 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; Department Management; Corporate Services; Office of the Chief Financial Officer; Internal Audit and Risk Management; and Office Accommodation.

4.1.3 STRATEGIC OBJECTIVES

- Improve the capacity of the Department of Basic Education.
- 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, human resources (HR) development and performance management intervention have been prioritised.

4.1.5 PROGRAMME SUMMARY AND PERFORMANCE INFORMATION

4.1.5.1 CORPORATE SERVICES

a. Human Resource Management and Development

The main objectives of the Department's skills development and training programme are to address skills gaps, training needs and poor performance due to lack of appropriate skills; to improve productivity by equipping officials with relevant skills; and to accelerate service delivery by addressing scarce and critical skills.

To this end, 22 training programmes were arranged by the Department wherein 214 officials were trained in the 2015/16 financial year as per the table below.

Table 12: Training of officials

Course Name	Name of the service provider	No. of officials attended	Date
Performing an effective Quality Assessment	The Institute of Internal Audit	1	13–15/05/2015
Conducting an Audit: From Cradle to Grave	The Institute of Internal Audit	4	18–22/05/2015
Evidence-based Policy Making and Implementation	University of Cape Town	2	27–29/05/2015
Recognition of Prior Learning	PSETA	2	9–12/06/2015
Report Writing course	Fachs	10	29–30/06/2015
Intermediate MS Excel	Fachs	10	29/06/2015–1/07/2015
		5	30–31/03/2016
Project Management	Execu Prime	5	29/06/2015–3/07/2015
Basic Electronic Record Management course	Bohume Business College	15	6–8/07/2015
MS PowerPoint course	Lambano African Holdings	12	8–10/07/2015
Project Management course	SNH Seminars	7	13–16/07/2015
Advanced MS Excel course	Tsakisi Training and Consulting	14	22–24/07/2015
Skills Development Facilitation Course	The Institute of People Development	17	22–24/07/2015
Monitoring and Evaluation course	Pro-Active College	10	21–23/09/2015
Risk Champion course	The Institute of Risk Management (SA)	8	21–22/09/2015
Photography in Practice	Vega	2	8–9/10/2015
CCTV	Squadron Vikela Security	5	12–16/10/2015
Office Management	Lemark Training & Development	9	19–21/10/2015
Strategic Planning	Pro-Active College	5	2–4/11/2015
Occupational Health and Safety course	Skills Resource group	26	3–4/11/ 2015 3–4/12/2015;
		6	9/03/2016
Public Sector Trainers' Forum	The School of Government	3	4–8/11/2015
Finance for Non-financial Managers	Lemark Training & Development	8	30/11/2015–4/12/2015
MS Excel (Basic to Intermediate)	Lambano African Holdings	28	30/11/2015–4/12/2015
		214	

The Department recruited 66 interns in the 2015/16 financial year of whom 43 were funded from the Department's vote, while the other 23 were funded through ETDP SETA. In addition to the 66 interns, the Department recruited and availed opportunities for 25 learnership programmes to deserving candidates.

The Department is committed to providing financial aid in the form of bursaries to staff members pursuing their studies. The main objective of the programme is to enable employees to make use of formal study to equip themselves with the knowledge and skills to perform their present and future duties. The Department had 49 bursary holders of whom 18 were registered in the 2015/16 financial year and 31 were existing bursary holders.

Thirty Department officials attended the Compulsory Induction Programme managed by the National School of Government (NSG). The programme was conducted by officials in the Directorate: Training and Social Responsibility.

The Department acknowledges that it has a responsibility to make the work environment of the people who serve the Department a conducive one. As part of the Employee Wellness Programme, staff members are able to access the services of the in-house doctor during the course of the day. The Department continued to assist employees and their family members with HIV-related problems during the course of the year. Officials are visited when hospitalised and they receive counselling. Officials and their family members who have alcohol and drug problems, work-related problems and social problems were assisted through the Employee Assistance Programme.

The Department held successful campaigns on Mandela Day, 18 July 2015; Wellness Day and World Aids Day that were both commemorated on 10–11 December 2015; and Women's Day on the 28 August 2015. These campaigns were well attended and highlighted issues to which the Department wished to give prominence.

b. Labour Relations

The Department reports to the Department of Public Service and Administration (DPSA) on the management of grievances and disputes as well as on issues regarding the bargaining council. All quarterly reports were submitted on time. The Department also reported on time to the Office of the Public Service Commission on the management of grievances and financial misconduct. A nil report regarding financial misconduct was submitted.

Grievances meetings (formal and informal)

In total, 164 grievance meetings (consultations) were held during the reporting period. Eight of the grievances were formally lodged as the informal process did not yield any fruits. Four grievances were finally resolved within the prescribed 30-day period and the other four are still outstanding. A lack of compliance to prescribed timeframes was caused by the unavailability of either or both parties to attend the grievance meeting. This was more evident where senior managers were involved. Generally, the Department has managed grievances well compared to other departments in the public sector. One grievance was referred to the Office of the Public Service Commission by the aggrieved official and the outcome was communicated to the Department.

Disciplinary Hearings

Two disciplinary hearings were held during the 2015/16 financial year. These hearings involved an SMS member as well as a Chief Education Specialist (CES). Both cases were finalised within the 60-day prescribed period. A final written warning was imposed as a sanction in each case.

The Department presided over three disciplinary hearings for other government departments. This was in line with the Department of Public Service and Administration (DPSA) request that labour relations practitioners be used to eradicate the backlogs that existed in some departments regarding the finalisation of cases, especially where officials were put on precautionary suspensions.

Meetings, Workshops and Conferences

National Labour Relations Forum (NLRF): The NLRF is an administrative forum established under the auspices of the DPSA which consists of all labour relations practitioners at the national and provincial spheres of government. Its purpose is to discuss, report, consult and make inputs on policies, regulations and collective agreements introduced in the public service. The Directorate: Labour Relations attended all four quarterly meetings of the Forum. One international conference on labour and employment relations was attended in Cape Town.

Departmental Bargaining Chamber (DBC): The DBC is established under the auspices of the General Public Service Sectoral Bargaining Council (GPSSBC). It is a forum where the employer and the employee representatives meet for consultation regarding all matters of mutual interest. Six policies were reviewed by the Forum and approved by the Accounting Officer.

Disputes: Two disputes were lodged by the employee parties (NEHAWU and PSA) during this period. The matter concerned the implementation of Resolution 1 of 2012 – Upgrading of posts on salary levels 9 and 11. These issues were internally resolved before the arbitration process began.

4.5.1.2 LEGAL AND LEGISLATIVE SERVICES

The Legal and Legislative Services unit in the Department is responsible for providing the Minister, the Deputy Minister, Director-General and all directorates in the Department with legal advice. It manages all litigation against the Department, scrutinises and drafts contracts, and scrutinises draft legislation, policies, guidelines and norms and standards.

The legal advisory functions contribute to Outcome 1 by ensuring that the Minister and the Department are provided with sound and well-researched legal advice on anything from court cases and contracts to policy-related matters. This reduces legal costs that would have adversely affected the budget of the Department.

Legislation contributes directly to improving the quality of basic education by ensuring that laws and policies that support the education system are put into place and adhered to, and that gaps in the legislation are closed. These factors automatically reduce litigation and contribute to the advancement of the education system.

Legislative Services

Legislation may take up to three years to draft and be signed into law. The process involves consultation with stakeholders and adherence to parliamentary processes. For the period under review, the Legislative Services Directorate processed the following legislation and regulations:

- The Basic Education Laws Amendment Bill, 2014;
- The regulations for the exemption of parents from payment of school fees;
- The School Safety Regulations;
- The amendment of the Personnel Administration Measures;
- The Draft Language Policy;
- The SA Standards for Principals;
- NSC Examination sub-regulations;
- Legal assistance to the NEIC and PEIC on NSC Examination irregularities; and
- Request for legal advice on legislation (ad hoc).

Legal opinions

Legal opinions on the following matters were provided:

- The Registration and Accreditation of Independent Schools;
- Audit Query 13/2015 – Appointment of OMA;
- Audit Query 17/2015 – Appointment of Travel with Flair;
- Audit Query 26/2015 – Appointment of DBSA;
- The Microsoft Framework Agreement;
- The Funza Lushaka bursaries in Limpopo;
- The responses to Parliamentary Questions (ad hoc);
- The implications of the Safety at Sport and Recreation Events Act, 2010;
- The Criminal Law (Sexual Offences and Related Matters) Amendment Bill, 2014;
- The implications of the Child Justice Act, 2008, for the Department;
- The Guidelines for Public Schools relating to POPI, PAIA and ITA;
- SEIAS Training with DPME; and
- KwaZulu-Natal subject choices.

4.1.5.3 INTERNAL AUDIT AND RISK MANAGEMENT

During the period under review, the Internal Audit, Risk Management and Forensics Investigations Directorate completed two approved audit reports and one audit verification report as per DPME requirements. The operational risk registers were consolidated and signed off. The Department advertised positions for the appointment of Audit and Risk Committee members.

4.1.5.4 INTERNATIONAL RELATIONS AND MULTILATERAL AFFAIRS

The Department continues to forge relations with other countries to advance the education system and afford South African children opportunities to be global participants. These relations are governed by cooperation agreements and Memoranda of Understanding. The development and approval of agreements and Memoranda of Understanding with other countries is a lengthy consultative process as it is deeply dependent on political variables.

The Department concluded the following agreements during the year under review:

- **Cooperation Agreement with China:** The Chinese Embassy and the Chinese Culture and International Education Exchange Centre (CCIEEC) donated a planetarium which was launched by the Minister of Basic Education, Minister Angie Motshekga, on 7 March 2016 at the Sci-Bono Discovery Centre. The teaching of Mandarin in public schools was officially approved in 2015 and is being piloted by the Gauteng Education Department in the Tshwane South District.

A language expert from China was seconded to the Department to assist in the implementation of Mandarin in South African schools from 2016. Dr Xiaoming Lan started working at the Department on 23 November 2015.

In July and December 2015 respectively, delegations of District Directors and school principals visited China. The purpose of the study tours was to exchange knowledge and best practices.

The Minister and the Ambassador of the People's Republic of China in South Africa met on 21 January 2016 to reaffirm their commitment to implement programmes such as the teaching of Mandarin in South African schools and the Math, Science and Technology strategy.

- **Cooperation Agreement with Cuba:** The Deputy Minister of Basic Education, Mr EM Surty, accompanied Deputy President Cyril Ramaphosa on an official visit to Cuba from 21 to 26 October 2015. During the visit, the Deputy Minister met with his Cuban counterpart to draft the bilateral agreement between South Africa and Cuba in the field of basic education. The agreement is at its final stage of approval and will be signed by the Minister during 2016.
- **Memorandum of Understanding with the French Embassy:** The Department, together with the French Institute co-ordinated the National Nutrition Week/ 'Sous Chef' as well as cooperation on the promotion of the French language. In this regard, an MoU was finalised. The Minister authorised the Director-General to sign the MoU with the French Ambassador, who would act on behalf of the French Institute. The signing would take place on 5 April 2016.

4.1.5.5 INTERNATIONAL PARTNERSHIPS

During the period under review, the Department received valued support from several international agencies. Specific activities included:

- **Japan International Cooperation Agency (JICA):** The Department welcomed a new volunteer from the Japan International Cooperation Agency (JICA) on 9 July 2015. The volunteer will be based in Mpumalanga for two years as a subject advisor.

In the 2015/16 financial year, three officials from the Department participated in capacity training courses funded by JICA. JICA also seconded Ms Junko Funaki, a subject advisor for Mathematics, to the Department.

- **VVOB (the Flemish Association for Development Cooperation and Technical Assistance):** The Department and VVOB have worked together to support provinces to develop and establish Professional Learning Communities (PLCs) across the schooling system. A Guideline Document on PLCs was developed, copies distributed to provinces, advocacy done in seven of the nine provinces and in-depth training started in three provinces. The development and establishment of PLCs is in line with the Integrated Planning Framework on Teacher Education and Development (ISPFTED), and is meant to ensure that opportunities for ongoing professional development are brought closer to where teachers are and become accessible.
- **United States Agency for International Development (USAID):** The partnership between the Department and USAID on the School Capacity Innovation Programme (SCIP) aims mainly to improve Primary Grade reading outcomes. USAID has been supporting the South African models of interventions that work directly with teachers, school management teams and district staff to improve their practice as instructional leaders and managers. While seeking initiatives that demonstrate innovation and impact, sustainability and scalability are key components of their approach.
- **The British Council (BC):** The Department and the British Council (BC) have worked together to strengthen Subject Advisor capacity with a view to strengthening the use of the English Language (reading, speaking, writing and listening) by learners across our schooling system. The Department and the BC have worked together to develop high quality English Language courses, i.e. the Certificate in Primary English Language Teaching (CiPELT) and the Certificate in Secondary English Language Teaching (CiSELT), that cover a broad spectrum of the English Language curriculum for the different Phases.
- **Global Development Partners' Forum:** The Department co-ordinated the inaugural Global Development Partners' Forum, hosted by the Director-General on 24 February 2016. More than 80 officials, including ambassadors and representatives of development agencies, provincial departments of education, private international companies and government departments, participated in the forum.
- **Southern African Development Community (SADC):** A South African learner, Imbelani Matibe from Thengwe High School in Limpopo, won the third prize in the regional leg of the Annual SADC Schools Essay Competition. Imbelani travelled to Botswana to attend the prize-giving ceremony. The ceremony took place during the SADC Heads of State Summit, on 16–19 August 2015.

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- **South African Model United Nations:** On 18 and 19 October 2015, the Deputy Minister attended the annual South African Model United Nations competition for school learners on Robben Island.

Hosting of International Delegations

The Department hosted three international delegations in the year under review, as follows:

- **Nigerian Study Tour:** The Nigerian delegation visited the Department on 28 and 29 July 2015. After presentations on the South African education system the delegation was taken to visit Refalotse Primary School in the Winterveld and Tsako-Thabo Secondary School in Mamelodi.
- **Norwegian Delegation:** The delegation from the Norwegian Parliamentary Committee on Education and Research visited South Africa in January 2016 to learn from our experiences in research and education. It also met with officials of the Department of Higher Education and Training and the Department of Science and Technology.
- **Swaziland Delegation:** On 5 June 2015, the Department hosted a study tour for a delegation of officials from the Education Ministry of Swaziland, which visited the country and the offices of Umalusi to learn about examination certification in South Africa.

International Engagements

The Department participated in the 19th Conference of Commonwealth Education Ministers (19CCEM), which took place in Nassau, in the Bahamas, from 22 to 26 June 2015 and in the South Africa-United Kingdom Bilateral Forum in London from 17 to 20 October 2015. The Department was represented by the Deputy Minister at both engagements.

National Days

The Department was represented by the Minister or the Deputy Minister at several events to observe and show support for the following national day celebrations:

- Jordan National Day on 25 May 2015;
- Singapore National Day on 4 September 2015;
- Venezuela National Day on 10 July 2015; and
- Bastille Day, at the French ambassador's residence on 14 July 2015.

Other engagements related to International Partnerships

The Department engaged in the following international activities in the period under review:

- Botswana site visit for the Project Literacy participation programme in Hazyview, Mpumalanga, 6–7 August 2015;
- Facilitation of the Southern Africa Regional Conference on Teachers in Maputo, Mozambique, 26–28 August 2015;
- Preparation for the SACMEQ briefing meeting, 25–26 October 2015;
- Participation in the UNESCO Regional Office for Southern Africa: Regional Strategy Meeting on Education, Zimbabwe, 26–27 October 2015, as the representative of the country;
- Arrangements, participation and representation at the UNESCO Regional Office for Southern Africa: Planning and Strategy Meeting, 28 October 2015;
- Participation in and representation at the 9th UNESCO Youth Forum, France, 26–28 October 2015;
- Participation in and representation at the UNESCO 38th General Conference, France, 3–18 November 2015;

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- Participation in and representation at the Regional Workshop on Literacy, Lesotho, 7–8 December 2015;
 - Participation in the Science Forum South Africa, 8–9 December 2015; and
 - Preparations for the SACMEQ meeting, Botswana, 25–27 December 2015.

4.1.5.6 MEDIA LIAISON AND NATIONAL & PROVINCIAL COMMUNICATION

Media Liaison

The Department experienced an overall increase in the number of media queries, issuing of statements and participation in interviews. One of the major responsibilities of the Department is to monitor and analyse daily media releases and reports. Media advisories that were issued helped increase public awareness of the Department of Basic Education's programmes and activities. A total of 72 interviews were conducted during the year under review. Statements were released and direct media enquiries were received through e-mail and telephonic channels.

Daily media monitoring of 20 publications was conducted with the most popular topics during this period being: National Senior Certificate (NSC); Post-Provisioning Norms (PPN); provision of sanitary towels at schools; National Teaching Awards (NTAs); special needs schools; Annual National Assessments (ANAs) results and the National School Nutrition Programme (NSNP).

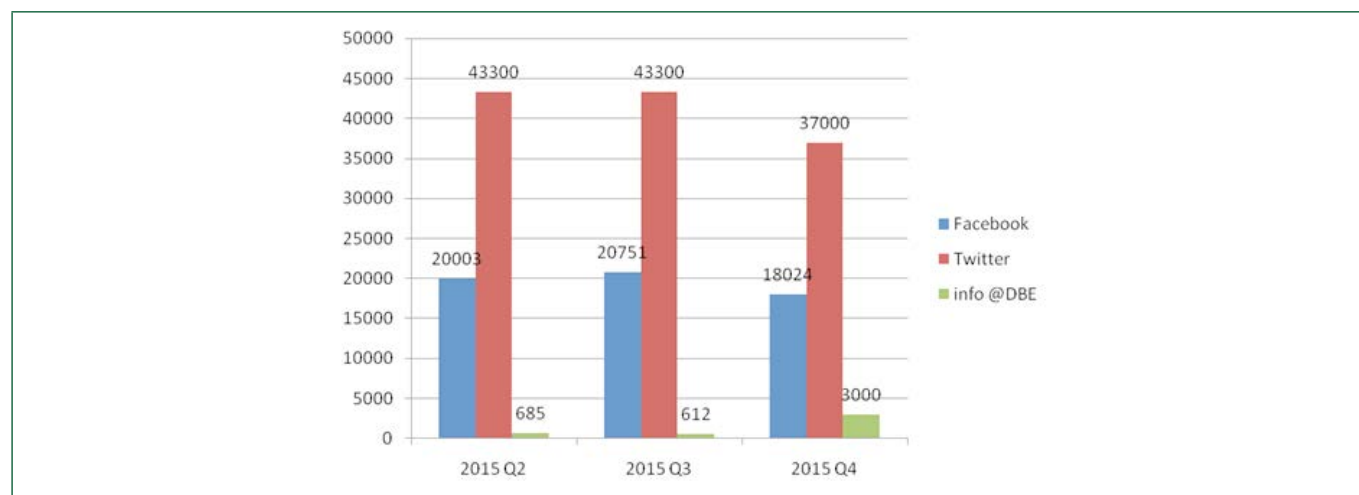
Publications

The Department produced 37 editions of the *Thuto* education magazine, with over 371 articles being written and edited for the publication. The publications team also ensured that e-mail signatures appended on outgoing messages of staff promoted key education events and dates such as the opening of schools, the school governing bodies elections, NSC Examination results, the Second Chance Matric Programme and the 16th Annual National Teaching Awards.

A total of 305 *News Flashes* were distributed to assist Department Directorates to effectively communicate important internal messages to all staff members. A total of 121 photojournalistic supports were provided to Ministerial and Departmental events in the year under review.

The Department has been strengthening its web presence and e-communications through the Department website, intranet, Facebook, Twitter and YouTube to enable education stakeholders to kept abreast of Departmental programmes and activities on a daily basis. The Department had 18 024 followers on Facebook; 37 000 followers on Twitter and received approximately 3 000 messages through the information email system. The major topics that were covered on these platforms were bursaries, matric certificates, Annual National Assessments, National Senior Certificate Examinations, Senior Certificate Examinations, school admissions, school management, provincial departments, LTSM and infrastructure. The Department's website was viewed 49 429 times during the period under review.

Figure 1: DBE web presence and e-communication



The Information Resource Centre is providing a valuable library service to the Department on a daily basis. An additional 218 titles were captured in 2015 with a total of 594 captured to date. The Centre has 13 101 books, journals, pamphlets, posters and digital publications. There were 895 searches on the E-Journal platform. The user guide is available at the issue desk and on the Department's website.

Events management coordination services, branding and exhibition management units offered various services to 35 Departmental and Ministerial events. These included the Ministerial announcement of the 2015 National Senior Certificate Examinations results live broadcast and event; the 16th Annual National Teaching Awards television broadcast and event; and the Joint Annual District and NSNP Excellence Awards event.

4.1.5.7 STRATEGIC PLANNING, RESEARCH AND COORDINATION

a. Planning and Reporting

The Department 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.

Planning

The Department's internal strategic planning sessions were conducted with all Chief Directorates resulting in the development of the Department's revised five-year Strategic Plan for 2015/16–2019/20 and the Annual Performance Plan for 2016/17. The revised Strategic Plan and the Annual Performance Plan were tabled in Parliament on 11 March 2016.

The Department plays an oversight role in planning matters. The Department analysed and provided feedback on the draft Annual Performance Plans of all provincial education departments and public entities (Umalusi and SACE) to ensure compliance with the planning frameworks and alignment to the sector plan in their quarterly reports.

Reporting

Quarterly Performance Reports were received in all the quarters from the different branches and information was verified against the evidence provided. The reports were compiled, consolidated, edited and submitted to the Department of Planning, Monitoring and Evaluation (DPME) and National Treasury. For the year under review, the Strategic Planning unit held branch review meetings with Branches A, C, DCMS, P, S and T. The branch reviews were used to address gaps in quarterly reports, as well as audit issues. Quarter 1, 2 and 3 report presentations were also compiled and presented to the Portfolio Committee. Guidelines and templates were issued to all Branches in preparation for the compilation of the 2015/16 Annual Report.

Reports for Outcomes 1, 7, 13 and 14 were compiled and submitted on time for the Forum of South African Directors-General (FOSAD) and the State of the Nation Address (SONA). The Department has been reporting on the Programme of Action (POA) for Government, based on the Medium Term Strategic Framework (MTSF) education chapter. A framework has been provided to branches and provincial planners to produce an MTSF-specific plan in order to strengthen programmatic reporting in the MTSF at national and provincial levels.

Systemic Monitoring

The Management Performance Assessment Tool (MPAT) collates existing management policy and guidelines into a framework of standards and indicators of good practice, to promote a common understanding of good management practice. MPAT self-assessment for the Department was finalised, approved by the Director-General and submitted to the DPME on the due date of 30 September 2015. The DPME opened the MPAT challenge period in February 2016 and the Department submitted areas of dissatisfaction to the DPME on the set date. By 31 March 2016, the final moderation had not yet been concluded.

Research Coordination, Monitoring and Evaluation

For the year under review, the Department made considerable progress in achieving key performance areas on evaluations that were conducted. These included implementation evaluation of Curriculum Assessment Policy Statements (CAPS) implementation evaluation, Funza Lushaka implementation evaluation and National School Nutrition Programme (NSNP). The sector was monitored through the finalisation of a report on the General Household Survey (GHS) focusing on schooling.

Some work was done on the preparation for the Macro Indicator Report on Basic Education through computation of selected indicators for the participation in education by children aged 5 to 18 years old. In February and March 2016, the Department co-ordinated the District Managers Capacity-Building Workshops that were facilitated by the University of Stellenbosch, with financial support from UNICEF.

With regard to provincial monitoring and support, the Department has a continuous relationship with provincial planners through the HEDCOM Sub-committee on Planning, Monitoring and Evaluation. Discussions held at this Sub-committee's meetings are of great importance, since the process brings synergy to reporting patterns of provinces. Some of the main points of discussion at these meetings were alignment to the MTSF, the National Development Plan (NDP), the Action Plan to 2019; Outcome 1 reporting and Basic Education sector priorities.

Coordination and Secretariat Support

The Department has established and manages various sector coordinating mechanisms (intergovernmental relations) such as the Council of Education Ministers (CEM), Heads of Education Departments Committee (HEDCOM), Ministerial Management Meetings (MMM), Senior Management Meetings (SMM) and Broad Management Meetings (BMM). These coordination mechanisms are mainly charged with providing strategic and technical leadership of the basic education system, to provide improved quality basic education for all in South Africa and give effect to government's apex priority.

The Department successfully managed the logistical arrangements, agenda setting and recording of proceedings for all the convened meetings.

The Department, together with the Department of Social Development (DSD), is responsible for managing meetings of the Forum of South African Directors-General (FOSAD) Social Protection, Community and Human Development (SPCHD) Cluster and the SPCHD Cluster Technical Working Group (TWG). The main objectives of the SPCHD Cluster and the TWG are to ensure the alignment of government-wide priorities, facilitate and monitor the implementation of priority programmes and provide a consultative platform on cross-cutting priorities and matters to be processed at Cabinet.

During the 2015/16 financial year, 62 meetings were held. Out of 115 planned meetings, the following 53 were not convened: CEM (1), BMM (7), SMM (27), MMM (16), SPCHD Cluster (1) and SPCHD TWG (1). Reasons given for not convening meetings included unexpected cancellations as a result of the busy schedules of the Executive Authorities and senior managers; provincial visits on interventions; and preparations for the 2015 National Senior Certificate (NSC) examinations.

Table 13: Breakdown of Meetings

Governance structures	Number of scheduled meetings	Number of meetings held	Number of meetings not held	% of meetings held
CEM	6	5	1	83%
HEDCOM	6	6	0	100%
MMM	24	8	16	33%
SMM	46	19	27	41%
BMM	11	4	7	36%
SPCHD Cluster	11	10	1	91%
SPCHD TWG	11	10	1	91%
Overall Total	115	62	53	

4.1.5.8 CONDITIONAL AND DONOR GRANTS

Grant Management

The Department co-ordinated the submission of five business plans per provincial education department (PED) for approval, and certificates of compliance for all five conditional grants. The Department managed to submit all four quarterly performance reports of the five conditional grants to the National Treasury within DORA-stipulated timeframes. All the tranche payment schedules for the conditional grants were formulated and, where required, the payment schedules were amended in consultation with the finance unit.

Note: ASIDI is a schedule 7 conditional grant and, as it is managed as an internal Department programme, it does not require PEDs to submit business plans.

During the year under review, the Department provided the preliminary input to the draft conditional grant frameworks and MTEF allocations that were sent to National Treasury. Furthermore the Grant Management unit facilitated interaction between the Department's grant managers and the National Treasury on the preliminary inputs. The unit managed the approval of the final inputs into the conditional grant frameworks before their gazetting and publication by the National Treasury.

The Department visited the Limpopo Department of Education as part of monitoring and assisting in normalising performance of conditional grants in the province and turnaround performance, through identifying and eliminating bottlenecks that inhibit optimal implementation. Monitoring took the form of attending the bimonthly, bilateral financial monitoring meetings – convened under the purview of the Limpopo MEC for Finance assisted by the Provincial Treasury – where performance would be discussed and accountability sought for a turnaround. These meetings were useful in ensuring high-level intervention in areas of poor performance, establishing a hotline for unblocking impediments to spending, and markedly improving the province's performance in conditional grants.

Unlike in the previous financial year, financial constraints inhibited the Department from instituting support visits to PEDs experiencing poor uptake of conditional grant funding and the resultant performance challenges. To compensate for this deficit, the budget monitoring meetings were attended where all the role-players with a catalytic role in promoting the performance of conditional grants were in attendance. These forums were important in facilitating the required interventions in areas where poor performance was identified.

Other challenges that were encountered related to the fact that PEDs conducted their own provincial evaluation of the conditional grants as required by the DORA. Although the National Treasury provided the provinces with a Practice Note explaining how evaluations could be conducted, provinces cited a lack of capacity (skill) as the reason for non-compliance in this regard.

The Department experienced challenges with receiving quarterly reports from PEDs that were not properly signed off at the required level, and with late submission of quarterly reports by PEDs. Notification of the withholding of tranche payments due to non-submission of reports always resulted in the required compliance.

Normally in instances of marginal over-expenditure of funds, this is offset by the PEDs concerned using their own equitable share savings to cover the portion that is over-spent. Under-expenditure by the Eastern Cape in the Education Infrastructure Grant for instance, resulted in the transfer to other PEDs of R520 million. These funds were given to PEDs that had demonstrated the capacity to use grant funding efficiently, i.e. Gauteng, Western Cape and Limpopo.

The Department consolidated its collaboration with USAID through the School Capacity and Innovation Programme (SCIP), which leverages significant private sector resources, amplifying the impact of development partner initiatives with USAID's investment in the basic education sector. The programme supports local South African models or interventions that work directly with teachers and school management teams in innovative ways to improve their practice as instructional leaders and managers. Through these resources, a fully functional items bank for formative assessment in Foundational Phase Literacy has been designed and developed for the Department.

4.1.5.9 PROJECT MANAGEMENT

The Project Management unit administers and manages the processes relating to donor funding and related projects. The unit ensures that the European Union (EU) donor funding that was 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 and projects that are the recipients of sector budget support are supported technically through monthly Technical Committee sessions that also provide an opportunity to monitor spending patterns and advise on possible improvements.

In the 2015/16 financial year, the Department ensured compliance with the financing agreement through quarterly bilateral meetings between the Department and the EU Delegation. The Department also sharpened its quarterly reporting to the National Treasury by supporting project managers through the monthly Technical Committee meetings and donor funding financial management training. The annual high-level meeting between the Director-General and the EU Ambassador was facilitated during the period under review.

4.1.6 STRATEGIC OBJECTIVES, PERFORMANCE INDICATORS PLANNED TARGETS AND ACTUAL ACHIEVEMENTS

Table 14: Programme 1 Strategic Objectives, Performance Indicators, Planned Targets and Actual Achievements

PROGRAMME 1: ADMINISTRATION					
Strategic Objective	Programme Performance Indicator	2014/15	2015/16		
		Actual Achievement	Planned Target	Actual Achievement	Deviation from planned target
To improve the capacity of the Department of Basic Education.	Number of staff development opportunities offered to officials in the Department.	-	15	24	+9
	Number of internships implemented in the Department.	72	65	66	+1
	Signed financial disclosure forms (FDIs) for all Department SMS members submitted by due date every year.	All FDIs submitted to the PSC including FDIs for acting SMS members.	All SMS members	All SMS members submitted by due date.	None
	Signed Performance Agreements (PAs) by all Department SMS members submitted by due date every year.	All PAs submitted including PAs for acting SMS members.	All SMS members	All SMS members submitted by due date.	None

4.1.7 STRATEGY TO OVERCOME UNDERPERFORMANCE

None.

4.1.8 CHANGES TO PLANNED TARGETS

None.

4.1.9 LINKING PERFORMANCE WITH BUDGET

Table 15: Programme 1 Linking Performance with Budgets

Programme 1: Administration						
	2015/16			2014/15		
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	27 280	27 242	38	26 286	26 166	120
Transfers and subsidies	28	27	1	332	332	-
Payment for capital assets	863	856	7	936	925	11
1.2 Department Management						
Current payment	64 372	63 857	515	80 898	80 665	233
Transfers and subsidies	326	323	3	38	31	7
Payment for capital assets	863	832	31	829	494	335
1.3 Corporate Services						
Current payment	53 652	53 810	(158)	52 694	52 646	48
Transfers and subsidies	223	639	(416)	178	178	-
Payment for capital assets	1 259	1 264	(5)	1 585	1 254	331
1.4 Office of the CFO						
Current payments	63 940	63 893	47	55 612	55 573	39
Transfers and subsidies	25	24	1	93	90	3
Payment of capital assets	272	259	13	346	184	162
1.5 Internal Audit & Risk Management						
Current payments	8 086	8 065	21	5 603	5 588	15
Transfers and subsidies	2	1	1	9	7	2
Payment of capital assets	94	19	75	112	13	99
1.6 Office Accommodation						
Current payments	150 452	150 472	(20)	142 981	143 180	(199)
Transfers and subsidies	47 524	47 524	-	48 892	48 892	-
Payment of capital assets	14 786	14 770	16	15 047	13 473	1 574
TOTAL	386 645	386 475	170	383 579	380 799	2 780

4.2. PROGRAMME TWO: CURRICULUM POLICY, SUPPORT AND MONITORING

4.2.1 PURPOSE

The purpose of Programme 2 is to develop curriculum and assessment policy and to support, monitor and evaluate curriculum implementation.

4.2.2 LIST OF SUB-PROGRAMMES

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

4.2.3 STRATEGIC OBJECTIVES

- improve the quality of early childhood development;
- increase access to high-quality learning materials; and
- improve curriculum implementation in all schools, but especially in multi-grade schools.

4.2.4 PROGRAMME OVERVIEW

The Programme: 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 2019: Towards the realisation of Schooling 2030. 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 8 learners in mathematics.

Goal 12: Improve the grade promotion of learners through Grades 1 to 9.

Goal 18: Ensure that learners cover all topics and skill areas that they should cover within their current school year.

Goal 19: Ensure that every learner has access to the minimum set of textbooks and workbooks according to the national policy.

Goal 20: Increase access among learners to a wide range of media, including computers, which enrich their education.

Goal 22: Improve parent and community participation in the governance of schools, partly by improving access to important information via the e-education strategy.

The realisation of these goals is rooted in the work done within this programme in the core policy areas of Curriculum and Assessment Policy Statements (CAPS) Learning and Teaching Support Materials (LTSM) workbooks; textbooks; libraries; Early Childhood Development; Adult Literacy; Special Needs Education; e-Learning; and Mathematics, Science and Technology.

The Department has contributed to improved learner performance in the classroom by working collaboratively with provincial education departments in developing policy, providing guidelines and institutionalising support in these core policy areas. Below is a summary of the activities for this programme for the period under review, as resourced by Vote 14.

4.2.5 PROGRAMME SUMMARY AND PERFORMANCE INFORMATION

4.2.5.1 CURRICULUM IMPLEMENTATION AND MONITORING

a. General Education and Training (GET)

Reading Promotion and Library Information Services:

Reading Roundtable

On 31 March 2015, the inaugural Reading Roundtable was held at the Department of Basic Education (DBE) Conference Centre. The Sector Plan for Reading Promotion and Library and Information Services was announced in May 2015 and the 1 000 Schools Library Project launched on 22 July 2015. The Reading Roundtable gave impetus to the Early Grade Reading Assessment (EGRA), the development of reading norms, the advocacy for the Drop All and Read Campaign and the collaboration with social partners.

Monitoring of Provincial Reading Plans

The Department has been monitoring and evaluating the implementation of Reading Plans through the submission of quarterly reading reports since April 2013. The four pillars that were identified for provincial reports included:

- The provisioning of reading resources;
- Teacher development and support;
- Advocacy and communication; and
- Library and Information Services.

In 2015, a decision was taken at the Teacher Development and Curriculum Management (TDCM) forum for the quarterly reading reports to be incorporated into the National Strategy for Learner Attainment (NSLA). As a result, the Department included in 2016, a new section (section 6) in the NSLA that is dedicated to Reading Promotion and Library and Information Systems.

Development of Reading Norms

Draft reading and writing norms for Grades 1–6 have been developed for English Home Language and English First Additional Language (EFAL). The Zenex Foundation held a seminar on 25 February 2016 with the Department and indicated an interest in initiating a research project on the development of reading norms for Foundation Phase in EFAL, isiXhosa and Sesotho.

Development of Graded Reading Series for Grades 1–3

In collaboration with the LTSM Directorate in Branch C, the DBE Graded Reading Series was developed in all the official languages for Grades 1–3. The readers were quality assured at a workshop held on 23–26 October 2015. The readers will be signed off, printed and distributed to all public primary schools nationally in response to the dire shortage of quality readers in the Foundation Phase.

Early Grade Reading Assessment (EGRA)

Progress Report on the 1 000 Schools Project

The Early Grade Reading Assessment (EGRA) is a component of the Reading Promotion and Library and Information Services Plan for 2015 to 2019. The EGRA was implemented successfully in 1 000 schools nationally in all the official languages in Grades 1 to 3. European Union (EU) funds have been allocated for school monitoring visits between April and August 2016.

Phase 1 of the EGRA was implemented in all 1 000 schools. The phase commenced with a National Core Training Team (NCTT) workshop and 92 Foundation Phase curriculum advisors were capacitated to train and support Grades 1–3 teachers on the EGRA in their respective provinces.

The Department implemented two cost-effective models – provincial teleconferences and desktop monitoring – to monitor and evaluate the EGRA implementation nationally from September to November 2015. In April 2016, school visits were conducted in Bohlabela and Ehlanzeni Districts in Mpumalanga. The findings indicate that the EGRA:

- is a reliable diagnostic reading assessment tool to measure reading proficiency levels in the early grades;
- Grade 2 and Grade 3 learners coped with all the components (recognition of initial letter sounds, word recognition, passage reading and comprehension) while Grade 1 learners struggled with word recognition and passage reading;
- Respondents (teachers and principals) indicated that the EGRA should be included and recognised as a formal reading activity for the oral reading assessment component for the term;
- Respondents (teachers and principals) indicated that they do not have adequate graded/levelled readers; and
- Respondents (teachers and principals) indicated that they were keen to sustain the EGRA programme in 2016 and beyond.

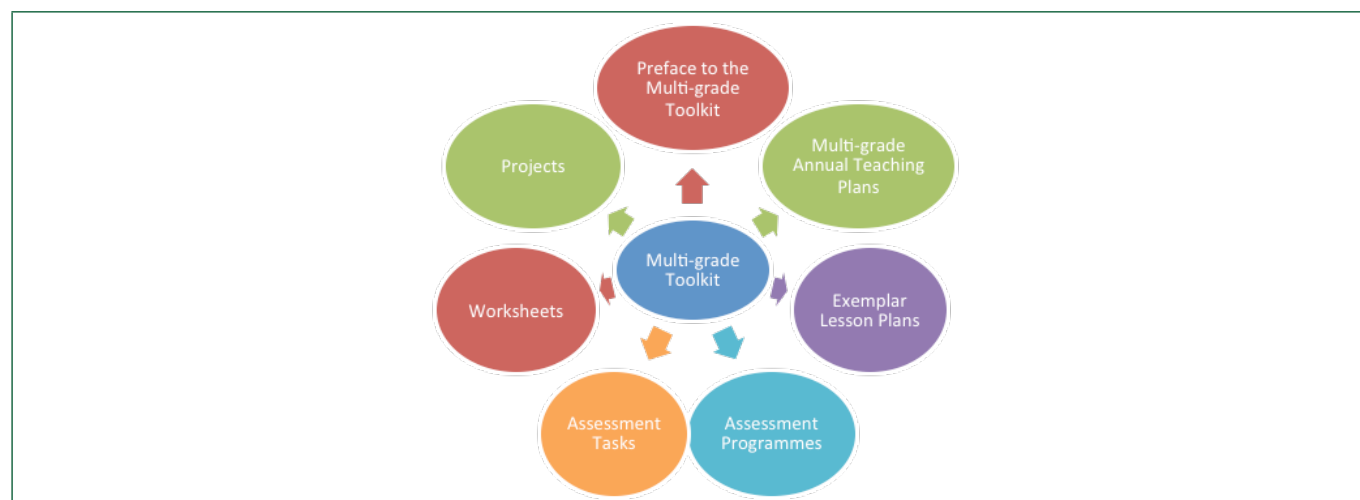
Provinces have indicated that the EGRA is being sustained in Grades 2 and 3 in 2016. In addition, the Western Cape has included the EGRA in its 100 Focus School Project, and the Eastern Cape and Northern Cape are implementing the EGRA in 10 additional schools per district. The National Education Collaboration Trust (NECT) has proposed implementing the EGRA in targeted districts in the Eastern Cape, Limpopo, North West and Mpumalanga. The Department has secured European Union (EU) funding to conduct school visits to monitor the EGRA project in a sample of five schools per province. The school monitoring visits will be conducted in collaboration with provinces during April to August 2016. It has been proposed that the EGRA should be recognised as a national reading diagnostic assessment.

Multi-Grade Teaching and Rural Education

Support to Schools with Multi-grade Classes

The main support for schools with multi-grade classes focused on the Multi-Grade Toolkit. The components of the implementation of the toolkit are illustrated below.

Figure 2: Components of the Multi-grade Toolkit



The implementation of the toolkit started with training workshops for subject advisors and teachers. The purpose of the workshops were:

- To train the subject advisors and teachers in multi-grade teaching;
- To orientate the subject advisors on the Multi-Grade Toolkit that will strengthen the implementation of the curriculum in multi-grade schools; and
- to target subject advisors in all subjects in the General Education and Training band which are offered at primary school level.

Table 16: The numbers of subject advisors and teachers that were trained during the 2015/16 financial year.

All provinces	Numbers trained
Subject advisors trained in multi-grade teaching and on the utilisation of the Multi-grade Toolkit.	1 046
Teachers trained in multi-grade teaching and on the utilisation of the Multi-grade Toolkit.	1 251

The resources that participants used during the training included a file containing the Multi-grade Toolkit for their respective subjects and multi-grade teacher training manuals (participants' and facilitators' manuals).

Auditing of Rural Schools

A tool has been developed to audit rural schools. The tool seeks to establish the need and type of support that is currently provided to rural schools. The interprovincial Rural Education Committee will decide the number of schools that will be sampled for this purpose.

Policy for Rural Education

The Minister approved the establishment of a research team that will focus on the development of the Rural Education Policy. The process of appointing the research team was under way. A concept document has been developed which outlines how to develop the policy, as well as the roles and responsibilities of the role-players.

Incremental Introduction of African Languages (IIAL)

In 2015, the sector implemented the Incremental Introduction of African Languages (IIAL) pilot in Grade 1 classes in 264 schools across all provinces. All the schools involved in implementing the IIAL have been provided with resources such as learning and teaching support materials. The Grade 1 Second Additional Language (SAL) toolkit comprises:

-
- Foundation Phase SAL CAPS;
 - Grade 1 SAL Reading Anthology;
 - Grade 1 SAL Big Books;
 - Posters;
 - DVDs; and
 - IIAL Training Manuals.

Regulations and Policy

The gazette on regulations and policy changes resulting from the Incremental Introduction of African Languages initiative was published on 13 November 2015. After the closing date for the submission of comments on 4 December 2015, the Department collated comments from members of the public. Recommendations will be tabled at various committees and finally submitted for the Minister's approval.

b. FURTHER EDUCATION AND TRAINING (FET)

Subject Committees

The Subject Committees were launched in 2014. In 2015, two centralised meetings were held, with provincial subject specialists attending the meetings led by the Department.

The first round of subject committee meetings was completed, with the last meeting held in the Eastern Cape on 19 April 2016. The subject committee meetings were decentralised, with Subject Specialists visiting provinces. The expected outputs for the subject committee meetings were:

- Curriculum coverage tool; and
- Provincial subject improvement plans aligned to the national subject improvement plan.

The following aspects were discussed:

- Overview of the Subject Committee meetings;
- National results analysis;
- Diagnostic reports;
- NSLA reports;
- Provincial inputs: Aligning plans and activities to the subject improvement plan; and
- Preparation for the school-based assessment tasks.

Subject Profiles

Subject profiles were revised to include 2015 diagnostic reports on the 2015 National Senior Certificates examinations for all subjects in the Further Education and Training (FET) band. Subject profiles for General Education and Training (GET) were revised, taking into account the Schools Reality data from EMIS. Comprehensive profiles for GET subjects could not be developed as learner attainment results are not centralised. The subject profiles were discussed and mediated in the provincial Subject Committee meetings held during February and March 2016 for all subjects. Provincial and national improvement plans were developed for all subjects in the FET and GET.

The FET Subject Specialists compiled subject profiles for the subjects that they oversee. The provinces are divided according to performance in the subjects, giving a clear indication of the status of the province in terms of whether provinces are performing satisfactorily, exceeding satisfactory performance, or are at risk.

The profiles should enable Subject Specialists to plan focused interventions in order to enhance performance in their subjects. The subject profiles were updated in line with the 2015 NSC results.

Focus Schools

In response to confusion related to the definition, scope and nature of Focus Schools, the Department appointed a consultant to develop a discussion document on the Focus Schools. All the relevant stakeholders within the basic education sector were consulted on the draft guideline document that resulted from the discussion document.

Policy definitions of the Focus Schools

According to the draft norms and standards, a Focus School means an ordinary public school that provides education with a specialised focus on talent – including sport, performing arts or creative arts – as contemplated by section 12(3) (a) (iii) of the South African Schools Act. A focus school offers a particular focused range of subjects which prepares learners to have the necessary skills and attitude for higher education studies as well as entrepreneurial opportunities and for the world of work.

Scope of focus subjects

A school may choose to offer any subject within the following focus fields at Grades 10–12:

- Engineering and Technology: Electrical Technology, Mechanical Technology, Civil Technology. Engineering Graphics and Design, Technical Mathematics and Technical Science.
- Agriculture: Agricultural Sciences, Agricultural Management Practices and Agricultural Technology.
- Arts and Culture: Dramatic Arts, Music, Dance Studies, Design, Visual Arts and Sport and Exercise Science.
- Services: Consumer Studies, Hospitality Studies and Tourism.
- Computer: Computer Applications Technology and Information Technology.
- Maritime Studies: Maritime Economics and Nautical Science.

Expected contribution to the sector

The establishment of Focus Schools augers well for the sector in its quest to introduce the Three Stream Model of basic education. The Three Stream Model calls for the introduction of educational programmes that enforce and encourage the acquisition of skills in selected subjects (the model consists of an academic stream, technical vocational stream and a technical occupational stream). The Focus Schools are all geared towards the application of skills as part of the theoretical process.

The request to publish the Norms and Standards was signed by the Minister on 2 April 2016 and will be published as a Gazette for public comments. The developed Norms and Standards for Focus Schools are meant to standardise the processes for establishing such schools and to provide for a legislative framework.

c. INCLUSIVE EDUCATION

Access to education has increased through the enrolment of learners with special needs in special schools (119 972 in 2015), full-service and ordinary schools (111 430 in 2014). A comprehensive progress report on the implementation of White Paper 6 was presented to the Parliamentary Portfolio Committee in June 2015 and also on 8 March 2016.

An integrated training programme on Curriculum Differentiation and the Policy on Screening, Identification, Assessment and Support (SIAS) was conducted with 156 officials who constituted a transversal National Task Team (NTT) from all nine provinces in July 2015. Provinces have started the implementation. One hundred and ninety-eight Intermediate Phase and Grades 9 and 10 teachers and Deaf Teaching Assistants were trained in CAPS for SASL. Forty-four Language Subject Advisors for the respective grades were orientated on SASL for monitoring and support. Implementation is taking place in 42 schools, including four full-service schools. A national catalogue for SASL CAPS was developed and published for Foundation Phase, Intermediate Phase and Grades 9 and 10.

Guidelines for full-service/inclusive schools, special schools and for responding to diversity, and the Policy on Accommodations and Concessions were developed to improve the quality of education and support for learners who experience barriers to learning, including learners with disabilities. A policy framework and learning programme to support learners with severe and profound intellectual disability was developed and consulted on at the Ministerial Roundtable on Disability that took place on 23 November 2015.

Draft Norms and Standards for Distribution of Resources in an Inclusive Education System have been developed by a National Task Team and will be completed for submission to the HEDCOM. The norms are integrating funding, post provisioning, infrastructure, and district norms to propose a comprehensive support system which will support special, full-service and ordinary schools.

The draft exit level Skills and Vocational Qualification at NQF Level 1 has been developed and consulted with Umalusi and the Quality Council for Trades and Occupations (QCTO). Skills and vocational programmes in 26 subjects for the GET qualification have been developed, including 22 learning programmes for implementation in schools for learners with severe intellectual disabilities.

The Policy for the Registration of Learners for Home Education was reviewed and the first reviewed draft was produced in February 2016. EMIS has developed a draft registration form and a capturing tool for the standardisation of the registration of learners for home education.

d. EARLY CHILDHOOD DEVELOPMENT

For the year under review, the following were achieved in matters relating to Early Childhood Development (ECD): 150 phase 1 centres were provided with ECD Lego resources to support curriculum implementation; implementation of the National Curriculum Framework for Children from Birth to Four Years (NCF) is under way and a draft monitoring instrument was field-tested in two ECD centres in Limpopo; and, a service provider appointed on 11 December 2015 produced versions of the NCF in all official languages. Furthermore, the ECD SA Inter-sectoral Committee hosted a national inter-sectoral forum to inform the sector on the development of the National Integrated Plan for ECD.

Shortlisting in all the categories of the South African ECD awards took place on 21 December 2015 at the National Development Agency offices in Johannesburg. The draft guidelines for the selection of young children's books (for the category best publisher) was developed and circulated to partners for comments and finalisation. After adjudication in March 2016, winners in the main categories will be announced at the awards ceremony in May 2016.

Training for provincial ECD officials on the implementation of the Screening, Identification, Assessment and Support (SIAS) Policy in collaboration with Inclusive Education was conducted, and an inter-branch committee was established to manage the implementation of all regulations and requirements pertaining to Grade R.

A total of 100 000 copies of the NCF were printed and delivered to PEDs to distribute to registered ECD centres. A national training team was established and the training manual to be used by provinces for training of provincial ECD officials and practitioners was developed.

The Department conducted a telephonic survey of the implementation of the NCF in a sample of sites implementing the NCF. The Department also developed and field-tested a monitoring instrument to assess the implementation of the NCF.

A total of 5 898 practitioners are in training at Levels 4, 5 and 6. According to data received from the Department of Public Works, a total of 3 558 job opportunities were created in 2015/16, funded by the provincial departments of education.

4.2.5.2. CURRICULUM AND QUALITY ENHANCEMENT PROGRAMMES

a. INFORMATION COMMUNICATION TECHNOLOGY (ICT)

DBE Cloud

The development of an educational portal (DBE Cloud) funded through the 2010 FIFA World Cup Legacy project is currently at an advanced stage and will provide learners, teachers and parents with access to online educational resources and other services.

Digital Content

A content repository of free offline static and interactive digital educational resources including interactive workbooks, videos lessons, worksheets and State-owned core e-textbooks has been set up to support teaching and learning through ICT integration. A total of 14 interactive DBE workbooks for ECD and Foundation Phase were developed for Literacy Grade R, Mathematics Grades 1–3 and English FAL Grades 1, 2 and 4, enabling learners to receive instant assessment feedback. The Department developed digital textbooks (e-textbooks) for Grade 10 Technical Mathematics and a Science learner book and teacher guide in English and Afrikaans, and distributed 1 575 offline digital content packs to schools and provincial officials through various channels.

CAPS 2 and State-owned textbooks

The Department developed, printed and delivered 40 000 Grade 10 Technical Mathematics textbooks to all schools offering the subject. Grade 10 Technical Science textbooks and electronic copies were provided to provinces for procurement by provinces and schools. All Grade 10 CAPS 2 textbooks and teacher guides were screened and quality assured for the National Catalogue which was finalised and sent to all provinces. Grades 4–6 Sasol Inzalo Mathematics textbooks were developed, as well as Grades 1–3 Graded Readers and Big Books in all 11 official languages.

Development of LTSM for IIAL Toolkits

Toolkits (comprising posters, Big Books, graded readers, anthology, teacher's guide and DVD) for implementation of Grade 1 IIAL were developed, printed and sent to all provinces and schools.

Central Procurement

The Department worked closely with the National Treasury to finalise the two contracts for the supply and delivery of stationery and supply of textbooks, which were awarded and participating provinces informed.

Development of SASL National Catalogue

The SASL national catalogue for Grades R–3 and 9 and Grades 4–6 materials were screened and quality assured and the National Catalogue sent to provinces.

Printing and distribution of workbooks for 2016

A total of 58 798 420 Grade R to 9 workbooks were printed and delivered to all public schools.

Closing of gaps in the existing National Catalogues

Publishers were requested to submit titles which were not listed on the National Catalogue to the Department. The Department screened all titles submitted by publishers in collaboration with specialists from the Department, provinces, higher education Institutions (HEIs) and non- government organisations (NGOs).

Library Resourcing

The Department procured library resources for the Minister's Read to Lead library initiative.

Broadcasting Solution

The Department started an awareness campaign to advocate dedicated educational channel broadcasting on DSTV (319) and OVHD (201). Across the country, 884 schools with their own TV sets were provided with OVHD decoders and dishes to access educational TV channel broadcasting on the OVHD platform, channel 201. A total of 30 schools in Amajuba District (KZN) were each provided with two TV sets, two OVHD decoders and dishes to access dedicated live and recorded Mathematics broadcasting lessons for Grades 8 and 9.

The Department has, together with Telkom Foundation, provided 60 teachers from 30 funded schools with tablets and a monthly 1 GB of data for 12 months, starting from March 2016. This was aimed at enabling interactivity between Mathematics teachers in the 30 schools and the broadcaster (expert Maths teachers from Mindset).

Teacher Professional Development

The Department trained 1 773 teachers from 1 250 schools in ICT skills. Training of provincial and district e-Learning officials in collaboration with Intel South Africa and Microsoft South Africa was completed in the Eastern Cape, KwaZulu-Natal, Northern Cape, Western Cape, North West and Mpumalanga. The ICT category (Excellence in Technology Enhanced Teaching) of the National Teaching Awards (NTA) was adjudicated and awarded in the 16th edition of the NTA. To co-ordinate and support teacher training, 282 provincial officials were trained in English First Additional Language (EFAL), and 513 in Professional Learning Communities (PLCs).

Connectivity

A total of 1 544 schools were provided with connectivity through the Universal Service and Access Obligation (USAO), benefiting about 1,006,051 learners nationally. Following the prescripts of Government Gazette No. 37718 of 4 June 2014 that regulates the USAO, all these schools (1 544) were each provided with end user teaching and learning preloaded with education content. Approximately 12 482 (50.7%) schools nationally had connectivity (non-broadband) at the end of the 2015/16 financial year.

In the Western Cape, 596 connected schools were upgraded to broadband connectivity. A total of four school libraries in Gauteng, Eastern Cape, Mpumalanga and Limpopo were provided with ICT equipment. The Department has developed a Management and Information System (MIS) to manage schools' connectivity initiatives.

Operation Phakisa

The Department commenced the initial phase of Operation Phakisa with a lab called the "Soft Start" from 22 June to 3 July 2015. The Soft Start was conducted over an eight-day workshop with 10 participants in the initial week for five days and 40 participants during the second period of three days.

The four-week main lab on ICT in Education was conducted from 6 September to 2 October 2015. During the four weeks, participants identified challenges in the five workstreams (Digital Content and Curriculum; Teacher Professional Development; e-Administration, Provision of ICT Equipment and Technical Support; and Connectivity). Aspirations for each workstream were defined and value propositions were developed for each aspiration. All workstreams developed three-foot plans comprising of activities, indicators and targets. Each week had an in-built validation exercise where progress was presented to the Technical Steering Committee – comprising Director-Generals (DGs), Superintendent-Generals (SGs) and Deputy Director-Generals

(DDGs) – and scrutinised by a Ministerial Steering Committee comprising Ministers and MECs from the affected departments. Work done was also subjected to intense interrogation by ‘The Lions’ Den’, which was a validation session where plans were subjected to critique by thought leaders and experts from both government and industry. The lab concluded with the launch by the President on 2 October 2015.

b. LEARNING AND TEACHING SUPPORT MATERIALS (LTSM)

Workbooks

The Grade R workbooks, Grades 1–6 Home Languages, Grades 1–6 English First Additional Language, Grades 1–3 Life Skills and Grades 1–9 Mathematics workbooks were printed and delivered to all public schools. The Department completed 100% delivery of Volume 2 Grades 1–9 workbooks. The printing and delivery of Grades R–9 Volume 1 braille workbooks to 22 Special Schools was also completed.

Table 17: Breakdown per province of the quantities of workbooks delivered

Province	Total Books Allocated	Total Schools Allocated	Books Delivered	% Schools Delivered	% Books Delivered
EC	4 476 520	5 151	4 476 520	100.00%	100.00%
FS	1 548 130	1 251	1 548 130	100.00%	100.00%
GP	4 566 115	2 125	4 566 115	100.00%	100.00%
KZN	5 650 560	5 925	5 648 755	99.97%	99.97%
LP	3 404 635	3 926	3 404 635	100.00%	100.00%
MP	2 211 365	1 620	2 211 365	100.00%	100.00%
NC	662 010	542	662 010	100.00%	100.00%
NW	1 800 135	1 474	1 800 135	100.00%	100.00%
WC	2 155 640	1 494	2 155 640	100.00%	100.00%
TOTAL	26 475 110	23 508	26 022 165	98.66%	99.99%

National Catalogue

The Department has been developing National Catalogues over the past four years as part of CAPS implementation. The national catalogue for Grades 10–12 FET Literature and the Grade R materials catalogue were released in April 2015. Subject specialists are conducting the final check to determine whether the publishers implemented the changes recommended by the subject specialists. The revised catalogue for Grades 4–6 and the Grades 1–3 addendum were released in April 2015.

The Department held screenings from 25 to 29 February 2016 of the FET literature and other subjects which were not listed in the National Catalogue. A total of 199 FET literature titles, 18 packs for content subjects and 84 FET titles as well as content subjects were screened and approved.

Development of State-owned textbooks

The Department’s plan is to develop State-owned textbooks that will be produced, printed and delivered to all schools as core textbooks, and the textbooks developed by publishers for commercial sale would be used as supplementary textbooks. This will be in addition to the LTSM already procured over the years.

The Department, in partnership with Sasol Inzalo, had the final review workshop and sign-off of Grades 4–6 Mathematics textbooks. The Mathematics learner book was reviewed and completed, but could not be signed off because the teacher’s guide had not been completed – these would be finalised together by the end of April 2016. The Grades 1–3 Graded Readers

and Big Books have also been developed and screened in the 11 official languages, while progress on the development of Grade 11 Technical Mathematics is at 60%, and 50% for Technical Science. The following books have been developed and completed:

- Grades 4–6 Mathematics textbooks;
- Grade 10 Technical Mathematics; and
- Grade 10 Technical Science.

The books have been bound by Sasol and sent to the Department in preparation for quality assurance and checking of the alignment of the books to CAPS by provincial and national Department subject specialists.

MATHEMATICS, SCIENCE AND TECHNOLOGY (MST)

Maths, Science and Technology issues, including Technical Maths and Technical Science, were discussed at the CAPS Roundtable of 4 December 2015 and the MST Roundtable of 19 March 2016 with all stakeholders, hosted by the Minister.

1+4 INTERVENTION

Diagnostic analysis of teacher responses: About 3 040 pre-test scripts were sampled for error analysis. The topics that were the focus of the analysis were graphs, functions and relationships, algebraic expressions, algebraic equations, and fractions. Errors similar to those made by learners in the ANA were revealed in the 1+4 diagnostic analysis of teacher responses. Lesson plans to support 1+4 Intervention Model were developed. To date, the lesson plans for terms 1 to 4 for Grades 8 and 9, together with the teaching plans and pre/post-tests, have been developed and distributed to all provinces. Although teachers are allowed to use the lesson plans without alteration, the primary intent is that these lesson plans should form the basis of discussions during the 1+4 cluster sessions. Therefore, they should not be perceived as scripted, but should be customised to suit the classroom contexts of individual teachers. The infusion of the lesson observation practice and problem-solving techniques which characterise the DBE-JICA project has been started in the Senior Phase in Lusikisiki District. The lessons drawn from the JICA project on the teaching of Mathematics word problems will be used to strengthen the design and implementation of the 1+4 project in the Senior Phase.

Support of MST subjects through the MST Conditional Grant¹

The total expenditure for the grant was R316 million, 99% of the adjusted budget for the grant for the period. The expenditure covered the following goods and services that were procured and delivered to improve Maths, Science and Technology during the period:

- 595 schools – Eastern Cape (33), Mpumalanga (544), Northern Cape (10), Western Cape (8) – were supplied with information, communication and technology (ICT) resources such as laptops, tablets and software for Maths, Science and Technology to support curriculum and teaching methodology at FET level;
- 802 workshops – Eastern Cape (72), Gauteng (226), Mpumalanga (450), Northern Cape (6), Western Cape (48) – were supplied with equipment, tools and machinery for Technology, to support curriculum and practical teaching methodology at FET level;
- 136 Physical Science laboratories in Mpumalanga were supplied with consumables and subject-related apparatus to support curriculum and practical teaching methodology at FET level; and
- 17 824 learners – Eastern Cape (2 756), Free State (900), Mpumalanga (11 680), Western Cape (2 488) – were funded to participate in Maths and Science Olympiads, including coaching and revision camps to improve learner preparedness for the NSC examinations.

¹ The programme responsible is working with provincial departments on the reporting period

CAPS for Technical Schools

A guideline for technical schools was developed and distributed to schools to strengthen implementation of the CAPS for technical subjects in Grade 10 in 2016. The Department provided the platform for implementation of the CAPS for Technical Schools in 2016 at Grade 10 level by completing the following activities during the 2015/16 period:

- Delivering 3 611 units of CAPS documents to 385 schools in all provinces;
- Training of Subject Advisors on Technical Maths and Science: 228 and 203 subject advisors have been trained on Technical Maths and Science respectively;
- Training of teachers in Technical Maths and Science where a total of 563 and 467 teachers were trained in Technical Maths and Science respectively; and
- Training of teachers and Subject Advisors on Technical Specialisation: 1 660 trained at five different skills training centres.

Furthermore, Technical Mathematics textbooks have been quality assured and delivered to all provinces. The Department has ensured that all identified schools were ready to implement the offering of technical subjects in terms of physical infrastructure, human capacity and material resourcing.

A Memorandum of Understanding between the Department and the Manufacturing, Engineering and Related Services Sector Education and Training Authority (merSETA) was approved to support technical schools and learners in all provinces.

A circular was issued to provinces to guide them on the implementation of CAPS for technical schools, to ensure that the implementation of CAPS was in line with the curriculum policy. A Memorandum of Understanding between the Department and TEACH SA was approved to deploy teachers at schools where there were no teachers for Mathematics and Science – especially in the rural areas.

Reintroduction of Mathematics Project (RoMP)

In pursuit of the aims of the RoMP, and in accordance with Ministerial directives, two Memoranda of Understanding were approved by the Director-General. The first agreement between the Department and TEACH SA was signed, with the first cohorts of TEACH SA ambassadors placed in Dundee in KwaZulu-Natal, in schools in the Umzinyathi, Amajuba and Nongoma Districts. A total of 77 ambassadors were placed in 11 districts in Gauteng in schools needing a Mathematics teacher.

The second Memorandum of Understanding was concluded between the Department and the British Council, wherein a hi-tech teacher training and support project – IRIS Connect – would be introduced and piloted in six selected schools. The selected schools were all formerly poorly performing schools that have shown consistent improvement in the NSC in the past two years. In total, 24 teachers and two district-based Subject Specialists will participate in the programme. Post-intervention evaluation will assist in determining whether or not the training platform is operative and cost-effective. Wider implementation will depend upon the results of the impact evaluation.

4.2.5.3 KHA RI GUDE MASS LITERACY PROJECT

Advocacy for the Kha Ri Gude Mass Literacy Project was done to create awareness of the campaign and its initiatives, with the aim of attracting potential learners and volunteers. The Minister attended eight road shows that were conducted in all provinces. The advocacy led to the recruitment of 41 642 volunteers. Volunteers were contracted as follows:

- 47 monitors;
- 207 coordinators;
- 3 902 supervisors;
- 37 136 educators; and
- 445 helpers.

The advocacy campaign targeted and registered approximately 329 641 learners for the 2015 Kha Ri Gude Project. All volunteers were trained in the utilisation of LTSMs, their responsibilities, functions and reporting requirements.

The workbooks (Literacy, Numeracy and English for All) in all 11 official languages, including braille, were reviewed to ensure quality and relevance. Learner Assessment Portfolios (LAPs) were also reviewed. The LTSM in the form of workbooks, LAPs and stationery, as well as the administrative documents (attendance registers) and reporting formats were distributed to learners and volunteers at the learning sites across provinces.

Kha Ri Gude classes took place from 1 September 2015 to 29 February 2016 for sighted learners and from 1 September to 30 April 2016 for the disability sector. Monitors visited six learning sites per month in their designated province/district/area, where unannounced visits/spot checks of learning sites were performed. The provincial coordinators and Department officials also monitored the programme. Learners Assessment Portfolios (LAPs) were completed by learners at the end of each lesson and collected for moderation at the end of the learning cycle.

Moderation and verification of the LAPS has been conducted by SAQA and all the successful learners have been recorded in the National Learner Record Database (NLRD).

4.2.6 STRATEGIC OBJECTIVES, PERFORMANCE INDICATORS, PLANNED TARGETS AND ACTUAL ACHIEVEMENTS

Table 18: Programme 2: Strategic Objectives, Performance Indicators, Planned Targets and Actual Achievements

PROGRAMME 2 : CURRICULUM POLICY, SUPPORT AND MONITORING					
Strategic Objective	Programme Performance Indicator	2014/15		2015/16	
		Actual Achievement	Planned Target	Actual Achievement	Deviation from planned target
Improve the quality of Early Childhood Development (ECD).	Percentage of qualifying public schools with workbooks for Grade R learners.	-	97–100%	100% 16 291 schools received/ 16 291 schools ordered X100	-
	Percentage of Grade R practitioners with NQF level 6.	-	20%	19% 2 576 NQF L6 Practitioners/ 13 664 Gr R Practitioners X100	-1%
	Percentage of Grade R practitioners with NQF level 4 and 5.	-	50%	79% 10 739 NQF L4&5 practitioners/ 13664 total Grade R practitioners X100	+29%
Increase the supply of high-quality learning materials.	Percentage of public schools with Home Language workbooks for learners in Grades 1–6.	97–100%	97–100%	100%: 17 930 schools received/ 17 930 schools ordered X100	-
	Percentage of public schools with Mathematics workbooks for learners in Grades 1–9.	-	97–100%	100%: 23 680 schools received / 23 680 schools ordered X100	-
To increase learner completion rates.	Number of learners completing the Kha Ri Gude programme.	421 440	430 441	298 317	-132 124
	Percentage of learners who obtain a National Senior Certificate.	77.1% 412 606/ 534 952	76%	72.1% 465 956 learners passed/ 646 020 learners wrote X100	-3.9%
					Due to the start of teaching in September. The completed LAPs that were collected at the end of July 2016 were as reported.
					The target was not reached because there were more learners that wrote the National Senior Certificate than in previous years, and there was an increase in high order questions across all subjects to drive quality.

PROGRAMME 2 : CURRICULUM POLICY, SUPPORT AND MONITORING					
Strategic Objective	Programme Performance Indicator	2014/15	2015/16		
		Actual Achievement	Planned Target	Actual Achievement	Deviation from planned target
Improve curriculum implementation in multi-grade schools.	Number of teachers trained in multi-grade teaching.	-	500	1 108	+608
					The Department is focusing on quality of teaching for learners across the board, and the training of multi-grade teachers improves quality of teaching in rural schools since the majority of multigrade schools are in rural areas.

4.2.7 STRATEGY TO OVERCOME AREAS OF UNDERPERFORMANCE

Programme 2 experienced two areas of underperformance in Kha Ri Gude and National Senior Certificate indicators. The Department plans to remedy the underperformance in the Kha Ri Gude programme by setting a target that is informed by the completion rates trends over the past three years. However, the 2016/17 target will measure the number of learners enrolled in the Kha Ri Gude programme and not the completion rate.

The NSC results experienced a drop in performance due to an increase in high order questions across all subjects to drive quality. The Department intends to conduct School-Based Assessment workshops with a special focus on cognitive levels and heightened preparedness of learners to tackle high order questions as per the CAPS requirements.

4.2.8 CHANGES TO PLANNED TARGETS

None.

4.2.9 LINKING PERFORMANCE WITH BUDGET

Table 19: Programme 2 Linking Performance to Budgets

Programme 2: Curriculum Policy, Support and Monitoring						
	2015/16			2014/15		
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
2.1 Programme Management: Curriculum Policy, Support and Monitoring						
Current payment	2 472	2 433	39	2 540	2 988	(448)
Transfers and subsidies	-	-	-	-	-	-
Payment for capital assets	-	-	-	7	-	7
Payments for financial assets	-	-	-	-	-	-
2.2 Curriculum Implementation and Monitoring						
Current payment	40 104	39 879	225	92 234	72 199	20 035
Transfers and subsidies	199	237	(38)	233 612	233 622	(10)
Payment for capital assets	276	255	21	287	262	25
Payments for financial assets	-	-	-	-	-	-
2.3 Kha Ri Gude Literacy Project						
Current payment	502 548	466 710	35 838	495 235	386 814	108 421
Transfers and subsidies	30	30		4	3	1
Payment for capital assets	440	438	2	500	139	361
Payments for financial assets	-	-	-	-	-	-
2.4 Curriculum and quality Enhancement Programmes						
Current payments	974 565	970 730	3 835	891 793	886 240	5 553
Transfers and subsidies	316 944	316 943	1	111 263	102 725	8 538
Payment of capital assets	354	52	302	286	227	59
Payments for financial assets	-	-	-	-	-	-
TOTAL	1 837 965	1 797 740	40 225	1 827 761	1 685 219	142 542

4.3 PROGRAMME THREE: 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 and Professional Development, Labour Relations and Human Resource Planning, Education Human Resources Development; and Curriculum and Professional Development Institute and Educator Performance Management and Development and Whole School Evaluation.

4.3.3 STRATEGIC OBJECTIVES

- Improve the recruitment and placement of educators in the education system;
- Improve the capacity of teachers through diagnostic testing and the Integrated Quality Management System, and the implementation of teacher development courses to improve content and pedagogical knowledge; and
- Improve the monitoring of school effectiveness and accountability through individual performance and school governance.

4.3.4 PROGRAMME OVERVIEW

The Programme: Teachers, Education Human Resources and Institutional Development 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 Programme is strongly aligned with the imperatives of the basic education sector as captured in the Action Plan to 2019: Towards the Realisation of Schooling 2030. The Programme contributes to the following sector goals:

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.

Goal 21: Ensure that the basic annual management process takes place across all schools in the country in a way that contributes towards a functional school environment.

The realisation of these goals is rooted in the work done in this programme in the core policy areas of Teacher Supply and Utilisation, Teacher Development, Teacher Accountability, School Management and Governance, and District Development.

By working collaboratively with PEDs, public entities and teacher unions in developing policy, providing guidelines and institutionalising support in these core policy areas, the Department contributes to the improved quality of basic education with a special focus on teachers. 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 and the curriculum implementation process. The activities of this programme for the period under review, as resourced by Vote 14, are elaborated below.

4.3.5 PROGRAMME SUMMARY AND PERFORMANCE INFORMATION

4.3.5.1 EDUCATION HUMAN RESOURCE MANAGEMENT

a. HUMAN RESOURCE PLANNING, PROVISIONING AND MONITORING

Maintaining stability in schools in support of curriculum delivery and improved learner performance is a critical focus of Human Resource Planning, Provisioning and Monitoring.

Number of qualified teachers aged 30 and younger entering the teaching profession during the financial year.

During this financial year, 10 216 young and qualified educators were recorded in the PERSAL system as at end of March 2016, 1616 above the annual target of 8 600. The lowest number of new entrants was observed in the third quarter. Just over 68% of these educators were appointed in a temporary capacity and another 13% in a substitute capacity. Due to the imperative that no class should be without a teacher, and as a way to expedite the appointment of teachers, provinces appoint educators in a temporary capacity while formal appointment processes are undertaken. At any given time, approximately 10% of educators are appointed in a temporary capacity. Subsequent to the triangulation of information in the provincial systems and national office systems, the total number of young and qualified educators entering the system was confirmed as 12 976.

Table 20: Numbers of qualified teachers aged 30 and below entering the public service as teachers for the first time, by quarter.

Province	Quarter 1	Quarter 2	Quarter 3	Quarter 4 (preliminary)	Total
Eastern Cape	268	131	41	2	442
Free State	245	280	53	231	809
Gauteng	778	689	127	960	2 554
Kwazulu-Natal	725	751	81	94	1 651
Limpopo	299	386	54	117	856
Mpumalanga	159	141	50	145	495
North West	227	158	39	661	1 085
Northern Cape	44	68	11	310	433
Western Cape	268	763	54	806	1 891
TOTAL	3 013	3 367	510	3326	10 216

Source: PERSAL

During the 2015/16 financial year, 1 381 young and qualified educators left the system. 82% of those had been appointed in temporary posts (52%) and substitute posts (30%). As this number is lower than the number entering the system, it suggests that the majority of the young educators entering the system are appointed for at least a period of one year.

Percentage of Funza Lushaka bursary holders placed within six months of their graduation

The placement of all Funza Lushaka bursary recipients is critical to ensure a constant supply of young and qualified educators to the system. In 2015, 4 723 Funza Lushaka bursary recipient graduates were eligible for placement. A total of 4 110 (87%) graduates were placed within six months of graduation. The overall placement rate in all provinces ranged between 81% and 100% with the national average at 94%. The North West and Northern Cape were able to place all their allocated graduates. The target of 85% placement within six months of graduation (completion) was exceeded by 2%. This is the highest placement rate since the inception of the bursary scheme.

Table 21: Placement of Funza Lushaka bursary scheme beneficiaries

PED	Placed	Unplaced	Total Allocation	Placement %
Eastern Cape	426	63	489	87%
Free State	331	3	334	99%
Gauteng	880	40	920	96%
KwaZulu-Natal	1 010	100	1 110	91%
Limpopo	336	10	346	97%
Mpumalanga	239	2	241	99%
North West	190	0	190	100%
Northern Cape	657	0	657	100%
Western Cape	355	81	436	81%
TOTAL	4 424	299	4 723	94%

Sources: PERSAL and Funza Lushaka placement database

Teacher Profiling Project

The Teacher Profiling Project, which is aimed at improving the quality of data on teacher qualifications and areas of specialisation, continued into the 2015/16 financial year. The ultimate objective of the project is to ensure the availability of accurate data on teachers in order to improve planning and teacher utilisation. Three progress monitoring reports were produced during the financial year based on the PERSAL data as at 31 March 2015, 30 September 2015 and 30 November 2015 respectively. The main objectives of the reports were to assess the rate of capturing and the quality of information captured on PERSAL.

Problem areas in the form of exceptions were identified and forwarded to provinces to rectify. There has been a significant increase in the capturing of information of teachers on PERSAL. This will assist PEDs in their human resource planning and projections with regard to supply and demand .

PERSAL Clean-up

The PERSAL Clean-up initiative focused on organisational structure audits to ensure that correct post establishments are loaded on PERSAL and that there are proper links between PERSAL and the Basic Accounting System (BAS) to enable accurate reporting on compensation budgets and accountability. Audits for 2015/16 were completed in all PEDs. Audit and exception reports were communicated to PEDs for correction. This process is a good practice which PEDs should conduct annually to ensure proper control over expenditure on compensation of employees, which constitutes 80% or more of the total budgets of PEDs.

Improvement of the Business Intelligence system (BI)

The work on the improvement of the human resources modules of the Business Intelligence system (BI) involved engaging users through the user acceptance testing and functional description specification of the standardised reports, and drawing of exception reports. After sessions of user acceptance, all editorial changes were effected on the PERSAL system.

Two user acceptance testing sessions were held in 2015. On-site training was conducted in the Free State, North West and Northern Cape. All users were given access to the BI. Utilisation reports drawn for October and November 2015 indicated that the system was being used in all PEDs. The optimised BI went live on 11 March 2016. The Optimised BI has standard reports and exception reports with PERSAL data uploaded from 2009, which will assist PEDs to identify trends regarding future demands, to inform in their human resource planning.

National Recruitment Database (NRD)

The National Recruitment Database hosts information on qualified South African educators who are unemployed. It is published on the Department's website which is accessible to all principals seeking the temporary or permanent services of educators. The total number of applicants published on the website fluctuates on a monthly basis as new applications are added, and others are appointed and removed from the database.

As at the end of the first quarter, information on 3 420 qualified teachers was published on the database while the number as at the end of the fourth quarter was 3 453. A marketing strategy was implemented which involved posters and pamphlets, and advertisements on the NRD were published in five major newspapers. The quarterly NRD reports show 1 236 educators employed as at 30 June 2015, 1 272 at September 2015 and 991 at December 2015.

Implementation of the Occupation Specific Dispensation (OSD) Conditional Grant

The Department managed the conditional grant aimed at addressing the shortfall in funding related to the implementation of the OSD for therapists and psychologists. The conditional grant covered the 2014/15 and 2015/16 financial years. The funds were disbursed to provinces on a trimester basis upon meeting specific conditions. Transfers were made to eight qualifying provinces for two trimesters and only to six in the last trimester, due to budget cuts by the National Treasury. The grant has proven to be of great assistance to the PEDs in augmenting their budgets, ensuring that the OSD for psychologists and therapists is implemented. The PEDs were expected to make provision for the shortfall in their normal budget from 2016/17.

4.3.5.2 EDUCATOR PERFORMANCE MANAGEMENT AND DEVELOPMENT AND WHOLE SCHOOL EVALUATION

The *National Development Plan (NDP) – Vision for 2030* emphasises the importance of enhancing accountability in the education sector and the importance of mutual accountability between schools, districts and communities for their overall improvement on key indicators to enhance teaching and learning in schools. The Medium Term Strategic Framework (MTSF) prioritise strengthening accountability and improving management at the school, community and district levels as well as partnerships for education reform and improved quality.

The Department has a focus on the performance of the school as an institution through the Whole School Evaluation programme. There are two systems that measure the performance of school and office-based educators:

- The **Integrated Quality Management System (IQMS)** was negotiated with teacher unions in the Education Labour Relations Council (ELRC) and subsequently signed as ELRC Collective Agreement No. 8 of 2003. The IQMS forms part of the broader framework of performance management and promotes accountability of teachers and schools. Embedded within the IQMS is the programme of Whole School Evaluation (WSE). The WSE, as promulgated in Government Gazette Vol 433, No. 22512, aims to determine the holistic functionality of schools and restore accountability on learner performance. It seeks to evaluate the overall effectiveness of schools, including school management, infrastructure and learning resources, as well as the quality of teaching and learning.
- The **Performance Management and Development Scheme (PMDS)** provides for the evaluation of office-based educators (Collective Agreement No. 3 of 2002). The PMDS also provides for the identification of the developmental needs of office-based educators (e.g. Circuit Managers and Subject Advisors), thereby informing their professional development in order to provide efficient and effective support to teachers.

Integrated Quality Management System (IQMS)

The Integrated Quality Management System (IQMS) is a collective agreement reached by the Department and teacher unions at the ELRC in August 2003. The agreement is a step towards enhancing the quality of teaching and learning. The IQMS is designed to evaluate a teacher's overall performance, to identify specific needs for professional development and to enhance accountability.

Functionality of the IQMS

During the 2015/16 period, provincial education departments (PEDs) provided the Department with progress reports on the functionality of the IQMS. The data was consolidated and quarterly reports produced. According to the provincial reports, a total of 341 326 educators were evaluated nationally in terms of the IQMS. The performance levels of 17% of educators were rated as 'Outstanding', 0.4% as 'Unacceptable' and the rest as either 'Good' or 'Satisfies minimum expectations'. A total of 4 839 schools were monitored by provincial IQMS coordinators and information sessions on the implementation of the IQMS were conducted with 8 061 newly qualified teachers, as well as 8 262 educators who had been recently promoted to school management posts (post levels 2–4).

Provincial monitoring and support

The Department also monitored the quality of performance management of school-based educators on visits to six provinces (Gauteng, KwaZulu-Natal, Eastern Cape, Mpumalanga, Free State and North West). The purpose of the visits was to strengthen accountability and enhance performance management systems at school, district and provincial levels. Fifteen schools were monitored: Gauteng (3), Mpumalanga (5), Free State (5) and North West (2). On-site reports were provided to each school. Good practices were shared with provinces and support provided on emerging issues with a focus on the Department's findings, provincial management plans, standard operating procedures and data management.

The visits also enabled the Department to provide guidance on the integration and verification of reports and summative evaluation scores from districts, and engage with the provincial strategy to improve efficiency and quality in teacher appraisals and support on identified developmental needs of educators.

A key challenge in the provinces, particularly in KwaZulu-Natal, was the lack of sufficient resources to monitor implementation of performance management. It was also observed that districts lacked the capacity to address the identified developmental needs of educators.

It is envisaged that the accountability of principals will be strengthened after the majority union, the South African Democratic Teachers Union (SADTU), signs a collective agreement on the Quality Management System (QMS). The agreement allows for principals to sign annual work plans with clear targets and deliverables. In the interim, all school-based educators will continue to be evaluated in terms of the Integrated Quality Management System (IQMS).

IQMS training

The Department conducted a training programme with 88 provincial training team (PTT) members to enable cascading of training in schools in all districts of KwaZulu-Natal, to strengthen IQMS implementation in the province. This initiative encouraged a district team approach to monitoring and supporting the implementation of performance management in schools and to monitoring the personal growth plans (PGPs) of principals to strengthen the provincial turnaround strategy for 2016.

Performance Management and Development Scheme (PMDS)

The Department is responsible for monitoring the implementation of the PMDS in provinces. Provincial education departments provided the Department with PMDS implementation data for the 2015/16 financial year. The data was analysed and consolidated into the 2015/16 PMDS quarterly reports. A PMDS inter-provincial special meeting was held at the Department on 8–9 December 2015. Deliberations focused on strengthening the accountability of office-based educators through improved implementation of the PMDS in 2016.

As part of its oversight function, the Department monitored the quality of implementation of the PMDS in the KwaZulu-Natal and Western Cape PEDs. The visits involved the sharing of best practice in the implementation of PMDS and aimed to enhance accountability on:

-
- Standard operating procedures;
 - Evidence of incorporated personal developmental plans into Work Skills Plans (WSP);
 - PMDS monitoring instruments;
 - PMDS database for tracking training needs offered; and
 - Database for summative scores.

In support of the sector, the Department produced the following resources which were circulated to PEDs:

- Moderation guideline document;
- Moderation instruments;
- Department monitoring instrument for both PEDs and districts;
- Quarterly reporting templates; and
- Quarterly review guideline.

As part of the review of the PMDS for office-based educators, Education Management System (EMS) task team engagements were held at the ELRC during 2015/16. In March 2016, the task team received a research report on job descriptions and appointment levels of circuit managers in district offices. The report will assist in finalising the review of the PMDS. The adoption of the EMS PMDS as a collective agreement in the ELRC will enhance accountability of Circuit Managers and Subject Advisors as well other office-based educators in the PEDs.

Skills Development

The Department plays an oversight role to monitor provincial education departments' compliance with the provisions of the Skills Development Act, 1998 (Act 97 of 1998). The following were some of the key activities undertaken in the period under review:

The Department interacted with ETDP SETA as well as PSETA on standardising of the quarterly reporting template. The Annual Annexure 2 Work Skills Plan Report (WSPR) 2015/16 was produced, which showed that:

- Differences between the WSP budgeted allocation in PEDs and the actual amounts utilised for skills development interventions indicate that there was under-utilisation of skills training budgets for their intended purpose.
- Although there is a level of under-reporting from PEDs, the emerging trend is that the curriculum development needs of teachers and the management needs of school management team members are being addressed progressively through structured intervention programmes.

A review of the National Skills Development Framework document of 2006 (DoE) is in progress. Inputs from relevant stakeholders have been factored into the framework document.

Inputs were made on the Budget Standard and Education Benchmarking exercise. It was proposed that PEDs provide accurate information on their skills development budget expenditure on Professional, Vocational, Technical and Academic Learning Programmes (PIVOTAL) and other interventions related to enhancing the skills of educators. Prudent and efficient utilisation of the skills development levy by PEDs is vital in closing the skills gaps in the system.

The Department participated in the Provincial Skills Development Committee (PSDC) meeting in Mpumalanga on 10–11 September 2015, which discussed the progress on the implementation of the WSPR and legislative frameworks governing the operations of the PSDC.

Whole School Evaluation (WSE)

The national policy on Whole School Evaluation (WSE) aims to evaluate the effectiveness of a school in terms of national goals as well as to increase the level of accountability within the education system. This is intended to enable schools to improve the overall quality of the education they provide as well as to improve learner performance. The process is meant to be supportive and developmental. WSE is achieved through sampling of schools, conducting School Self-evaluations (SSE) and external evaluations (on-site) using standard evaluating criteria.

External Evaluations

The Department plays a monitoring and oversight role in the implementation of the WSE policy, with particular focus on external evaluations as conducted by the PEDs. During the 2015/16 period, data received from PEDs indicated that 493 schools were externally evaluated, comprising 303 primary, 155 secondary, 26 combined and nine special schools. Full external evaluations conducted in the Western Cape (142) and Gauteng (90) amounted to 48% of the schools evaluated nationally. A key challenge remains the inadequate support by districts to address the development needs identified through external evaluations, as well as those reflected in the annually developed School Improvement Plans (SIPs) of schools.

The Department monitored the quality of WSE work of the supervisors during the period under review. In this regard, five provincial oversight visits were undertaken in 33 schools: five in KwaZulu-Natal, two in Northern Cape, 10 in Mpumalanga, 10 in North West and six in the Western Cape. Capacity-building support was rendered to PEDs through the training of newly appointed WSE supervisors as well as district multi-disciplinary officials to conduct external evaluations. The revision of the national policy on WSE to embrace new developments in the education sector is ongoing.

School Self-Evaluation (SSE)

All public schools are required to undertake basic annual management processes such as budgeting, annual reporting and school improvement planning in a way that contributes towards a functional school environment. Every school is required to have an annually updated School Improvement Plan (SIP), detailing the key challenges of the school and how they would be addressed. Prior to developing a SIP, school communities must undertake School Self-Evaluation (SSE).

The implementation of an online SSE instrument in 225 schools countrywide, in partnership with the General Motors South Africa Foundation, continued during the period under review, and training was conducted in all provinces. While the implementation of an online instrument remained the ideal, lack of funding stalled this initiative. However, this partnership has inspired the institutionalisation of SSE and the work continues, using an offline instrument. A pro forma circular on SSE and school improvement planning was approved by the Director-General and communicated to all PEDs in October 2015. Subsequently, several PEDs issued the circular to schools and commenced with advocacy and training. The purpose of the circular was to inform schools to conduct SSE annually in support of developing and implementing credible SIPs.

This initiative encourages a multidisciplinary team approach to SSE and school improvement planning. The Department conducted training of district teams on SSE and school improvement planning in KwaZulu-Natal and Eastern Cape. Training will continue in the next financial year in other provinces. This training contributes to the objective of enabling schools to conduct evidence-based SSE and implement credible SIPs that would lead to better school functionality and improved learner performance.

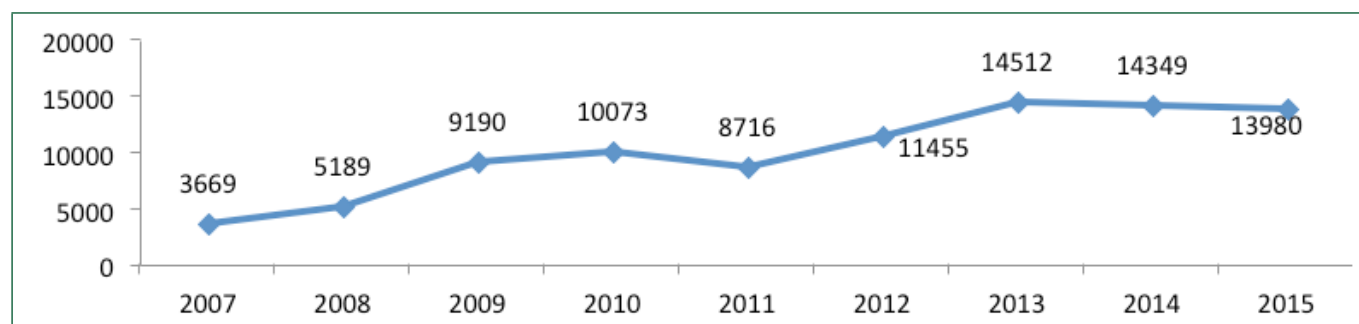
4.3.5.3 EDUCATION HUMAN RESOURCE DEVELOPMENT

Initial Teacher Education

Funza Lushaka Bursary Programme

The Funza Lushaka bursary programme was allocated R1,043 611 for 2015/16 by National Treasury. The Funza Lushaka database of the Directorate indicates that 13 980 bursaries were awarded during 2015/16. The selection process was delayed at a number of institutions due to student unrest. The late completion of the selection process also contributed to delays in the finalisation of funding lists.

Figure 3: Number of Funza Lushaka bursaries awarded from 2007–2015



Management of the Funza Lushaka bursary programme

The Department developed a Consolidated Action Plan for teacher recruitment and placement. The plan contributed to the attainment of the MTSF indicator for the number of Funza Lushaka bursary holders placed after qualifying by June of the year. Quarterly meetings were held with the NSFAS to discuss the quarterly funding reports for the Funza Lushaka bursary programme. Visits to universities were conducted to strengthen the management of the Funza Lushaka programme and to improve the monitoring of students at universities. Information sharing meetings were held with final-year Funza Lushaka bursars at universities to discuss the practical arrangements around their contractual obligation to serve as teachers at public schools. A placement dataset was compiled of the 5 066 students who graduated at the end of 2015 and who were ready for placement. The dataset will be used by the Department's Directorate of Human Resource Planning, Provisioning and Monitoring Management, which is responsible for the placement of Funza Lushaka graduates.

Evaluation of the Funza Lushaka bursary programme

The pre-final report on the evaluation of the Funza Lushaka bursary programme was approved by the steering committee on 30 March 2015. The pre-final report was communicated to Senior Management on 12 June 2015 and to HEDCOM on 22 June 2015. An improvement plan workshop in line with the National Evaluation Plan requirements was held on 27–28 August 2015. The workshop recommended that a task team refine the improvement plan further. The task team met on 13 October 2015. A draft improvement plan was developed and circulated internally for comments. The DPME was responsible for consolidating the feedback on the pre-final report and to communicate the feedback to the service provider but this process was delayed. The revised report from the service provider was submitted to the steering committee on 29 March 2016.

Expand teacher recruitment in key scarce subject areas and phases through recruitment programmes for school-going youth and out-of-school youth

The focus of the 2015/16 teacher recruitment campaign was on school-going youth in Grade 12 attending Quintile 1–3 schools and out-of-school youth from rural and disadvantaged communities. Teacher recruitment provincial briefing sessions were held with school principals and community-based recruiters. All provinces participated in the recruitment programme and the selection of students. The approved lists for district and community-based recruited students have been finalised and communicated to all university and provincial coordinators. The Directorate assisted students to register for teacher education qualifications at HEIs.

A total of 1 074 promissory letters were issued to students recruited through the district and community-based teacher recruitment programmes who registered with a public Higher Education Institution (HEI).

Broadening the availability of teacher internship programmes at public schools

A total of 127 interns participated in the DBE-ISASA Mathematics and English programme during 2015/16. Seventeen DBE-ISASA student interns graduated from Unisa at the end of 2015 and were eligible for placement in public schools in 2016.

The Department has partnered with the ELMA Foundation for an internship programme in the Thabo Mofutsanyane District of the Free State. The programme aims to identify, train and place interns for the Foundation Phase and Intermediate Phase in public schools. A total of forty-nine students were registered with Unisa for 2016 and placed at public schools in the Thabo Mofutsanyane District.

Strengthen initial teacher education programmes offered at Higher Education Institutions including the development of induction programmes and professional standards

An orientation booklet for new teachers and newly appointed school managers was developed during 2015/16. The orientation booklet was approved by the senior management of the Department and will be submitted to HEDCOM and CEM for final approval. The Department partnered with the Centre for Development Enterprise in a research project on new teacher induction funded by the Zenex Foundation. The Zenex Foundation submitted the draft induction research report to the Directorate on 9 November 2015. The Directorate participated in monthly teacher education programme evaluation meetings held at the Department of Higher Education and Training during 2015/16, wherein 27 teacher education programmes were evaluated. A total of 152 programmes were evaluated during 2015/16. The Directorate supported the validation of the Commonwealth Professional Standards for Teachers and School Heads in collaboration with SAQA, SACE and JET Education Services. The Directorate also participated in the SACE Advisory Group on Professional Standards which met on a quarterly basis.

The Department was finalising the gazetting of the revised Policy on the Criteria for the Recognition and Evaluation of Qualifications for Employment in Education.

Continuing Professional Teacher Development (CPTD)

CPTD Management System Development

The Department's collaboration with SACE has continued to make progress in the registration of all categories of educators and ensuring that those that have signed up participate in continuing professional teacher development activities and programmes. Based on reports received for the 2015/16 financial year, SACE has registered:

- 32 426 Principals and Deputies (93%);
- 34 348 HODs/Acting HODs (75%); and
- 62 240 PL1 Educators (31%).

This brings the total number of educators that have been registered and signed up to 129 014. While this was a significant achievement, the reports have made it clear that more work needs to be done to ensure that all educators that have registered and signed up participate in continuing professional development programmes. The reports show that 33 160 educators (all levels/categories) were participating in CPTD activities and programmes.

A wide range of CPTD programmes (800 in total) have been made available to teachers to choose from to address their professional development needs. The majority of educators participate in Type 1 (school-initiated) PD activities. This needs to be seen as a step in the right direction that will encourage more educators over time to start participating in Type 3 activities (activities provided by Higher Education Institutions).

Provincial Education Department Implementation

During the 2015/16 financial year, provinces provided support to principals and deputies, HODs and PL1 educators. The National Strategy for Learner Attainment (NSLA) reports that provinces submit on a quarterly basis show that 79 449 educators were supported/trained in various content areas (e.g. MST, Accounting, EFAL, Mathematics Literacy, Numeracy and Literacy). The support has assisted educators to develop the capacity to strengthen their school management skills and curriculum delivery skills, which influenced teaching and learning in a positive way.

Despite this, more needs to be done to ensure that teachers are trained. The Teacher Development (TD) section held a session with all the coordinators responsible for teacher development, where support was provided in developing strong three-year provincial teacher development plans. A key challenge identified is that the budgets allocated tend to be too small to enable provinces to make any meaningful impact in providing teachers with the support needed.

EFAL advocacy, planning support and monitoring

Supported by the British Council, the Department embarked on a process of gathering data on the roll-out of EFAL teacher training by the provinces. Information received showed that the teacher training capacity (i.e. further development of Subject Advisors) in all provinces needed strengthening. This led to the training of 282 master trainers in a training programme conducted between 23 June 2015 and 24 August 2015 (Mpumalanga and Western Cape indicated that they would do the training at a later date).

Data extracted from the reports from eight provinces (excluding KwaZulu-Natal) shows that, in 2014/15 and 2015/16, a total of 36 638 teachers were supported/trained by provincial Subject Advisors. The provision of extra capacity will assist in ensuring that the roll-out of teacher training goes smoothly and more teachers receive training in the delivery of EFAL at classroom level.

The British Council offered to fund another set of Subject Advisor/lead teachers and/ or English Language HODs in 2016. In total, 450 provincial trainers (master trainers, lead teachers and HODs) will be trained.

Grade 10 teacher training on Mathematics

No training was conducted in the 2015/16 financial year as a result of financial constraints. A budget of R500 000 has been allocated from EU funds to train 200 Grade 10 Mathematics teachers during the first quarter of the 2016/17 financial year. The training will target eight provinces (excluding Western Cape).

Professional Learning Communities advocacy, planning support and monitoring

Progress has been made in ensuring that provinces are supported to develop and establish Professional Learning Communities (PLCs). A guideline document on PLCs was developed and advocacy and training conducted in eight provinces (Western Cape excluded). The advocacy sessions involved a total of 413 provincial officials, while over 100 officials from KwaZulu-Natal and Free State received follow-up training that started during the last quarter of the year under review. Training in the other provinces was scheduled to unfold between the first and third quarter of 2016/17, which would culminate in a monitoring and evaluation exercise of the project and a colloquium of provinces and other stakeholders to share best practices.

National Teaching Awards and World Teachers' Day Celebration

The 16th National Teaching Awards (NTA) process started with the review of the 2014 programme and planning for the 2015/16 activities. 80 570 copies of the 2015 NTA Nomination Guide were printed and distributed to all the provinces.

The provincial adjudication workshops took place in Mpumalanga (5 June), Western Cape (18 June), Gauteng (22 June), North West (25 June), Limpopo (23 July), KwaZulu-Natal (28–31 July), Free State (6 August), Eastern Cape (13 August) and Northern Cape (21 August 2015).

Provincial ceremonies were held in eight provinces (except KwaZulu-Natal), and the Department addressed all the ceremonies. The national adjudication then followed at the OR Tambo International Protea Hotel from 6 to 13 December 2015, with interviews conducted by a team of adjudicators from teacher unions and Department curriculum specialists.

Finalists were interviewed for shortlisting in the following categories: Excellence in Primary School Teaching, Excellence in Secondary School Teaching, Excellence in Primary School Leadership, Excellence in Secondary School Leadership, Excellence in Grade R Teaching, Excellence in Special Needs Teaching, Excellence in Technology-Enhanced Teaching and Learning, Excellence in Teaching Mathematics, Excellence in Teaching Science and the Lifetime Achievement Award.

The Minister of Basic Education asked the MECs to submit names of candidates to be considered for the Kader Asmal Excellence Award. Seven provinces submitted nominees (except the Northern Cape and Limpopo). The Kader Asmal Award adjudication was completed on 24 November 2015.

The NTA winners were celebrated on 27 February 2016 at the gala event at the Gallagher Conference Centre. The event was attended by about 1 000 invited guests, including representatives of education stakeholders, provinces, businesses and teachers and was addressed by the Deputy President of South Africa, Cyril Ramaphosa.

Teacher Appreciation and Support Programme (TASP)

The TASP launch on 31 August 2015 was attended by 119 participants from various social partners. The programme was launched by the Minister and reached a milestone on 30 October 2015, when World Teachers' Day was celebrated as part of TASP at SACE, supported by the Department. 2015 was the first year in which October was designated Teacher Appreciation Month by the Department.

Multi-Grade (LEAP)

The LEAP project was piloted in the Eastern Cape, Mpumalanga and KwaZulu-Natal. Forty-five Subject Advisors from the Free State (8–9 June) and Northern Cape (11–12 June 2015) were trained in how to use the MP3 LifePlayers in Grades R–4 EFAL. Eastern Cape, KwaZulu-Natal, and Mpumalanga conducted the LEAP evaluation and submitted reports as part of the NSLA report on 9 October 2015.

Grade R

In the year 2015/16, no new graduates were reported in the NSLA reports. As a result, the percentage of Grade R practitioners with NQF level 4/5 and 6 qualifications remains the same, i.e. L4/5 – 15 440 (73, 95%) and L6 – 4 312 (26.65%).

Incremental Introduction of African Languages (IIAL)

All PEDs, with the exception of Mpumalanga, conducted teacher training for all their implementing teachers. The Department has engaged with a number of stakeholders (including Mindset, South African Institute for Distance Education (SAIDE), British Council, and the Education Deans' Forum) in an effort to avail more teacher development support and materials to implementing teachers. PED reports show that just under 1 000 teachers will be involved in teaching IIAL and have undergone training.

Inclusive Education

Upon approval of the policy on Screening, Identification, Assessment and Support (SIAS), the Department developed the training manual for the implementation of the SIAS policy. A total of 159 provincial officials were trained by the National Core Training Team (NCTT) in June 2015. Provinces were then asked to develop indicative plans on how the SIAS training would be rolled out to district officials and teachers. All PEDs submitted their training plans in September 2015. To date, about 9 800 teachers have been trained nationally in SIAS implementation.

The Department trained 128 Intermediate Phase teachers and Deaf Teaching Assistants in the new South African Sign Language CAPS in October 2015. A further 54 FET (Grade 10) teachers and Deaf Teaching Assistants were trained in a comprehensive two-week training programme in February 2016, to orient teachers and Deaf Teaching Assistants in the new CAPS. Thirty Subject Advisors were also trained to support the implementation of the SASL CAPS. Through the TUC, NAPTOSA was mandated to train all teachers and Deaf Teaching Assistants in a SACE-endorsed course with 10 CPTD points and 375 teachers and Deaf Teaching Assistants have been trained to date.

4.3.5.4. EDUCATION MANAGEMENT AND GOVERNANCE DEVELOPMENT

South African Standard for Principalship

The Policy on the South African Standard for Principalship was approved by CEM in 2015. It was then submitted to the Monitoring and Evaluation unit in the Presidency to do a Socio-Economic Impact Assessment (SEIAS) and Quality Assessment on the policy. The policy was promulgated and gazetted on 18 March 2016.

Training of school principals in financial management

The training of principals in financial management began with the mediation of the training materials with 20 officials from all provinces. The three-day consultation programme led to the amendment of the original training materials that were developed by the Suid-Afrikaanse Onderwysunie (SAOU) to respond to Departmental requirements of curriculum monitoring and support. Provincial officials also participated in the final development of the materials. National Core Training Team (NCTT) coordinators, which included EMGD, Teacher Development, financial managers and Circuit Managers, were trained in financial management from 2 to 4 February 2016. This was followed by the training of 1 130 Circuit Managers in March 2016 by SAOU to prepare them to cascade the training to school principals during the July holidays. Circuit Managers worked in collaboration with Teacher Development and Curriculum officials from the Department to train principals in curriculum management. An additional 1 018 principals were trained in Limpopo and Northern Cape to add to the 1 080 previously trained principals. The training was endorsed by SACE.

Table 22: The number of officials trained

EASTERN CAPE		MPUMALANGA	
East London	53	Ermelo	40
Matatiele	49	Nelspruit	70
Mthatha (1)	74	Witbank	40
Mthatha (2)	72	TOTAL	150
Port Elizabeth	50	NORTHERN CAPE	
Queenstown	59	Kimberley	104
TOTAL	357	Upington	105
KWAZULU-NATAL		TOTAL	209
Durban	92	FREE STATE	
Glencoe	93	Bloemfontein	58
Ixopo	52	TOTAL	58
Mtubatuba	64		
TOTAL	301		
LIMPOPO			
Giyani	12		
Mmaswi a Nape	19		
Modimolle	40		
Polokwane	40		
Steelpoort	20		
Thohoyandou	28		
Nkowankowa	16		
TOTAL	175		
GRAND TOTAL	1 250		

Competency assessment for principals

1 435 principals were appointed in the 2015/16 financial year across all provinces. The Department had targeted to measure the percentage of principals appointed through competency tests. This target was not achieved as only 7% of the appointed principals in the Western Cape wrote the competency tests. The competency assessments for principals were not written in the other eight provinces.

Table 23: Breakdown of appointed principals, by province

Province	Number of Principals
Eastern Cape	404
Free State	87
Gauteng	197
KwaZulu-Natal	97
Limpopo	307

Province	Number of Principals
Mpumalanga	158
North West	64
Northern Cape	18
Western Cape	103
TOTAL	1 435

Source: PERSAL

Development of the Advanced Diploma in School Leadership and Management

The core curriculum outline of the Advanced Diploma in School Leadership and Management was developed. The Council on Higher Education (CHE) approved the content of the outline and the academic rigour of the proposed diploma.

The Department advertised a tender for the appointment of a service provider or consortium to develop materials for the diploma. The Department addressed bidders on the tender on 11 March 2016 during the compulsory briefing session. The tender has since closed for applications. Universities have begun applying to CHE to offer the qualification.

Develop national induction guides for newly appointed SMTs

The National Framework for the Induction of Newly Appointed Principals is part of the induction booklet produced by the Department. The section on the induction of school principals has been mediated with the provincial Education, Management and Governance Development (EMGD) officials, Teacher Development and Curriculum Management (TDCM), SAPA and the NCF during the reporting period. Provinces have begun to induct newly appointed principals using the national framework as the guiding document to develop materials to train principals as and when they are appointed.

Guidelines on how parents can support their children in schools

Two documents – ‘Practical Guidelines on how parents can contribute meaningfully to the success of their children in schools’, and the ‘Framework for School, Parents and Community Engagement’ – dealing with the support parents can give their schoolgoing children were finalised and have been approved by HEDCOM and CEM. Mediation has begun with provincial officials and stakeholders on the guidelines.

Development of a national strategy for school discipline

The National Strategy for School Discipline guidelines, which were the initiative of the NCF, were finally approved by the forum and were circulated by the Director-General (DG) to all Branches for comments and inputs on 2 February 2016. The guidelines have been submitted to Senior Management for approval before discussion at HEDCOM and CEM.

Monitoring of the availability of basic management documents in schools

Indicator 21 of the Action Plan to 2019 requires the determination of the percentage of schools producing the minimum set of management documents at a required standard. Two thousand schools were surveyed to determine the availability of management documents such the school budget, school improvement plan, annual report, attendance registers and record of learner marks. The findings were analysed with a report compiled for the sector. Over 90% of the 2 000 surveyed schools were found to have the management documents available.

Support and Monitoring of SGBs

Training of SGBs in financial management

A Memorandum of Agreement between the Department and Absa to train school governing bodies was approved. The training materials have been finalised and endorsed by SACE for 15 Continuous Professional Teacher Development (CPTD) points. Absa officials have been trained as facilitators to train Departmental officials and school governing body members.

Sample survey to evaluate SGB effectiveness in schools

The Sector is expected to improve monitoring of school effectiveness and accountability through individual performance and school governance. The performance indicator for the 2015/16 financial year was for at least 70% of SGBs to meet minimum criteria in terms of functionality in 2 000 sampled schools. In a survey of the 2 000 required schools the expected 70% outcome was exceeded by 14.15% (84.15%).

Functionality of schools and School Governing Bodies

A total of 2 000 schools were sampled in all the provinces to determine the functionality of their school governing bodies. The functionality was determined using a tool administered by district officials.

Table 24: Breakdown per province and districts of the 2 000 schools

Province	Districts Surveyed	No of Districts	Tools received
Eastern Cape	Qumbu, Sterkspruit and Queenstown	4	179
Free State	Fezile, Xhariep, Lejweleputswa, Motheo, Thabo Mofutsanyana	5	264
Gauteng	Johannesburg East, Tshwane South, Johannesburg Central	5	370
KwaZulu-Natal	Uthungulu, Sisonke, Zululand, Ugu, Amajuba, Ilembe, Umzinyathi, Umlazi, Umgungundlovu, Umkhanyakude, Pinetown	11	408
Limpopo	Riba Cross, Greater Sekhukhune, Vhembe, Tshipise-Sagole	4	65
Mpumalanga	Gert Sibande, Ehlanzeni, Bojale, Nkangala	4	199
Northern Cape	John Taolo Gaetsewe, Pixley Ka Seme, ZF Mgcawu, Francis Baard	4	74
North West	Bojanala, Dr Ruth Mompati, NM Molema, Dr Kenneth Kaunda	4	304
Western Cape	Metro North, Metro South, Central, Eden & Central Karoo, Winelands, Overberg, West Coast	7	137
TOTAL		48	2 000

In terms of the analysis, 1 683 schools were found to have functional school governing bodies, constituting 84.15% of the sampled schools. This exceeded the APP target by 14.15%.

Table 25: Performance breakdown

The breakdown of the ratings according to scores				
Levels	Rating	Number of schools/2 000	Percentage	Description
1	0–26	15	0.75%	Needs Intervention
2	26–52	81	4.05%	Does not work
3	53–66	221	11.05%	Almost Works
4	67–99	806	40.3%	Works
5	100–132	877	43.85%	Works very well
4 + 5	67–132	1 683	84.15 %	Functional SGBs

Orientation and training of School Governing Bodies

Since the election of school governing bodies in March 2015, training has been ongoing in provinces. The training was based on the guidelines on the capacity-building programmes for SGBs which were distributed to Departmental officials in provinces and districts as well as to all school principals of public and special schools.

Topics covered by provinces and the SGB association during the training:

- Code of Conduct for SGBs;
- Roles and Responsibilities of SGB and SMT members;
- Basic Financial Management;
- Asset Management;
- Conducting Effective Meetings;
- Democratic School Governance;
- Policy Development;
- Interviewing Skills;
- Supply Chain Management;
- Ethical conduct of SGBs;
- Developing a collaborative relationship between the SMT and SGB;
- Learner discipline; and
- Handing over of functions.

4.3.5.5 EDUCATION LABOUR RELATIONS AND CONDITIONS OF SERVICE

Teacher Union Collaboration (TUC) Programme

The Director-General approved R40 million in funding for TUC 2015/16 implementation which was allocated as follows, according to the stipulations of the MoA signed by all parties in June 2015:

- SADTU: R18 million;
- NAPTOSA: R5 million;
- NATU: R6 million;
- SAOU: R6 million; and
- PEU: R2.950 million.

Two Programme Operation Committee (POC) meetings were held with all parties as agreed in the MoA: the first to agree on the priorities for funding allocation in 2015/16, and the second to assess progress on 2015/16 implementation.

The Department monitored training sessions by the teacher unions and observed that:

- There seemed to be improved collaboration with PEDs/districts. In most instances, invitations were made by districts rather than the teacher unions themselves; and
- In most training sessions, district officials were either present to provide support or to monitor the training sessions.

Table 26: Training sessions monitored

Teacher Union	Programme	Target	Report
NAPTOSA	Capacitating teachers at schools for the Deaf	All	375
	Barriers to Handwriting FP	150	0
	Inclusion in Assessment Strategies	250	225
	Barriers to Reading	250	294
	Developing a Maths Rich Classroom	120	118
	Inclusion in FET Maths and Science	270	190
	Barriers – Identifying Types	75	78
	Inclusion in FAL	150	219
	Second language teacher to second language learners	120	0
NATU	Assessment for Learning	3 500	1 478
	Error analysis	1 100	0
SADTU	Foundation Phase Resource Development (EFAL and Maths)	9 500	2 873
	Intermediate Phase Resource Development (EFAL and Maths)	2 500	0
PEU	SIAS	2 400	25 (NW)
SAOU	Financial Management for Principals	2 300	Phase 1: 60 Phase 2: 151

Collective Bargaining in the PSCBC and the ELRC

The PSCBC concluded eight resolutions during the 2015/16 financial year. PSCBC workshops on the implementation of the resolutions were held and the Department attended one such workshop on 5 August 2015:

- **Resolution 1 of 2015:** *Agreement on the Review and the Impact of Existing Outsourcing and Agentisation Practices within the Public Service & Conducting an Independent Study on the Principles of Decent Work.* The provisions of the agreement are continually monitored as per the implementation plan.
- **Resolution 2 of 2015:** *Agreement on Salary Adjustments and Improvements on Conditions of Service in the Public Service for the Period 2015/16–2017/18.* Provisions of the agreement were continually monitored as per the implementation plan.
- **Resolution 3 of 2015:** *Agreement on the Review of the Government Employees' Medical Scheme (GEMS).* The task team has been established and is functional. The provisions of the agreement were continually monitored as per the implementation plan.
- **Resolution 4 of 2015:** *Agreement on the Review of Annexure A of PSCBC Resolution 1 of 2007.* The agreement has been implemented. Council monitors compliance through referrals of disputes to Council.
- **Resolution 5 of 2015:** *Agreement on the New Danger Dispensation: The Employer was due in November 2015 to table in Council a comprehensive review of the danger dispensation applicable to the public service and the modality of payment of danger allowance.* This process has not been completed yet and an extension of time will be discussed in the next meeting of council.
- **Resolution 6 of 2015:** *Agreement on the Review of Post-Retirement Benefits: The Employer is to conduct a feasibility study on the extension of post-retirement benefits.* The due date for submission of the study is November 2016. Progress is being monitored.

- **Resolution 7 of 2015:** *Framework Agreement for the Establishment of a Government Employees Housing Scheme (GEHS).* The consultative committee as per the provisions of clause 4.4.4 has been established and is functional. Members of the task team were cautious of the provisions of clause 4.4.2 requiring an incremental implementation of the GEHS from 1 June 2015 and the provision of enrolment of public servants into the scheme as from 1 January 2016. The dispute in this matter on the implementation of clause 4.5 of the agreement, with specific reference to the increase of the housing allowance to R1 200 as per clause 4.5.2 has been settled.
- **Resolution 8 of 2015:** *Amendments to PSCBC Resolution 2 of 2015 for Salary Adjustments and Improvement on Conditions of Service in the Public Service for the Period 2015/2016–2017/2018.* The agreement has been implemented. Members of Council monitored compliance through referrals and management of disputes.

Two Collective Agreements were also negotiated and implemented in the ELRC relating to the *Appointment of a Panel of Conciliators (1 of 2015) and Arbitrators and Amendment of Clauses 12.1 (1) and 16.2.11 of the ELRC Constitution (Collective Agreement 2 of 2015)*. The consultation on the 1+4 Intervention Model with teacher unions was also successfully concluded and the programme yielded the following:

- Subject Advisors and lead teachers were trained;
- Feedback on the 1+4 Model was well received and;
- The intervention was not around Maths only but also on Science and Technology.

Personnel Administration Measure (PAM)

The Personnel Administrative Measures (PAM) Task Team completed its review of the PAM document. The new PAM was gazetted and published in February 2016. The ELRC PAM Task Team will be embarking on the training and advocacy of the amendments effected on the PAM from 1 April 2016. The training will focus on different areas of the PAM as per the scope of work performed by each group nationally. The following groups were identified for training and advocacy:

- District Directors;
- Circuit Managers;
- Principals;
- Human Resource (HR) practitioners;
- Labour Relations (LR) Officers; and
- Shop Stewards.

Management of the ELRC, Collective Bargaining

The ELRC was incorrectly listed as a Schedule 3A Public Entity in 2002 while it was a bargaining council in terms of the Labour Relations Act (LRA), with the consequence that the Minister of Basic Education became its Executive Authority instead of a partner in collective bargaining. An application to delist the ELRC as a public entity was approved by the Minister of Finance and the ELRC became delisted effectively on 31 March 2015. This meant that the Council had to review all its internal operational policies. The Executive Committee of the ELRC successfully reviewed the following policies to comply with the LRA after delisting:

- Supply Chain Management policy
- Unauthorised, Irregular, and Fruitless and Wasteful Expenditure policy
- Contract Management policy
- Petty Cash Management policy

-
- Risk Management Framework
 - Management Corrective Action Plan
 - Guidelines on Policy Development
 - Risk Management policy
 - Recruitment policy
 - Training policy and Development policy
 - Performance Management policy
 - Leave Management policy
 - Disciplinary policy and Procedures
 - Code of Conduct and Ethics policy
 - Performance Information Management
 - IT Change Management policy
 - Patch Management policy
 - ELRC User Access policy and Procedures guidelines
 - Policy on Materiality and Significance Framework.

Policy reviewed by the ELRC

Presidential Remuneration Review Commission

A well-developed concept paper incorporating recommended changes to the remuneration structure of educators has been approved and submitted to the Presidential Remuneration Review Commission. The Commission held a briefing session on 25 August 2015. The purpose was to apprise the sectors in the public service of the status of the process and to request inputs from the State.

4.3.5.6 CURRICULUM AND PROFESSIONAL DEVELOPMENT

CURRICULUM RESEARCH

Teacher Centres

Norms and Standards for Teacher Centres have been drafted and comments were received and incorporated. The document is ready to be gazetted as per regulation pending the finalisation of the Basic Education Laws Amendments Bill, 2016. The end of the 2015/16 financial year saw the 47 teacher centres adopted by Unisa and the centres were equipped with furniture, 30 laptops per centre and internet connectivity. The deployment of 47 IT interns and further technical support and maintenance were provided to the teacher centres. Vodacom finalised the expansion of four teacher centres. In addition, Vodacom Technical and Contact training was conducted in all provinces for 81 Centre Managers. A total of 300 more officials from different districts were also trained.

LTSM POLICY, DEVELOPMENT AND INNOVATION

ICT Integration into the curriculum

The Ukufunda Virtual School (UVS) is an innovative mobile learning service conceptualised in 2013 and launched in September 2014 by a partnership comprising the Department, UNICEF and Mxit Reach. The UVS is a portal or platform that uses mobile technology (in particular, Mxit) to provide access to learning resources and content, counselling, safety services and other value-added services and programmes. The platform aggregated pre-existing learning and psychosocial applications (apps), and new apps were also developed specifically for the UVS. The UVS was exhibited at the Eduweek Awards Ceremony held at the Gallagher Convention Centre on 1 July 2015, and won the Innovation Product Award 2015.

Between 15 and 18 September 2015, 52 representatives of the ICT National Core Training Team (NCTT) established by the Department and representing all nine Provincial Education Departments (PEDs), attended a workshop at the Microsoft Training Centre. The workshop had the theme of “Using Technologies Optimally for Quality Learning and Teaching” and aimed to equip the NCTT members with an additional set of knowledge and skills around a number of ICT in Education tools and programmes which they could then implement in their provinces.

The Utilisation of LTSM in the Foundation Phase

The Department concluded the process of developing the booklet titled *Guidelines for the Utilisation of LTSM in the Foundation Phase*. In addition, the Department hosted a workshop to train provincial teams to facilitate the understanding and unpacking of these guidelines which would be used as a tool to train the subject advisors first and then the teachers in all the provinces. The 61 subject advisors in the NCTT received training on the utilisation of this booklet from 23 to 26 February 2016 at the Department’s Conference Centre.

Institutionalisation of Data Usage

The Department, in partnership with UNICEF, developed the error analysis materials, *Using learner’s responses to inform the teaching of Mathematics*, as a teacher resource to be used in conjunction with CAPS. Eighty-nine participants, including the first cohort of 79 Grades 3, 6 and 9 Mathematics subject advisors from all nine provinces, received training on these materials from 25 to 27 May 2015 at the Department’s Conference Centre.

Promotion of School Libraries

This programme achieved the following in the 2015/16 financial year:

- Three interprovincial meetings with the Heads of Provincial Education Library and Information services were hosted between April and December 2015;
- ETDP SETA funded the placement of 200 learner library assistants in all provinces except Free State and Limpopo;
- The Getting the Nation to Read campaign was launched at Uvuyo Primary school in Soweto on 22 July 2015;
- 18 new libraries were built and opened (two in each province);
- The *Library Management and Administration* manual was completed; and
- Eight Vodacom e-libraries were installed in District Teacher Centres.

TEACHER DEVELOPMENT IMPLEMENTATION

For the year under review, the Department embarked on the training of Mathematics, Science and Technology HODs and teachers with the focus on content and pedagogy. The training happened in provinces at localised Teacher Development Centres and schools. A total of 10 530 classroom-based educators received three to four full days’ training. KwaZulu-Natal and the Western Cape did not provide information on their HOD and teacher training by the reporting date.

Table 27: Numbers of educators trained across seven provinces

Provinces	Mathematics	Natural Science	Technology	Total
Eastern Cape	1 502	1 636	1 536	4 674
Free State	294	255	236	785
Gauteng	53	51	51	155
Limpopo	749	313	595	1 657
Mpumalanga	552	465	473	1 490
Northern Cape	117	75	81	273
North West	415	439	642	1 496
TOTAL	3 682	3 234	3 614	10 530

The training programme provided substantial support to interventions in the Senior Phase. The Mathematics 1+4 Model benefitted greatly through this training. Grades 8 and 9 Mathematics 1+4 programme teachers used the Sasol Inzalo hybrid workbooks. The books have been printed by both the Department and PEDs for a range of Senior Phase LTSM resources.

In preparation for the Grade 10 Technical subjects implementation in 2016, 451 Mathematics and Science Subject Advisors, 525 Technical Mathematics teachers and 516 Technical Science teachers were trained using the CAPS documents as well as the NTT-developed manuals. Most of the training happened at Teacher Development Centres and Skills Training Centres.

The Teacher Development Implementation Directorate, in partnership with the Actuarial Science Society, presented the Papervideo Pilot Project at one Teacher Development Centre in each of four provinces, namely Gauteng, Mpumalanga, Limpopo and North West. Grades 11 and 12 Mathematics and Physical Science teachers were trained in ICT integration skills as well as matric revision techniques. Five hundred teachers were invited and two hundred of them attended.

In partnership with Anglo American Platinum, which operates in the platinum belt in North West and Limpopo, 226 schools received training and support in curriculum delivery, content, management and resource utilisation. The programme was rich in ICT (or e-learning). Eight of the secondary schools were given even more intensified support in ICT resources and training. In order to formalise the DBE-Anglo American Platinum partnership, an MoU was developed which is in the process of being finalised and signed.

In partnership with the National Education Collaboration Trust (NECT) 410 Grades 11 and 12 Mathematics and Physical Science teachers were trained in the Eastern Cape, KwaZulu-Natal and Limpopo. Two districts in each of these provinces were identified by the NECT: Mount Frere and Libode (Eastern Cape); Pinetown and Uthungulu (KwaZulu-Natal) and Vhembe and Waterberg (Limpopo).

Key concepts in each subject – identified through the NSC diagnostic reports as the ones in which learners generally did not perform well — were picked up and strategic materials were developed to be used at the teacher development programme. The programme was presented in three sessions of three days each, a total of nine full days at residential sites. In each subject, substantial ICT integration was incorporated.

The Mathematics Teacher Audit was completed with the help of EMIS. The audit confirmed the number of teachers across all provinces, and the phases in which they teach. The audit is a valuable resource for the Department that will help answer critical aspects about the Mathematics teachers employed by the Department of Basic Education.

4.3.6 STRATEGIC OBJECTIVES, PERFORMANCE INDICATORS, PLANNED TARGETS AND ACTUAL ACHIEVEMENTS

Table 28: Programme 3 Strategic Objectives, Performance Indicators, Planned Targets and Actual Achievements

PROGRAMME 3: TEACHER EDUCATION HUMAN RESOURCE AND INSTITUTIONAL DEVELOPMENT					
Strategic Objective	Programme Performance Indicator	2014/15		2015/16	
		Actual Achievement	Planned Target	Actual Achievement	Deviation from planned target
Improve the recruitment and placement of educators in the education system.	Number of Funza Lushaka bursaries awarded to students enrolled for initial teacher education.	14 349	13 000	13 980	+980
	Percentage of Funza Lushaka bursary holders placed within six months of their graduation.	-	85%	87% 4 110 placed in 6 months/ 4 723 eligible for placement X100	+2%
	Number of qualified teachers aged 30 and below, entering the public service as teachers during the financial year.	10 788	8 600	12 976	+4 376
	Percentage of principals appointed based on competency assessment processes.	-	75% of advertised posts.	7% 103 principals appointed/ 1 435 posts advertised X100	-68%
To improve the capacity of teachers through diagnostic testing and the Integrated Quality Management system.	Number of teachers who have written the Self-Diagnostic Assessments for English First Additional Language (EFAL) and Mathematics.	-	EFAL: 20 000 Maths: 20 000	EFAL: 487 Maths: 653	EFAL: -19 513 Maths: -19 347
					Allocation of the number of bursaries that can be awarded to students is based on the estimated value of the bursary at each Higher Education Institution, as the actual value is unknown at the time of allocation. If the actual value of the bursary is lower than the estimate the number of bursaries awarded will increase, as is currently the case. Graduates complete their studies in December. According to the contractual obligation, they must be placed within 90 days thereafter. The overall intake of new teachers has increased over the last two years due to increased attrition rates. This has also led to increased uptake of Funza Lushaka graduates. Provinces have not developed competency tests yet. There has been a request for discussion to be held on the competency test at the ELRC. The Director-General has written to provincial HODs to introduce competency assessments in the 2016/17 financial year. The matter will also be discussed at the ELRC. In 2015/16 financial year, the self assessment test was in pilot stage thus the low output

PROGRAMME 3: TEACHER EDUCATION HUMAN RESOURCE AND INSTITUTIONAL DEVELOPMENT					
Strategic Objective	Programme Performance Indicator	2015/16			
		2014/15	Planned Target	Actual Achievement	Deviation from planned target
To improve monitoring of school effectiveness and accountability through individual performance and school governance.	Percentage of SGBs that meet minimum criteria in terms of effectiveness (in sampled schools).	-	70% of sampled SGBs.	84% of sampled SGBs meeting requirements / 1683 SGBs meeting requirements / 2000 sampled schools X100	+14%
	Number of public schools supported by external moderators to monitor the utilisation of findings of school profiles to improve learner performance.	-	6 000	5 517	-483
					<p>This is the third leg of operating the SGB functionality tool. Schools have been made aware of the tool and have made a concerted effort to comply with each of the 44 areas in the questionnaire. Provinces have made a concerted effort to train and mediate the functionality document in schools. Circuit Managers have monitored the SGB. functionality tool with each school. This has become a learning and teaching experience for schools and SGBs.</p> <p>A tour of the 9 provinces on findings of school profiles stretched until June thus delaying the commencement of the monitoring process. The actual monitoring started in June, hence the low output during the 1st quarter.</p>

4.3.7 STRATEGIES TO OVERCOME AREAS OF UNDERPERFORMANCE

Competency assessments for principals

Provinces have not developed competency tests yet. The matter has been scheduled for discussion at the ELRC. The Director-General has requested provincial HODs to introduce competency assessments in the 2016/17 financial year. A tender will be advertised to appoint a suitable service provider to develop and administer competency assessments for principals in all provinces in the 2017/18 financial year.

Self-Diagnostic Assessments

In the 2015/16 financial year, the pilot self-assessment test was in its first year of implementation. Plans are in place to evaluate 20 000 teachers in 2016/17 overall.

4.3.8 CHANGES TO PLANNED TARGETS

The targets for the Self Diagnostic Assessment has been reduced to 10 000 EFAL and 10 000 Maths in the 2016/17.

4.3.9 LINKING PERFORMANCE TO BUDGET

Table 29: Programme 3 Linking Performance to Budgets

Programme 3: Teachers, Education Human Resources and Institutional Development						
	2015/16			2014/15		
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
3.1 Programme Management: Teachers, Education HR and Institutional Development						
Current payment	2 431	2 420	11	1 470	1 446	24
Transfers and subsidies	-	-	-	-	-	-
Payment for capital assets	-	-	-	35	30	5
Payments for financial assets	88	88	-	-	-	-
3.2 Education HR Management						
Current payment	57 514	52 925	4 589	53 919	57 962	(4 043)
Transfers and subsidies	13 437	17 918	(4 481)	14 564	14 472	92
Payment for capital assets	128	121	7	95	77	18
Payments for financial	9	9	-	-	-	-
3.3 Education HR Development						
Current payment	21 123	20 922	201	53 491	56 298	(2 807)
Transfers and subsidies	1 057 359	1 057 359	-	1 160 553	1 160 537	16
Payment for capital assets	85	78	7	189	133	56
Payments for financial assets	14	13	1	-	-	-
3.4 Curriculum and Professional Development Unit						
Current payments	11 681	11 610	71	23 422	23 337	85
Transfers and subsidies	5	3	2	15	15	-
Payment of capital assets	143	82	61	221	155	66
Payments for financial assets	-	-	-	-	-	-
TOTAL	1 164 017	1 163 548	469	1 307 974	1 314 462	(6 488)

4.4 PROGRAMME FOUR: 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 monitoring and evaluation, planning and assessment.

4.4.2 LIST OF SUB-PROGRAMMES

Programme Management: Planning, Information and Assessment; Financial Planning, Information and Management Systems; National Assessments and Public Examinations; School infrastructure; National Education Evaluation and Development Unit; and Planning and Delivery Oversight Unit.

4.4.3 STRATEGIC OBJECTIVES

- Administer, monitor and report on all standardised national assessments.
- Provide school with basic infrastructure to contribute towards quality learning.
- Strengthen the capacity of district offices to support schools.

4.4.4 PROGRAMME OVERVIEW

The Programme: Planning, Information and Assessment 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 2019: Towards the Realisation of Schooling 2030*. The Programme contributes to the following sector goals:

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 inspire learners to want to come to school and learn, and teachers to come and teach.

By working collaboratively with provincial education departments in developing policy, providing guidelines and institutionalising support in these core policy areas, the Department contributes to the improved quality of basic education with 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. Below is a summary of the activities for this programme for the period under review, as resourced by Vote 14.

4.4.5 PROGRAMME SUMMARY AND PERFORMANCE INFORMATION

4.4.5.1 NATIONAL ASSESSMENTS AND PUBLIC EXAMINATIONS

a. EXAMINATIONS AND ASSESSMENTS IN SCHOOLS

2015 National Senior Certificate (NSC) and the Senior Certificate (SC)

The Department continues to administer the National Senior Certificate (NSC) with great success. A total of 258 question papers were set, moderated and approved by Umalusi for the November 2015 and March 2016 NSC examinations and 90 question papers were set, moderated and approved by Umalusi for the SC Examination. The 258 question papers for the November 2016/March 2017 examinations have also been set and are at different stages of internal and external moderation.

In addition, the 90 question papers required for the amended Senior Certificate May/June 2016 were set and internally moderated, of which 64 were approved by Umalusi. The remaining 24 papers were undergoing final external moderation.

Practical/Performance Assessment Tasks (PATs) were developed for the 16 subjects that require learners to be assessed practically. These tasks were developed by the Department and internally moderated and approved by Umalusi. The development of these tasks ensures that assessment quality and standards are consistent across all provinces. The PATs were distributed to the PEDs at the beginning of the year.

Conduct of the 2015 SC and the 2015 NSC Examinations

A total of 176 137 candidates enrolled to write the 2015 SC examination and 13 742 sat for the May/June 2015 examination. The 2015 NSC examination was written by 644 536 full-time candidates, 91 063 part-time candidates and 58 656 progressed learners at 6 767 examination centres, over a period of five weeks from 26 October 2015 to 27 November 2015.

The NSC 2016 Supplementary examinations were written between 10 February and 17 March 2016. The marking of the supplementary examinations commenced on 18 March and terminated on 12 April 2016. Capturing of marks would be completed by the PEDs by 18 April 2016 and the results processed and released by 29 April 2016. Supplementary examinations were written by 644 536 candidates and 455 825 candidates passed the supplementary exams. This increased the 2015 NSC pass rate from 70.7% to 72.1%.

School-Based Assessment (SBA)

The Department conducted a moderation of SBA across all PEDs in October in nine key subjects: Accounting, Business Studies, Economics, Physical Sciences, Life Sciences, History, Mathematics, Geography and English First Additional Language. Life Orientation was also moderated as the tenth subject. The moderation process entailed the evaluation of the provincial and district SBA systems, evaluation of the quality of assessment tasks, the moderation of the marking of the learner evidence and feedback to the PEDs. The Department appointed 83 SBA moderators and trained them for this purpose. In addition, nine PAT moderators were also appointed and trained on 7 October 2015 to moderate PATs for the following subjects: Visual Arts, Design, Agricultural Management Practices and Agricultural Technology, using the improved PAT moderation tool specifically developed for these subjects.

Monitoring, coordination and provincial support

In August to September 2015, the Department monitored, supported and evaluated the conduct of the National Senior Certificate and marking thereof across all PEDs, to ensure that the conduct, administration and management of examination sessions guaranteed the credibility of the examination.

The approach used for 2015 was to audit the examination centres, audit marker appointments, support and monitor the invigilation training in provinces, evaluate the provincial monitoring system and finally to evaluate the system's readiness to administer the 2015 NSC examination. Furthermore, the Department appointed and trained 59 part-time monitors and also included 34 School Improvement Support Coordinators (SISCO) to augment the team. The increased presence of monitors during the writing assisted in minimising malpractices in the 2015 NSC examination. National training of managers responsible for training invigilators was also conducted.

Marking of the 2015 NSC Examinations

In preparation for the 2015 NSC marking process, the Department hosted a total of 130 national marking guideline standardisation meetings which were held from 26 October 2015 to 27 November 2015, prior to the commencement of marking of the NSC examination. The meetings also incorporated the training and authorisation of chief markers and internal moderators using an agreed tolerance range. The training exercise which involved the marking of scripts until an agreed level of consistency was reached was aimed at ensuring that the marking guidelines were applied consistently across all provinces. Marking was conducted in 121 marking centres across the country by 49 000 markers.

The Department conducted and managed centralised marking in four subjects, namely Agricultural Technology, Agricultural Management Practices, Dance Studies and Music, using a combination of the provincial Chief Markers, Internal Moderators as well as members of the national panel. The marking commenced on 3 December 2015 and ended on 12 December 2015. Waterkloof High School was used as the marking centre.

Standardisation of 2015 NSC Results

A two-day pre-standardisation meeting was hosted by the Department on 21–22 December 2015, involving provincial examination managers (Chief Directors and Directors in Examinations and Curriculum, and Heads of Education Departments) to prepare standardisation proposals to be presented to Umalusi on 23 December 2015. Umalusi hosted the standardisation of the 2015 NSC results on 23 December 2015.

Examination results were released to candidates on 5 January 2016. In order to present and analyse the examination results comprehensively for the stakeholders in education, four reports and a booklet were produced and released.

The reports and booklet produced were as follows:

- 2015 NSC Examination Report on learner performance in the NSC Grade 12;
- 2015 NSC Schools Performance Report which reflects the overall achievement of schools offering Grade 12, over a three-year period;
- 2015 NSC Schools Subject Report which highlights the performance in each school in terms of their performance in the 11 high enrolment subjects over a four-year period;
- 2015 NSC Diagnostic Report on learner performance for the 2015 NSC examinations. The Diagnostic Report highlights areas of weaknesses and provides suggestions for improvement in teaching and learning; and
- An information booklet targeting learners and parents, providing general information on the NSC examinations.

Certification

The Department successfully processed the certificates of candidates who wrote the 2014 NSC examination. The 2015 SC certification function would be available on the system in mid-April 2016 and the certification data for the 2015 SC would then be processed. Requests for replacement and duplicate certificates are received on a daily basis. Certificates are also verified by the Certification unit and the turnaround time has been reduced to 24 hours.

Integrated Examinations Computer System (IECS)

The NSC Mainframe System was used to process school-based assessment and examination marks. Data and reports were successfully generated from the system and candidates across all PEDs received their results for the 2015 NSC examinations.

b. NATIONAL ASSESSMENTS

Annual National Assessments (ANA) 2015

The success of the Annual National Assessments (ANA) has been largely due to collaborative efforts and shared support between government, labour and parents to assess learners at regular intervals in the gateway subjects of Mathematics and Languages. Policy interventions taken up at the 2009 ANC Elective Conference resolved that external tests, namely the ANA, should be conducted for all Grade 3 and Grade 6 learners annually, and the results should be provided to parents. This policy decision has since formed part of the National Development Plan (NDP) and the basic education sector plan, *Action Plan to 2019: Towards the Realisation of Schooling 2030*. These plans of government mandated the Department to conduct the ANA with Grades 3, 6 and 9 learners.

The original plan for this was exceeded and all public schools and State-funded independent schools administered the ANA according to the standardised time-table every year. This programme continues to be improved and has become an important yardstick for the education sector to measure progress made against targeted interventions and programmes.

The fifth ANA was scheduled to be administered from 15 to 18 September 2015 in Mathematics and Language to all Grades 1–9 in public schools. About 9 million learners were expected to write the assessment, including Grades 7 and 8 for the first time.

In preparation for the test administration process, learners were registered, tests printed and distributed, and a comprehensive audit of the state of readiness of provinces to administer the ANA was conducted. Five provinces printed tests in-house while the Department appointed two service providers to print tests for the remaining four provinces. A verification agent was appointed through a tender process. During the week of 4–11 September 2015 teacher unions indicated their dissatisfaction with the ANA and threatened not to participate.

Issues leading to the impasse with unions

The following issues were raised by the teacher unions concerning the ANA:

- The tests were administered on an annual basis and hence the system was not given adequate time to remediate.
- There was a need for a more intensive programme of teacher development to address the shortcomings identified through ANA.
- The ANA could only be written after it was remodelled.

After unsuccessful interventions and deliberations with the unions, which had threatened to discourage their members from participating in the administration of the ANA in 2015 the Department, in conjunction with the unions, agreed on 10 September 2015 to postpone the administration of the ANA to February 2016. At the Council of Education Ministers (CEM) in October 2015, the ANA was rescheduled to 1–4 December 2015.

An agreement was reached with the teacher unions on the establishment of a task team to undertake the remodelling of the ANA and an Inter-Ministerial Committee (IMC) to attend to the broader issues of dispute presented by the unions. A mediation process was set up to specifically address the writing of the ANA in December 2015.

Steps taken to resolve the impasse

Following the disruption of the ANA by teacher unions in September 2015 and subsequent engagements with the unions, the Department proposed that the dispute be referred to mediation. The mediation process, which took place over the course of 13 meetings, concluded with a draft agreement on 19 November 2015, to be considered by the principals of the parties involved for signature on 23 November 2015. The proposals in the settlement agreement were that:

- The Annual National Assessment (for Grades 1–9) be administered and managed by each school at a time convenient and in a manner appropriate to the school. The school would mark the tests at a time convenient and in a manner appropriate to the school during the first school term. The results of the tests would be for the school's own internal diagnostic purpose.
- The Sampled ANA would be administered by an Independent Agent in 2 100 schools across the country. The agent would be responsible for the administration and collection of the tests, marking of the tests and the final compilation of results and reporting. Teachers would not be involved in this process. In the selected schools the writing of the ANA as described above would be optional for learners who were not part of the sample.
- The target date for completion of the remodelling of ANA would be 1 April 2016 and the instruments, administration and reporting of this national assessment would be informed by the agreed purpose as articulated by the parties concerned. This would include the support for teacher development through the Teacher Union Collaboration.

-
- The Inter-Ministerial Committee (IMC) would be mandated by the President to attend to the broader issues of dispute presented by the Unions.

The current status of the writing of ANA

After the mediation process between the Department and teacher unions failed to reach signed agreement, the Department communicated with schools to administer the ANA at a convenient time between 26 November and 4 December 2015. PEDs were guided on the distribution and collection of the ANA tests as well as timetabling issues.

The distribution and collection of tests varied among the nine provinces. Daily reports were submitted to the Department in December and the participation rate was closely monitored. The collection rate was high in Free State (75%), Northern Cape (73%) and North West (59%), with the lowest rate observed in the Eastern Cape at 25%. The national rate was almost 20% due to other provinces not submitting.

A notable number of schools requested writing the tests when they re-opened in January 2016. Schools that were unable to administer the tests in 2015 were advised to seek permission from the Provincial Education Head to write in 2016. The marking of the tests were done by the teachers at school in the first quarter of 2016, providing an important diagnostic baseline for teachers on learning gaps.

The ANA verification process could not be implemented on 1–4 December 2015 because the affected service provider indicated that it would need a lead time of at least 15 days to re-mobilise its 2 500 fieldworkers across the country.

The remodelling of the ANA

The task team set up to undertake the remodelling of ANA held monthly meetings from September to December 2015 to finalise the preliminary groundwork on the re-design process. Terms of reference for the task team and the working groups were formulated and a costed project plan was approved by the Director-General. Key activities of the task team included constituting and orientating the working groups, providing oversight and feedback to working groups, consolidating a concept document on the re-design model and presenting the concept document to the Minister for consideration. The task team agreed to have two five-day working group sessions in January and February 2016, attended by assessment experts and academics nominated by teacher unions and the Department, that would finalise a concept document on the re-design model.

The first working group session took place from 25–29 January at the Birchwood Hotel in Boksburg. The intended outcome of the session was to develop specific models on the content and context of the national assessments and on the utilisation of data to support teaching and learning. Independent facilitators were appointed to lead the sessions. Each task team member and participants in the working sessions were provided with a resource pack that provided relevant background knowledge on national assessments and specific information received from the public on the draft ANA policy. A total of 57 participants attended the session, including Departmental officials, union officials, provincial officials and academic experts.

Participants reviewed the gaps, inadequacies and deficiencies in the current ANA, and also took note of the benefits that may have accrued. The group affirmed the critical importance of periodic assessments of the efficiency of the education system. It was therefore agreed that a national framework for the evaluation of the system was necessary to ensure the achievement of quality education for all.

The research inputs from the independent facilitators and academic experts were valuable and have thrown light on lessons drawn from the implementation of ANA and international perspectives and best practices. The culmination of intensive engagements during the working sessions and subsequent task team meetings was a draft concept paper on a national framework for evaluating the performance of the education system in South Africa.

National assessments are an important diagnostic tool used to identify and remediate challenges in the sector. The Department has agreed with teacher unions that there is a need to reform the current model of assessments and the Department is confident that a model for national assessment will be developed together with the unions that all parties would find acceptable.

a. INTERNATIONAL ASSESSMENTS

Trends in Mathematics and Science Studies (TIMSS), Progress in Reading and Literacy Studies (PIRLS) and Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ)

Benchmarking Study: TIMSS and TIMSS-Numeracy

During the period under review, data cleaning for the TIMSS and TIMSS-Numeracy (TIMSS-N) studies were completed by the Department and final data sets were submitted to the International Association for Educational Assessment (IEA) in December 2015. The TIMSS study will report on learner achievement trends in Grade 9 and the TIMSS-N will report on Grade 5. The results for South Africa in TIMSS and TIMSS-Numeracy will be released in 2016. The IEA indicated that the international release date for TIMSS and TIMSS-N will be in November 2016.

PIRLS

The preparations for fieldwork for the PIRLS 2016 Study were completed and 363 different types of assessment instruments were finalised. The appointed service provider trained independent field administrators and completed the fieldwork in the fourth quarter of 2015/16.

SACMEQ

Benchmarking Study: SACMEQ IV

During the 2015/16 financial year, the data for the SACMEQ IV study was collected from a random sample of 298 schools with 7 046 learners participating across all provinces. The numbers of participating schools per province were: Eastern Cape (44), Free State (21), Gauteng (47), KwaZulu-Natal (65), Limpopo (40), Mpumalanga (24), Northern Cape (15), North West (19) and Western Cape (23). The SACMEQ IV analysis and learner achievement results are in the final stages of verification by the SACMEQ Coordinating Centre (SCC). The South African country report will be released to the public in June 2016.

4.4.5.2 FINANCIAL AND PHYSICAL PLANNING

a. Financial Planning, Economic Analysis and Provincial Budget Monitoring

The directorate is responsible for fulfilling the Department's role of monitoring and providing support to PEDs with regard to compliance to the sector's funding policies, improvement of the audit outcome, strategic planning, budget and expenditure, learner teacher and support materials and infrastructure. In order to achieve this, four HEDCOM sub-committee meetings on finance were held during the 2015/16 financial year.

The Minister published the no-fee schools lists for 2015 to ensure adherence to the National Norms and Standards for School Funding (NNSF) policy.

To facilitate and improve interaction with stakeholders, two consultative meetings were held during the 2015/16 financial year between the National Alliance of Independent Schools Associations (NAISA), the Department and PEDs.

In order to measure the progress made with Indicator 23.2 in the Action Plan to 2019: Towards the Realisation of Schooling 2030, PEDs were requested to submit their plans for expanding the number of schools that have acquired the full set of financial responsibility.

During the financial year under review, the Department engaged with National Treasury, the relevant PEDs and the relevant provincial treasuries regarding the issue of PEDs funding learners below the national targets for the school allocation for the 2015/16 and 2016/17 financial years. This assisted in the development of plans which would enable these PEDs to attain the national targets for the school allocation in the near future.

A telephonic survey was conducted with selected schools to monitor progress by PEDs regarding the transfer and utilisation of school funding.

Economic Analysis

During the 2015/16 financial year, the PEDs' Medium Term Expenditure Framework (MTEF) budgets were analysed to determine their credibility. The report was produced and shared with the Heads of Departments and Chief Financial Officers. The intention of the report is to provide a snapshot of the budgetary situation in the current MTEF against the previous MTEF cycle. It also gives indicators of the budgetary trends in the public education sector across provinces. The comments and recommendations in the report assist the PEDs when planning and crafting the budgets for the next MTEF cycle.

The 2015/16 Annual Performance Plans (APPs) of PEDs were analysed. The aim of the analysis was to ensure planning for the service delivery outcomes against allocated budgets for an MTEF, and more specifically a financial year, were realistic. The first and second draft 2016/17 Annual Performance Plans of the PEDs were analysed and sent to all PEDs. The aim was to improve on the 2016/17 Annual Performance Plans of the PEDs.

The quarterly performance reports of the PEDs were analysed from the 4th quarter of the 2014/15 financial year to the third quarter of the 2015/16 financial year. The aim was to gauge the progress of selected indicators towards the achievement of the annual targets. This showed the link between the financial and non-financial data. The Basic Education Sector Benchmark meeting was held with all the PEDs, DBE, provincial treasuries and National Treasury represented. The aim of the meeting was to gauge the link between the agreed sector priorities and the budgets for the 2016 MTEF cycle.

The directorate also co-ordinated the 10X10 budget process for the 2016 MTEF. This included presentations by the sector and the compilation of bids for identified priority areas.

The UNESCO questionnaire on statistics of educational expenditure for the 2014/15 financial year (specific to basic education) was compiled. The questionnaire was sent through to UNESCO on 18 March 2016 well before the deadline date of 29 April 2016.

Provincial Budget Monitoring

The monthly spending performance report was produced and shared with the Director-General, Deputy Minister and the Minister on a monthly basis. The aim of the analysis is to alert the Minister to the spending trends and possible challenges related to specific PEDs. The analysis was also shared with the PEDs' Chief Financial Officers.

During the 2015/16 financial year the Department conducted budget monitoring meetings with the PEDs. The purpose of the meetings was to gauge the final spending and challenges experienced by PEDs at the end of the 2014/15 financial year. The Department presented its findings regarding the 2015 MTEF budget cycle and the analysis of the 2015/16 Annual Performance Plan. The Department provided support and recommendations where necessary for all PEDs.

The budget standards exercise, which aims to gauge the progress on the audit action plan, expenditure performance and the preliminary budget for the 2016 MTEF cycle of the PEDs, was conducted with all nine PEDs during November and December 2015.

b. Physical Planning

Education Infrastructure Grant (EIG)

The first tranche of the EIG allocation for the 2015/16 financial year was transferred to provinces on 17 April 2015. The second transfer was made on 29 May 2015. The second transfer for four provinces – Eastern Cape, Free State, Limpopo and Mpumalanga – was withheld for 30 days due to non-compliance with the Division of Revenue Act (DORA) and the transfer was rescheduled for 29 June 2015. The outstanding documents were received and the instalment was transferred on 3 August 2015.

The third instalment was made to all PEDs on 28 August 2015. The fourth instalment was due on 6 November 2015 and was withheld from two provinces, namely Eastern Cape and Mpumalanga, due to low spending. The instalment was released to Mpumalanga on 7 December 2015 following improvement in their spending in November, while the Eastern Cape's fourth instalment remained withheld due to unsatisfactory spending. The fifth and last instalment for the 2015/16 financial year was due on 29 January 2016.

Again, the Eastern Cape Department of Education's fifth instalment was withheld due to underspending. After analysis the Department concluded that the Eastern Cape was going to underspend in the financial year. The withheld funds amounting to R530 million were reallocated to Gauteng, Limpopo and the Western Cape PEDs as follows: Gauteng – R400 million; Limpopo – R80 million; Western Cape – R50 million.

HR Capacitation

In recognition of the lack of appropriate capacity to deal with infrastructure provision in the nine provincial departments of education (PEDs), the Department drove a process in collaboration with the National Treasury aimed at determining the human resource gaps in the PEDs to enable them to implement and effectively deliver school infrastructure.

The capacitation process continued in the fourth quarter of the 2015/16 financial year, with the key objective of recruiting and appointing built environment and finance personnel for improving school infrastructure delivery in the provinces. A total of 231 vacancies were filled.

National Education Infrastructure Management System (NEIMS)

NEIMS data is updated on a daily basis. As at the end of the fourth quarter, a total of 408 schools had been captured, verified and approved. Seven NEIMS assessment forms for completed projects in the fourth quarter of 2015/16 were received.

A total of 27 schools from the Schools Beautification Assessment were captured and approved during the fourth quarter.

A total of 309 schools with pit latrines only were upgraded. As at the end of March 2016 there were 5 042 schools with pit latrines only.

Verification on sanitation for KwaZulu-Natal, Eastern Cape and North West was completed in December 2015. A total of 1 542 schools with pit latrines only were upgraded with one or more form of acceptable sanitation during 2015/16.

Progress in delivery of school furniture

Provinces planned to deliver 1 100 380 units of furniture to 5 137 schools. By the end of February 2016 only 570 026 units of furniture had been delivered, 52% of the total units to be delivered. The lack of delivery was due to delays in procurement in some provinces, such as Limpopo and Mpumalanga.

Learner Transport

A total of 371 422 learners were targeted to be transported, against 516 886 that required transport. By the end of February 2016, 386 448 learners were transported, 104% of the target. Overall expenditure at the end of February was at 50%, excluding invoices that still had to be processed.

The Learner Transport Policy was published and the implementation plan is being finalised.

ASIDI

The ASIDI programme is a multi-year programme and follows a complete project cycle before a school is handed over to learners, educators and their community. ASIDI is funded through the School Infrastructure Backlog Indirect Grant (SIBIG), which is a conditional grant.

As at the end of 2015/16, a cumulative total of 510 projects had been identified: 299 have been allocated to IAs and 163 have been completed, of which 51 were completed in the 2015/16 financial year and 136 are at various stages of planning, procurement of contractors and construction. 211 schools in the Eastern Cape with low learner enrolment have not been awarded to IAs as they were subject to a rationalisation process by the Eastern Cape Department of Education.

Sanitation. At the time of reporting, 741 projects had been identified: 585 projects have been allocated to IAs. 412 schools have been provided with sanitation, of which 21 were completed in the 2015/16 financial year, and 173 schools were at various stages of procurement of contractors and construction.

Water. A cumulative total of 1 120 projects were identified and 959 allocated to IAs. 605 schools have been provided with water, of which 81 were completed in the 2015/16 financial year, and 354 schools were at various stages of procurement of contractors and construction.

Electricity. Since 2011/12, 916 projects identified and 535 allocated to IAs. 294 schools have been provided with electricity; while 241 schools were at various stages of planning, procurement of contractors and construction.

Labour statistics. A total of 30 229 job opportunities have been created since the inception of the ASIDI programme. Labour desks have been established at most sites.

4.4.5.3 INFORMATION MANAGEMENT SYSTEMS

EDUCATION MANAGEMENT INFORMATION SYSTEM (EMIS)

EMIS has the responsibility to develop and maintain an integrated education information system for the management of education. The integrated information system is accomplished through acquisition, processing, dissemination and reporting of quality education data.

In comparison with SNAP data, 98.2% of ordinary schools comprising 92.57% learners were uploaded to LURITS by 15 December 2015. As at 31 March 2016, 9 335 schools and 4 138 491 learners were uploaded.

Provinces submitted their EMIS expenditure which ranged from underspending of 25% in North West to overspending of 206% in Gauteng. The process of requesting EMIS funding to be structured as conditional grants continues.

Development and testing of LURITS II, meant to address inadequacies in LURITS I, was completed. Having implemented all the relevant EMIS-proposed changes, LURITS II is now undergoing implementation. EMIS officials in the nine provinces have been trained on LURITS II.

Learner Unit Record Information and Tracking System (LURITS)

The National Schools master list was updated twice during the financial year, during June 2015 and March 2016. The 2015 SNAP data was quality assured and consolidated for publication. 2016 SNAP data for seven provinces was received, assessed for compliance and consolidated. All provinces' 2015 ASS data were received and quality assurance thereof was being finalised.

Two LURITS I databases were received from SITA and thoroughly tested for their potential to delivery on EMIS information requirements without the use of school census data. LURITS data is ready to replace school census information and is now being used for EMIS requirements, including National Treasury and Parliamentary questions. The EMIS developed the 2015 School Performance report for examinations.

SA-SAMS²

The usage of SA-SAMS in South African schools by both public and independent schools remains at 88.8%. The Helpdesk based at the Department fixes about 120 databases and deals with 185 calls and e-mailed enquiries on a monthly basis. Three updated versions of SA-SAMS were released during the reported year – 15.3.0; 15.3.1 and 16.0.0 – to cater to the changing information needs from schools. The 2015 SA-SAMS provincial training was conducted in Mpumalanga, Eastern Cape, Gauteng, North West and Limpopo and was extended to the education personnel of the Department of Correctional Services as a Department partner. The URS for the modernisation of SA-SAMS was completed and the next phases involving design, rewriting, the pilot phase, management strategy and the roll-out of the web-based SA-SAMS will follow.

In regard to the BI reporting system, uploading to the optimised PERSAL of the required SNAP, ASS and PERSAL and their historical data was completed and ready to go live.

Finally, the 2015 Integrated EMIS survey capturing tool was updated to capture 2016 SNAP and ASS survey instruments and was loaded on the Thutong portal. Support to provinces on all surveys was provided.

Business analysis, policy monitoring and government partnership projects

Intergovernmental protocols on partnerships: The very effective process of verification of LURITS learner information against Home Affairs NPR records was completed for 2015. The results emanating from the process were shared with provinces for them to ensure that all learners have Identity Documents (IDs). Data from SOCPEN (SASSA) MIS was triangulated with LURITS data to identify children in school who are receiving grants. Results were compiled and used in planning. Structured data work streams meet regularly to do technical work needed for effective partnering on information. Partnership protocols are planned with the DHET, DoH, Stats SA, DOJ, DOT, Public Works Department and DOL with the aim of having a responsive Social Protection System.

The business analysis project work was conducted to align the SA-SAMS web-basing URS to internal EMIS processes, internal Department programmes and provincial business processes.

QUALITY LEARNING AND TEACHING CAMPAIGN

Read to Lead Campaign

Under the Minister's directive, QLTC continued to be integral in realising the Drop All and Read Campaign. The Ministerial Team, of which the Quality Learning and Teaching Campaign Coordinating Team (QCT) was part, was tasked with mobilising communities, learners, businesses, NGOs, traditional leaders, churches and government departments to support and participate in continuing the campaign.

The QCT partnered with the Library Service Directorate and the Ministry in preparing for President JG Zuma's imbizo on 18 March 2016 with the learners of Soweto at Orlando Stadium, supported by the Minister of Basic Education. The Department team was part of mobilising in the surrounding schools around Soweto and in Orlando specifically, by distributed books and information on the campaign.

The Department also partnered with Cell C and Vodacom on the Read to Lead Campaign. The Minister addressed supporters at the rugby game between the Sharks and the Blue Bulls at Loftus Stadium on 18 March 2016. The Department team, including the QCT, was also in attendance to mobilise the supporters to help to get the nation to read.

2 On reporting table 88.4% reported which measures public ordinary schools only.

Training of the newly elected QLTC structures at school level

While QLTC has been launched in all provinces, its functionality and impact have not been felt across the system, especially at the school level, hence newly elected SGB members needed to be empowered on QLTC and its importance in mobilising the broader society.

The QCT collaborated with Limpopo and North West in empowering the newly elected SGBs with training programmes, held from 10 March to 16 March 2016. Issues or concerns that were raised by the different stakeholders in the sessions included:

- The QLTC could be legislated for uniform implementation and enforcement;
- QLTC guides should be distributed to all schools and if possible each school should have more than one copy;
- The ongoing monitoring and support of this structure should be put in place and feedback be given to the broader society on the educational matters;
- QLTC structures have to be assigned an appropriate budget to function effectively and efficiently;
- Community accountability sessions (iimbizo) on education should be regularised as well to focus on the improvement of learner outcomes;
- Parental involvement in the education of their children should be prioritised to deal with issues such as curbing learner absenteeism and late coming, utilisation of workbooks, discipline, etc; and
- Quarterly reports should be developed on the functionality of QLTC structures with special focus on challenges, successes, progress and projects to embark on within the campaign.

Table 30: QCT-driven training sessions in two provinces

Province	Districts	Area Office/ Circuits	Number of Participants
Limpopo	Mopani	Lepelle, Makhutswe, Thabina, Shiluvane, Namakgale, Lulekani, Mamaila, Sekgosese, Mawa and Molototsi	714
North West	Dr Ruth Segomotsi Mompati	Greater Taung, Madikwe, Swartruggens	130
	Ngaka Modiri Molema		107
TOTAL	3	13	951

Ministerial Interventions

The QLTC's primary aim is to ensure that education becomes a societal matter and that communities play a pivotal role in the attainment of quality learning and teaching. It is for this reason that the Minister has included the QLTC in all her provincial interventions.

The Minister has been working hard to address the drop in the 2015 Matric results in KwaZulu-Natal, in collaboration with the MEC and the Premier of the province. Among the worst performing districts in KwaZulu-Natal was Umzinyathi.

The Minister established a Department team to assist the Umzinyathi District. QLTC also formed part of the intervention team. A five-day shut-down of the district was implemented during 9–14 March 2016, wherein a detailed district turnaround strategy was developed.

Collaborations with other directorates, internal and external

A youth foundation from Vryheid (KZN) requested the Department's assistance in preparation for learner career guidance. The matter was referred to the QLTC Directorate by the Director-General's Office for a possible collaboration between the

Department and the 3105 Foundation. QLTC solicited assistance from the Career Development Directorate and a process is in place to assist the NGO.

Adoption of schools in line with the Nedlac Accord

The QCT has continued to co-ordinate, monitor and support the adoption of schools across the country by individuals and business communities. The aim of the Nedlac Accord is to further enhance the quality of learning and teaching for all, especially in Quintile 1–3 schools in rural and disadvantaged areas.

A total of 37 schools were reported to have benefited from the Nedlac Accord in the North West PED.

DISTRICT PLANNING AND IMPLEMENTATION SUPPORT

During the year under review the Department determined and costed the draft Norms and Standards for Staffing Districts to strengthen compliance and alignment to the Policy on the Organisation, Roles and Responsibilities of Education Districts. A comprehensive capacity-building programme for District Directors, data specialists in districts and district support staff, which included personal assistants and secretaries of District Directors, was rolled out to improve district support to schools as well as the human resource capacity in districts.

The training focused on data management, analysis, reporting and utilisation. A survey to determine school principals' rating of the support they received from district offices was conducted in a random sample of 1 134 schools (126 per province) nationally. Data was captured, cleaned and analysed and a preliminary report produced. Over 80% of the targeted schools participated in the survey.

The Recruitment and Selection Criteria Guideline to ensure that the right people are appointed in the right roles in districts was finalised. The guideline will be implemented by provinces to inform recruitment and selection processes for the appointment of district officials. During the year under review, national workshops and on-site visits took place to support and strengthen district operations. An Excellence Awards ceremony to reward and recognise districts and schools for consistent and improved performance was also held.

Mentoring Programme for Chronically Underperforming Districts

The mentoring programme in the 2015/16 financial year focused on supporting District and Circuit Managers in struggling districts to improve their management processes and systems towards quality support to schools. Findings from the work done by mentors highlighted four critical areas in which to strengthen broader work with districts:

- District planning and implementation monitoring;
- Timely filling of critical vacancies at district and school level;
- Circuit Manager development; and
- Rationalisation of schools.

A total of 89 visits to selected districts were made in the 2015/16 financial year.

Table 31: Breakdown of visits to districts

MENTOR	DISTRICT	NO. OF VISITS
Margaret Sandlane	Dutywa	10
	Libode	9
	Lusikisiki	13
Babsy Matabane	Butterworth	9
	Mbizana	8
	Mount Frere	7
	Qumbu	10
Martin Human	Grahamstown	7
	Fort Beaufort	7
	Sterkspruit	9
TOTAL		89

SCHOOL-LEVEL PLANNING AND IMPLEMENTATION SUPPORT

The continual improvement of the quality of education in schools remains at the centre of the work of this unit. For the 2015/16 financial year School Improvement Support Coordinators (SISCO) worked with 187 Circuit Managers to assist them to develop specific interventions to support schools – based on available administrative and performance data. In this process the SISCO team supported a total of 5 517 schools, working with and through districts and circuits. During the year under review, SISCO also participated in the pre-closure School Readiness Monitoring exercise, where 1 734 schools were supported. In addition, SISCO were also utilised to support 45 selected underperforming schools in the Eastern Cape, KwaZulu-Natal and Limpopo, and to monitor the 2015 NSC examinations.

PROVINCIAL MONITORING

The DBE Call Centre

The Call Centre resolved 8 716 cases that were received through the toll-free line between 1 April 2015 and March 2016. There were 2 412 cases in the first quarter, 2 527 in the second quarter, 1 694 in the third quarter and 2 083 in the fourth quarter. The most common queries related to the replacement of matric certificates, registration to rewrite matric, admissions, Funza Lushaka bursaries, pensions and Kha Ri Gude. Follow-up calls were made to members of the public and they were asked to rate the service from the DBE Call Centre. 71% rated it as good, 26% said it was satisfactory and only 3% rated it as poor.

Presidential Hotline (PHL)

Resolution rate for the Department

The Department managed the successful resolution of cases that were referred from the Presidential Hotline. The highest resolution rate was 100% obtained in May and June 2015 while the lowest was 99.45% obtained in January and February 2016. A total of 29 cases received during the period were resolved. The decline in the number of cases received could be an indication of the sector's success in resolving cases before they are escalated to the Presidency.

A telephonic survey that was conducted by the Presidency to determine the level of satisfaction of the Department customers showed that the Department rendered a quality service and exceeded the 70% target set by the Presidency.

Working with the Provincial Education Departments (PEDs)

The provincial support strategies implemented during the year yielded results. Three provincial education departments (PEDs) – Eastern Cape (EC), KwaZulu-Natal (KZN) and North West (NW) – whose performance had been below the required 90% benchmark set by the Presidency, improved. The resolution rate for EC improved from 57.55% in February 2015 to 74.51% in February 2016. KZN and NW improved from 66.17% to 74.87% and 71.14% to 77.14% respectively.

Table 32: Resolution rates in three provinces by quarter.

	Months	Eastern Cape	KwaZulu-Natal	North West
First Quarter	May 2015	72.98%	63.70%	68.75%
	June 2015	74.80%	62.91%	67.84%
Second Quarter	July 2015	76.43%	77.22%	81.66%
	August 2015	75.12%	76.76%	79.91%
Third Quarter	October 2015	77.60%	75.44%	79.91%
	November 2015	77.04%	74.97%	79.66%
	December 2015	77.45%	74.59%	79.41%
Fourth Quarter	January 2016	76.8%	74.97%	78.10%
	February 2016	74.51%	74.87%	77.14%

The remaining six PEDs have been consistent in achieving the required 90% benchmark.

Website enquiries

The Department received a total of 678 enquiries received via email that were resolved. There were no outstanding enquiries at the end of the reported period.

Walk-ins

A total of 65 cases were resolved in consultation with the PEDs. The Department has developed strategies to resolve persistent problems reported through the Call Centre.

School Calendars

School calendars are developed for proper planning by the sector. The calendar for a particular year must be available at least 18 months in advance. The Department has completed the development and publication processes of the 2017 and 2018 School Calendars:

- The 2017 School Calendar was published in Government Gazette 39353 on 30 October 2015; and
- The proposed 2018 School Calendar was published in Government Gazette 39634 on 29 January 2016 to invite comment from the public.

The Department is preparing the Draft 2019 School Calendar. Comments from provincial education departments and stakeholders are awaited and the process will be completed during the next financial year.

Ministerial Oversight Support: National Outreach Programme

The Minister and the Deputy Minister, together with senior officials of the Department, must exercise oversight of the Provincial Departments of Education, according to the NEPA. For the period under review, the Department:

- Visited 21 schools in the Lusikisiki District in the Eastern Cape, Limpopo and Mpumalanga to assess school readiness for 2016. Challenges that were reported by the schools were reported to the district office;
- Visited seven schools in the Lady Frere District, Eastern Cape, to support the Portfolio and Select Committees on their oversight visit in the district;
- Visited KwaZulu-Natal to support the Portfolio Committee on its oversight visit in the province;
- Visited three schools in the Qumbu District to support the Deputy Minister on his visit to assess school readiness for 2016. The visit culminated in an imbizo where the Deputy Minister addressed principals of schools, school governing bodies (SGBs) and parents in the circuit;
- Visited three schools in the Cape Winelands District, De Doorns, to support the Deputy Minister on his visit to assess school readiness for 2016;
- Followed up on the issues that were raised by the schools during the Deputy Minister's visits and drafted letters to the MECs for Eastern Cape and Western Cape notifying them about outstanding issues;
- Supported the Minister for Social Development on her follow-up visit to De Doorns, to assess progress since the last visit by the former Deputy President. A letter was drafted for the Minister's signature to alert the Education MEC for the Western Cape about issues that needed the attention of the WCED;
- Supported the Minister of Social Development on her visit to the Popo Molefe informal settlement, Rustenburg, North West. A letter to the Head of Department for North West alerting him to the lack of schools in the area was drafted and signed by the Director-General;
- Visited Mthatha District, Eastern Cape, Metro South District, Western Cape, and Bochabela District, Free State, to launch the Drop All and Read Campaign. 1 200 books were donated to three churches;
- Schools were visited in Bohlabela District in Mpumalanga to support the Portfolio Committee on its oversight visit;
- The Free State Department of Education was visited to support the Select Committee on Basic Education and Recreation on its oversight visit to the province;
- Visited the Eastern Cape, Free State, KwaZulu-Natal, Northern Cape and Western Cape education departments to assess spending for the 2014/15 and 2015/16 financial years;
- Supported the Minister on her visit to Masivuke Primary School (Metro South District) to celebrate International Literacy Day on 8 September 2015; and
- Supported the Minister on her visit to Limpopo to meet with the MEC and Senior Management of the Limpopo Department of Education to discuss the progress report on Section 100 (1) (a) intervention.

Correspondence

The Department worked with PEDs to resolve 70% of the cases that were reported to the Department. These related to challenges regarding the admission of learners, complaints about ill-treatment of learners by teachers, payment of pension benefits, complaints related to mismanagement of funds in schools and challenges related to infrastructure.

Submissions and letters for the Minister and the Director-General's signatures were compiled in response to memoranda from the Director-General. These were in relation to HR matters, complaints about ill-treatment of learners in schools and the quality of services that parents received in schools.

School Readiness Assessments for 2016

A total of 931 schools from 50 education districts in the country: Eastern Cape (55), Free State (34), Gauteng (138), KZN (255), Limpopo (198), Mpumalanga (82), North West (80), Northern Cape (16) and Western Cape (73) were visited to assess their readiness for 2016.

In general, schools were ready for the start of the 2016 academic year. However, 788 schools were identified as having challenges with admissions and learner registration, planning, availability of teachers, learning and teaching support material (LTSM), including workbooks, and infrastructure, particularly school furniture and ablution facilities.

Visits to follow up on the 2016 School Readiness Assessment

The follow-up visits by Departmental officials were scheduled for the second term. The focus was on schools that were visited in January 2016 where serious challenges were observed. In preparation for the visits, the Chief Directorate prepared the Director-General's submission and letters to the Heads of Departments requesting them to advise the Director-General on the extent to which reported challenges, especially vacant posts, had been addressed.

4.4.5.5 THE NATIONAL EDUCATION EVALUATION AND DEVELOPMENT UNIT (NEEDU)

In its evaluation of the provinces, district and schools, NEEDU strives to perform its duties in the interest of improving education. To do this, NEEDU uses its systemic evaluation to make focused and targeted recommendations to leaders at different layers in the system to assist them in making changes which will result in a quality education for all learners.

Recognising the disproportionate and unequal nature of the system of education, NEEDU analyses and identifies methods and strategies for achieving equity and equality in the provision of quality education, evaluates the manner in which the national Department and the provincial education departments (including districts) support, monitor and evaluate schools, and evaluates the state of schools in general and the quality of school leadership, teaching and learning in particular.

Twenty-seven districts and 176 special schools were evaluated. Evaluations focused on 10 areas of operation, namely learner access, curriculum programmes, teacher quality and support, monitoring of learning, learner support, assessing learners and use of data, school governance, availability and use of learning and teaching support materials (LTSM) and assistive devices, time management, and non-teaching staff. A total of 203 reports, one for every site visited, were prepared. These reports will be collated into a national report.

District and school reports were organised under themes. For each sub-theme in the school reports, a list of best practices was included to guide schools. These best practices were extrapolated from various policies, guidelines and legislation pertaining to special school management and functions. They reflect the current best practices expected of all special schools. The district evaluations, on the other hand, focused on assessing the efficiency and effectiveness of the district personnel's support to Senior Management Teams (SMTs), teachers and School Governing Bodies (SGBs) in special schools.

NEEDU examined and analysed evidence collected through interviews and document analysis from the districts to establish how the districts had put systems in place to realise the vision of Education White Paper 6—Special Needs Education (2001), particularly, “the development of an inclusive education and training system that will uncover and address barriers to learning, and recognise and accommodate the diverse range of learning needs.”

4.4.6. STRATEGIC OBJECTIVES, PERFORMANCE INDICATORS, PLANNED TARGETS AND ACTUAL ACHIEVEMENTS

Table 33: Programme 4 Strategic Objectives, Performance Indicators, Planned Targets and Actual Achievements

PROGRAMME 4: PLANNING, INFORMATION AND ASSESSMENT					
Strategic Objective	Programme Performance Indicator	2014/15		2015/16	
		Actual Achievement	Planned Target	Actual Achievement	Deviation from Planned Target
Administer, monitor and report on all standardised national assessments.	Valid and reliable data on learner results on performance in ANA.	<p>The following reports were produced:</p> <ul style="list-style-type: none"> National ANA report Diagnostic report 	<ul style="list-style-type: none"> National ANA report Diagnostic report Annual ANA district report 	None.	3 reports
	Valid and reliable data on learner results on performance in NSC.	<p>The following reports were produced:</p> <ul style="list-style-type: none"> Technical Report. School statistics report. School subject reports. 	<p>4 National Exam Reports on learner performance in Grade 12:</p> <ul style="list-style-type: none"> a. Technical Report; b. Detailed Schools statistics Report; c. Diagnostic report in selected subjects; and d. Report on schools statistics indicating 3-year performance in selected subjects. 	<p>Four reports produced:</p> <ul style="list-style-type: none"> a. Diagnostic report b. School Performance Report c. School Subject Report d. Technical Report. 	-
					<p>Learner results were not available due to the impasse between the Department and teacher unions. However, the ANA was administered to a small number of schools (approximately 3 500 schools), and the data will be captured and analysed. A national report cannot be compiled since the schools that administered ANA are not representative of the 25 000 schools. The teacher unions and Department constituted a task team which has completed the redesigned Concept Document on the National Assessment Programme.</p> <p>None</p>

PROGRAMME 4: PLANNING, INFORMATION AND ASSESSMENT						
Strategic Objective	Programme Performance Indicator	2014/15		2015/16		
		Actual Achievement	Planned Target	Actual Achievement	Deviation from Planned Target	Comment on variances
Provide schools with basic infrastructure to contribute towards quality learning.	Percentage of schools provided with sanitation facilities.	-	99%	99%: 23 500 schools with sanitation facilities / 23 595 schools X100	-	None
	Percentage of schools provided with water.	-	98%	98%: 23 172 schools with water source / 23 595 schools. X100	-	None
	Percentage of schools provided with electricity.	-	96%	96%: 22 754 schools with electricity source supply/ 23 595 schools X100	-	None
Strengthen the utilisation of information systems available in schools for management purposes.	Percentage of public schools that use the schools administration and management systems to electronically provide data to the national learner tracking system.	-	60%	All quarters – 88.4% 21 233 using SA-SAMS/ 24 030 total no. of schools X100	+28.4%	A series of training sessions was held for training of users, districts & principals in the use of SA-SAMS. An advocacy campaign was held in support of the use of SA-SAMS by all provinces. HEDCOM & Council of Education Ministers have also been supporting the use of SA-SAMS.
Strengthen the capacity of district offices to support schools.	Number of officials from districts that achieved less than 65% in the NSC participating in a mentoring programme.	31	24	36	+12	District Directors recommended that more circuit managers from low performing circuits be included in the programme. As a result 12 additional circuit officers were included.
	Percentage of principals rating the support of district offices as satisfactory.	-	60%	69.3% 629 principals rated support as satisfactory/ 908 principals participated in the survey. X100	+9.3%	There is a significant improvement in the support that districts are giving to schools since districts were identified as one of the non-negotiables of the Minister. There has been more focus on districts and their support to schools.
	Percentage of district managers assessed against developed criteria.	-	65%	65.4% 53 district managers assessed/ 81 districts X100	+0.4%	Since 1 April 2015, it has become compulsory that all district directors appointed at SMS level must undertake a competency assessment. Thus marking a slightly increased output in the indicator.

4.4.7 STRATEGIES TO OVERCOME AREAS OF UNDERPERFORMANCE

None.

4.4.8 CHANGES TO PLANNED TARGETS

None.

4.4.9 LINKING PERFORMANCE TO BUDGET

Table 34: Programme 4 Linking Performance to Budgets

Programme 4: Planning, Information and Assessment						
	2015/16			2014/15		
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	3 112	3 100	12	2 901	2 896	5
Payment for capital assets	-	-	-	-	-	-
Payments for financial assets	12	-	12	-	-	-
4.2 Information Management Systems						
Current payment	37 529	39 459	(1 930)	42 126	41 988	138
Transfers and subsidies	170	169	1	11	9	2
Payment for capital assets	142	76	66	109	114	(5)
Payments for financial assets	-	-	-	5 000	5 000	-
4.3 School Infrastructure						
Current payment	128 297	262 500	(134 203)	35 417	143 466	(108 049)
Transfers and subsidies	9 354 451	9 354 485	(34)	7 326 672	7 326 667	5
Payment for capital assets	1 926 310	1 368 291	558 019	2 513 697	2 407 962	105 735
Payments for financial assets	4	4	-	-	-	-
4.4 National Assessments and Public Examinations						
Current payments	289 056	260 816	28 240	273 252	267 678	5 574
Transfers and subsidies	116 143	116 140	3	110 556	110 552	4
Payment of capital assets	693	148	545	652	87	565
Payments for financial assets	17	27	(10)	-	-	-

Programme 4: Planning, Information and Assessment						
	2015/16			2014/15		
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
4.5 National Education Evaluation and Development Unit						
Current payments	21 830	25 503	(3 673)	20 177	25 685	(5 508)
Transfers and subsidies	-	24	(24)	174	165	9
Payment of capital assets	515	50	465	862	431	431
Payments for financial assets	-	3	(3)	-	-	-
4.6 Plan and Delivery Oversight Unit						
Current payments	21 296	21 057	239	34 760	33 043	1 717
Transfers and subsidies	60 005	60 005	-	63 012	63 010	2
Payment of capital assets	176	44	132	299	122	177
Payments for financial assets	6	5	1	-	-	-
TOTAL	11 959 764	11 511 906	447 858	10 429 677	10 428 875	802

4.5. PROGRAMME FIVE: 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

- Strengthen school management and promote functional schools.
- 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 well-being of learners because physical and psychological health are important in themselves. In this regard, schools are used as vehicles for promoting access for learners to a range of public services, as per Action Plan to 2019: Towards the Realisation of Schooling 2030. The Programme contributes to the following sector goal on learner well-being:

Goal 25: Use schools as vehicles for promoting access to a range of public services among learners in areas such as health, poverty alleviation, sport and culture.

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 provincial education departments in developing policy, providing guidelines and institutionalising support in these core policy areas, the Department contributes to the improved quality of basic education with a special focus on learner well-being. The activities of this programme in the period under review, as resourced by Vote 14, are elaborated below.

4.5.5 PROGRAMME SUMMARY AND PERFORMANCE INFORMATION

4.5.5.1 CARE AND SUPPORT IN SCHOOLS

a. HEALTH PROMOTION

Print and disseminate the Care and Support for Teaching and Learning handbook and posters

The annual target for this activity was to print and disseminate 1 500 copies of the CSTL handbook to CSTL schools. However, the target was not achieved. The non-achievement was as a result of the revisions that were made in the handbook. These included defining the minimum package for the tenth priority area (a rights-based, socially inclusive and cohesive school) and the inclusion of the indicators for this priority area. The Director-General approved the foreword for the handbook. It is envisaged that printing will be done in the next financial year, due to further changes and editing required by the Department.

Conduct monitoring visits in CSTL schools in all provinces

Twenty monitoring visits were targeted for the current financial year and a total of thirty six schools were visited. The Department exceeded the target for monitoring visits by sixteen schools. In Quarter 1, seven schools were monitored in the Northern Cape on 14–17 April 2015. Schools visited were Pniel-Landgoed Primary School, DL Jansen Primary School, Barkly West High School, Tetlanyo Secondary School, Gamagara Secondary School, Deben Primary School and !Xunkheswa Combined School.

During Quarter 2, fifteen schools were visited; seven schools in Limpopo and eight schools in Mpumalanga. These were Spar Park, Hleketani, Mmamakwa and Mmampatile primary schools, as well as Raeleng, Maope, and Bela-Bela secondary schools. Eight other monitoring visits were conducted in Mpumalanga at Phumula, Wesselton, Umsebe, Thandeka and Ilifa-lethu primary schools as well as Jandrell, Kiriathshwane and Jerry Masuku secondary schools. No visits were conducted in Quarter 3 due to the assessment period in schools.

In Quarter 4, fourteen monitoring visits were conducted in the Eastern Cape and Free State. Eight schools were monitored in the East London District, Eastern Cape, on 13–15 January 2016: Gil Ntoni Senior Primary, Nontombi Matta Junior Primary, Siyanda Junior Primary, Loyiso Senior Secondary, Moses Mabhida Senior Secondary, Nzuzo Junior Primary, Tom Panyana Junior Primary and Siyavuya Senior Primary. Five monitoring visits were conducted in Lejweleputswa District, Free State, on 2–5 February 2016: Marobe Primary, Pheello Secondary, Dieketseng Primary, Mamello Secondary and Bluegum Bosch Secondary.

The variance in the monitoring visits occurred because of the additional funding provided by the Swiss Agency for Development and Cooperation (SDC) for implementation of the Care and Support for Teaching Programme. In addition, monitoring visits were coupled with other activities such as the training of schools and school readiness monitoring.

Conduct CSTL school level training in three Education Collaboration Framework (ECF) districts

For the current financial year, the target was to conduct school level training in three ECF districts: Waterberg and Vhembe in Limpopo, and Pinetown in KwaZulu-Natal. The target was not achieved as the training was only done in Waterberg and Vhembe Districts in Limpopo. The variance was due to the lack of funds to conduct training in the third ECF district. A total of 278 officials were trained in Limpopo on the CSTL Programme implementation guidelines and tools as well as on the CSTL handbook. Officials from Free State and Mpumalanga were also trained. In total, 343 officials were trained on the CSTL Programme nationally.

Table 35: CSTL Training

DATE	PROVINCE	DISTRICT	PARTICIPANTS
28–29 August 2015	Limpopo	Vhembe District	74
4–5 September 2015	Limpopo	Vhembe District	79
13–12 June 2015	Limpopo	Waterberg District	44
19–20 June 2015	Limpopo	Waterberg District	36
26–27 June 2015	Limpopo	Waterberg District	45
2–4 September 2015	Mpumalanga	Gert Sibande District	34
4 February 2016	Free State	Lejweleputswa District	31
TOTAL			343

Work with SA-SAMS to include CSTL indicators

The target was to include CSTL indicators in the SA-SAMS. No progress was made in this regard. A budget of R250 000 was made available by the SDC for this activity, but the activity was not conducted because the budget was insufficient. Meetings were held with the EMIS Directorate and Government Information and Technology (GITO) Directorate in May 2015. However, the meetings did not yield any positive results.

Participation in the implementation of the SADC Regional Programme

During the reported period, the Department participated in the Regional Workshop on the Southern African Development Community Secretariat (SADC) Care and Support for Teaching and Learning Policy and Monitoring and Evaluation Frameworks that was held on 12–13 October 2015 in Johannesburg. During the meeting the Department shared its experience of the development of the Care and Support for Teaching and Learning Monitoring, Evaluation and Reporting Framework.

The Department participated in the SADC Care and Support for Teaching and Learning Programme Steering Committee and Sharing Meetings that were held on 23–25 November 2015 in Cape Town. During the meetings, the Department reported on the progress made in the provision of care and support in schools. The Department also shared its experiences of the implementation of the Keeping Girls in Schools Programme.

Branch workshop on the Care and support for Teaching and Learning Programme

A workshop on the Care and Support for Teaching and Learning Programme was held on 10 November 2015, to review and discuss progress on implementation and offer a platform for provinces to share and learn best practices. The meeting also discussed the addition of the tenth pillar to the nine CSTL priority areas. Sixty-two officials from the national and provincial offices attended the meeting.

HIV and AIDS Life Skills Education Programme

Management of the HIV and AIDS Life Skills Education Programme

During April 2015, the then Acting Director-General approved all nine provincial business plans for the 2015/16 financial year. The quarterly tranches of the provincial allocations were transferred in April 2015, July 2015, October 2015 and January 2016 to all provinces. During the course of the financial year, provincial expenditure against the allocated budget was monitored to ensure compliance with activities in the approved business plans. Provincial monthly and quarterly reports on the implementation of the programme were received from all provinces. These contributed a great deal to the consolidation of national quarterly reports to National Treasury. All Department monthly expenditure reports and quarterly reports for the grant were submitted on time.

The two main activities on the work plan (apart from managing provincial implementation of the programme) included monitoring and support of educator training on sexual and reproductive health, as well as procurement and distribution of learning and teaching support materials on sexual and reproductive health for learners. Both activities were implemented smoothly with provinces procuring services on time in order to achieve the quarterly targets.

Educator training on sexual and reproductive health for learners

The annual target was to train 19 250 educators. The cumulative target from Quarter 1 to Quarter 3 was to train 16 650 educators. Timely provincial approval of bid specifications for educator training enabled provinces to train educators from Quarter 1 of the financial year, unlike in previous financial years. This resulted in 19 237 educators being trained by the end of March 2016.

Procurement and distribution of Learning and Teaching Support Materials

The annual target for this focal area was to procure and distribute 525 000 copies of LTSM to 18 800 selected schools during this financial year. Provinces procured and distributed 554 950 sets of LTSM to 19 700 schools. The target was exceeded by 900 schools and by 29 950 sets of LTSM. Sets of LTSM that were to be distributed to schools during the 2014/15 financial year were only distributed over the period of April/May 2015, due to delayed approval of bids during the previous financial year. The material was reported during this financial year, as payment was effected from the 2015/16 financial year as accruals. In addition, National Treasury did not approve the rollover of funds for the respective provinces, due to recurring under-expenditure. It is therefore appropriate to report on these in this financial year.

HIV and TB Programme

Legislative process to finalise the Department policy on HIV, STIs and TB

The Draft National Policy on HIV, STIs and TB was approved and gazetted for public comments from 5 May to 19 June 2015. Comments were compiled and submitted to the Director-General in July 2015 for approval. In addition, a consultant was appointed by UNESCO in November 2015 to provide technical support to finalise the Draft HIV, STI and TB Policy. The draft policy was further revised at a meeting to clarify some legal related implications in the policy.

Legislative process to finalise the Draft DBE National Policy on the Prevention and Management of Learner Pregnancy

The current draft policy was revised to incorporate various elements on learner support, provision of comprehensive sexuality education and the roles of different stakeholders, among other issues. Subsequently, a meeting was held to review the draft Learner Pregnancy Policy and to get input and advice from Legal Services. The revised draft was then submitted to the Director-General's office for his comments in October 2015. A request to UNESCO to fund a consultant to analyse, consult and revise the draft was made and UNESCO advertised the terms of reference in November 2015, 15 January and 8 February 2016, due to the unsuitability of applicants. Discussions between the Department and UNESCO were under way to finalise the appointment of a technical consultant or consultants by the end of March 2016.

Kick TB activation support in provinces as part of the build-up of activities towards DBE's 2016 World TB Day Commemoration

The Department has participated in the Kick TB activations and commemoration of World TB Day since 2015. During this financial year, Kick TB activations were undertaken in 24 primary schools in the Western Cape. Approximately 22 840 learners in the Metro South and the West Coast districts were reached between 28 July and 7 August 2015.

In preparation for the 2016 World TB Day commemoration, there were discussions with Northern Cape and other provinces on the implementation of TB Month build-up activities and the commemoration. A meeting was held with the Kick TB team on 25 February 2016 to discuss the roll-out and commemoration support in the Northern Cape. A meeting was held with the University Research Co. (URC) on 2 March 2016 to discuss possible partnership and support for Department's TB Programme as well as World TB Month activities through URC's TB II Programme.

Monitoring of the implementation of the TB policy and Sexual & Reproductive Health (SRH) programme.

During this period, 20 schools were monitored in Bojale District in Mpumalanga, Waterberg in Limpopo, Johannesburg South in Gauteng and Metro South in the Western Cape. Monitoring was focused on the implementation of the Care and Support in Schools programmes: National Schools Nutrition Programme (NSNP), Psychosocial Support, CSTL, HIV and AIDS Life Skills Education Programme, Integrated School Health Programme (ISHP), Peer Education and (March 2016) the roll-out of the deworming programme.

Integrated School Health Programme

Facilitation of early identification and treatment of health barriers to learning

The annual target was to provide health services to 610 000 learners through the Integrated School Health Programme (ISHP). A total of 882 151 learners received health services between April 2015 and March 2016. A total of 229 554 Grade 4 girls received the Human Papillomavirus (HPV) vaccination during August 2015. Grade 4 girls received HPV vaccination and health education from 16 February to 11 March 2016 but the programme data is not yet available.

Altogether, a total of 1 111 705 learners received health services. Therefore, the target was exceeded.

The dates for HPV implementation during 2016 were determined and provincial coordinators were notified. Meetings to finalise arrangements for the HPV implementation were conducted with DOH. Health education was provided to learners on puberty, hygiene, healthy lifestyle and safety.

Support provided to provinces on ISHP implementation

The annual target set to monitor 15 schools on the implementation of the ISHP was achieved. A teleconference with all DOH, DBE and DSD provincial coordinators was held on 15 April 2015. Matters discussed included the finalisation of provincial implementation plans, the deworming programme, the HPV vaccination campaign, data management, as well as barriers to implementation. All nine provinces submitted finalised implementation plans. Quarterly progress reports will be submitted.

Strengthen partnerships with experts to enrich the ISHP implementation

To strengthen the ISHP, the following meetings took place:

- The ISHP task team meetings were held on 22 April, 20 May, 24 June, 22 July, 19 August, 23 September, 21 October, 9 December 2015, 13 January and 9 March 2016;
- The ISHP interprovincial meeting was held on 11–12 November 2016.

The following meetings with prospective partners were held in support of the ISHP:

- Mr Oscar Makobe, regarding teenage pregnancy in schools;
- Inputs on Durex material on 15 May 2015;
- A feedback meeting on Reducing Maternal and Child Mortality through Strengthening Primary Care collaboration and achievements on 17 June 2015;
- The Catholic Institute of Education (CIE) met with the task team on possible collaboration on ISHP implementation;
- A meeting was held with a service provider in the Western Cape regarding provision of first aid kits, screens and beds for sick bays;
- Mr Majozi, of Senior Phase Resources, regarding online support to learners;
- Professor Nkondo of Bliss Holdings, who presented a school-centred emergency intervention kit developed by Bliss Holdings and Unisa;
- The World Health Organisation (WHO), on the roll-out of the deworming programme, as well as the mapping of neglected tropical diseases;
- Sweetchadda Entertainment, regarding an oral health programme in Tshwane schools;
- Mrs E Francis of Learn-Grow-Change, which offers a variety of training programmes as well as direct services to children in the form of therapeutic groups and camps;
- See Well Study Well, an optometrist company that wishes to provide eye screening and services to learners; and
- Ms J Scotland from eMoyo, on providing hearing screening to learners.

Deworming Programme

Distribution of medication

On 4 June 2015, the WHO granted approval of the donation of 7 million Mebendazole tablets. The WHO was listed as the consignee for exemption from import duty. The Medicines Control Council (MCC) approval of the Section 36 exemption was finalised on 19 June 2015. The WHO and Johnson & Johnson were notified to begin production of the tablets.

The 7 million Mebendazole tablets arrived in Durban harbour on 16 September 2015. Johnson & Johnson took samples which were quality assured in Portugal. From 1 to 15 December 2015, Johnson & Johnson distributed the medication to provincial health depots. On 2 February 2016, the waybills were provided to Department as proof of delivery. In order to standardise messaging, provincial-specific compact discs were provided to the provincial coordinators of Pharmaceutical Services, HPV, NSNP and ISHP (both DOH and DBE), as well as national NSNP colleagues, indicating:

- The number of boxes of medication distributed to DOH provincial depots;
- The distribution of boxes of medication from provincial depots to district and sub-district depots;
- A list of Quintile 1–3 schools with Grades R–7, including the number of learners per school per health district;
- A list of schools without Grade 4 which were targeted for deworming as well;
- A DOH notice of the donated Mebendazole for the School Health Programme;
- A DOH letter to provinces indicating the acceptance and distribution of the donated tablets;
- The Medicines Control Council (MCC) approval of the donation; and
- The MCC's approval that educators administer the Mebendazole tablets to learners.

The launch of the national school deworming programme

The National School Deworming Programme launch was held on 16 February 2016 at Zimasa Primary School, Langa, in Cape Town. In his welcome address, Dr S Naicker, Chief Director: Inclusive Education and Special Projects of the Western Cape Education Department, emphasised the need to deworm learners to ensure their optimum health was achieved. The school governing body chairperson welcomed the delegates, indicating her delight that the school was chosen to host the event.

Messages of support were received from UNICEF, Johnson & Johnson, the World Health Organisation and the Western Cape Member of the Executive Committee for Health.

The keynote address of the Minister of Basic Education focused on the call for regular, synchronised treatment of worms in high-risk groups, in line with the United Nations' Sustainable Development Goals, such as achieving universal primary education and reducing child mortality. The aims of the deworming programme are to improve children's health, reduce health barriers to learning and assist learners to stay in school and perform to the best of their abilities. The programme promotes attitudes and behaviours that will positively impact on the current and future health of learners.

The programme for the day was concluded with the Minister and her delegation visiting the classroom where learners were dewormed and given health education on hand washing, as well as where the Grade 4 girls received the Human Papillomavirus vaccination.

Deworming was rolled out in all provinces but the administration of the tablets and challenges experienced varied between and within districts. A progress report on the launch and implementation of the deworming programme was produced for the Minister. The deworming implementation was monitored in 101 schools across the provinces from 16 February to 11 March 2016 by HP and NSNP officials. Feedback on challenges experienced was provided to the ISHP task team meeting as well the provincial coordinators. Orientation material and slides were developed and approved and workshops on deworming were held in all provinces, attended by provincial and district coordinators of DBE (ISHP and NSNP) as well as DOH.

Advocacy material was provided to provincial coordinators to print and distribute to schools. A monitoring tool for programme implementation was developed. National and provincial implementation plans were developed and the reporting route was determined.

Human Papillomavirus

The World Health Organisation implemented the Post Introduction Evaluation (PIE) in provinces on the Human Papillomavirus vaccination on 10–17 October 2015. On 4 November 2015, the HPV programme was presented to the interprovincial meeting of the HIV and AIDS Life Skills Education Programme.

4.5.5.2 NATIONAL SCHOOL NUTRITION PROGRAMME (NSNP)

School Feeding ³

For the 2015/16 financial year, the programme provided daily nutritious meals to 21 177 Q1–3 primary, secondary and identified special schools nationally, reaching an average of 9 630 590 learners. The target of providing nutritious meals to 19 800 schools nationally was exceeded by 1 377 schools. The number of learners reached was 340 545 more than the previous financial year.

Programme Monitoring and Support

Two hundred schools were targeted for visits in the 2015/16 financial year. NSNP officials visited a total of 299 schools in all the provinces. The purpose of these visits was to monitor progress and support schools on the implementation of the programme, as well as supporting the deworming programme.

Monitoring reports revealed that feeding was taking place in the majority of schools visited and that the schools fed all their learners. Further observations were that the programme was generally effectively implemented. Good practices observed were the general hygiene practices such as learners washing their hands before their meals; food preparation areas being kept clean; as well as the cleanliness and protective clothing of Volunteer Food Handlers (VFHs). Storerooms were also well kept and in cases where there were no shelves, foodstuff were placed on pallets and not on the floor as was the practice in the past.

However, there were challenges common to most schools visited, such as the issue of gas storage during meal preparation, lack of storage as well as eating and cooking facilities. Gas was the common source of fuel used for cooking. The cylinders were supposed to be placed outside in a locked cage during food preparation. However, in most schools, gas cylinders posed a serious risk as they were stored inside the cooking area during food preparation, flouting Occupation Health (OH) policies and gas safety standards. The other persisting challenge was that learners had their meals outside their classrooms and were unsupervised. Schools were advised and encouraged to serve learners in a more dignified manner.

The NSNP promotes gardens in schools to develop skills and knowledge and augment nutrition. The majority of schools observed during monitoring visits had vegetable gardens in good condition; i.e. well looked after and functioning.

Healthy lifestyles, hygiene and food safety are encouraged through Nutrition Education (NE) by the NSNP. This is achieved by developing and distributing NE materials to schools. Monitoring reports revealed that the majority of schools have received the materials, either from the district or provincial officials. Other schools might not have been provided with NE materials in cases where the district offices had insufficient materials to distribute.

Nutrition Education (NE)

National Nutrition Week was celebrated at Mbatini Primary School, Bohlabela District in Mpumalanga on 13 October 2015 and at SS Madikane Primary School, Pixley Ka Seme District in Northern Cape on 15 October 2015. 1 474 learners and 58 staff members including educators, administration staff and volunteer food handlers (VFHs), participated in the programme. The learners at Mbatini Primary received 700 branded backpacks and three signage boards with printed schools emblems, safety and nutrition messages were procured for Mbatini Primary and SS Madikane Primary. Nestlé SA sponsored the lunch meal and the Young Chef Competition, and provided the schools with sporting equipment, T-shirts, caps, lunch boxes and pencil cases.

³ The number reported on the narrative is only for quintiles 1-3 which is different from the numbers reported in the indicator table which includes quintiles 4-5 schools.

Tetra Pak SA donated flavoured milk sachets and pencil cases to the learners at 10 primary schools in Mkhuhlu, Mpumalanga, and pencil cases to three primary schools in Colesberg, Northern Cape, in support of educational nutrition awareness campaigns which took place on 12 and 14 October 2015 respectively. These awareness campaigns reached 9 209 learners and 386 staff.

The Department entered into a partnership with the Embassy of France with a new concept called 'Sous Chef', in which workshops were conducted in selected schools in Bloemfontein, Durban, Johannesburg and Pretoria during National Nutrition Week. French chefs were deployed to these cities to demonstrate gastronomy and various ways of presenting healthy meals.

Gas safety booklets (9 520 copies) and 17 398 South African Food-Based Dietary Guidelines (SAFBDG) posters were printed and distributed to 37 districts in Gauteng, Free State, Mpumalanga, Northern Cape and Western Cape. The School Nutrition Educator Resource Pack to support and strengthen curriculum implementation was reviewed and submitted for approval to Senior Management.

School Gardens Programme

The programme was not allocated a budget for the 2015/16 financial year. Officials were required to solicit support from social and corporate partners for implementation. In October 2015, a Memorandum of Understanding was signed by the Gauteng Head of Department (HOD) and Spacegrow Media (Pty) Ltd to support about 70 school food gardens in three districts (Ekurhuleni South, Ekurhuleni North and Johannesburg East). Unilever, through its Sustainable Livelihood Pillars, provided financial support which will mainly be utilised for capacity building in the districts and schools. Simplified guides on gardening and nutrition education and posters were produced and distributed during an orientation workshop held in March 2016.

The Board of WesBank Fund approved the establishment of a new school food garden work stream, named Jala Peo (plant the seed), under its Food Security through Agricultural Livelihood Programme. A draft Memorandum of Understanding between the Limpopo Department of Education and Tshikululu Social Investments was finalised for input by partners. A programme will be phased in at Vhembe District starting at the Sibasa Circuit. The programme will facilitate collaboration with all tertiary education institutions in the district, with the University of Venda playing a pivotal role, to support school food gardens.

Forty-one bags containing 42 000 vines (planting material) of vitamin A-rich Orange-Fleshed Sweet Potatoes (OFSP) were distributed to 34 schools in six districts and 90 household gardens in two districts in the Western Cape. In October 2015, 20 schools from seven provinces were awarded prizes in the Nestle Community Nutrition Awards for their efforts in sustaining their vegetable gardens with limited resources.

The NSNP is initiating a process to purchase food commodities such as vegetables and milk from small holder farmers.

NSNP Best Schools Awards

The Department received nomination forms from eight provinces. KwaZulu-Natal, which had not submitted nominations for the past two years, was encouraged to participate but did not respond. The final adjudication to select the best schools and district took place on 10 December 2015. The top three schools were visited by the Department and Tiger Brands Foundation in January 2016 to authenticate the portfolios submitted. The awards ceremony will be hosted by the Minister on 1 April 2016 at the Presidential Guesthouse. For the first time, the NSNP awards have been merged with the District Awards.

Soya Mince Improvement

A total of 18 soya manufacturers and two warehouses were monitored in this financial year. In Gauteng Irwing and Majesty Oils, two Texturised Vegetable Protein (TVP) plants, were monitored and found to be non-compliant. Nedan Oils is still the only TVP manufacturer recommended in the NSNP. Two soya mince factories were monitored and Trojan was compliant while GTL was not. In KwaZulu-Natal, Thekweni Foods and Isivuno, a new manufacturer that will be included on the list for 2016/17, were monitored. In Mpumalanga, a new manufacturer, Siyakhula, was monitored and is now compliant to be listed for 2016/17.

Limpopo has had a compliant soya manufacturer, Moya Foods, since 2015/16. However, the province is not procuring from this

manufacturer as service providers buy cheaper, non-compliant products from unlisted manufacturers. Moya Foods was found still compliant during monitoring and expressed its disappointment at the Department's tolerance of non-compliant products in Limpopo.

In the Western Cape, Nutriplus is the approved manufacturer. In the North West, Super Soya is still not compliant after numerous interventions by the NSNP; Nutritional Foods is compliant. Although the Eastern Cape has replaced soya mince with chicken, there is a manufacturer in the Port Elizabeth area who has shown interest in the NSNP.

Meetings were held with Diva in the Western Cape aimed at correcting their packaging, which was non-compliant from 2012 when they supplied Peninsula School Feeding. BizBox in Gauteng provided canned chicken livers and has since sent in the approved laboratory results. The list of compliant soya providers will be uploaded on the Department website for all stakeholders once approval is granted by the Department's Senior Management. Gauteng is the leading province in monitoring the quality of soya products, Western Cape is also on track and KwaZulu-Natal is making progress.

Partnerships

The Department is currently supporting three breakfast programmes implemented through partnerships: Kelloggs South Africa (20 schools), Pioneer Foods (25 schools) and Tiger Brands Foundation (81 schools). These partners offer a number of their porridge brands as part of the breakfast programmes for learners that support the NSNP lunch.

The Vodacom monitoring solution pilot in 27 schools in Masemola District, Sekhukhune, was completed and the report is available. Limpopo indicated its wish to roll out the programme to the whole Sekhukhune District.

A Memorandum of Agreement was finalised with Dettol, a subsidiary of Reckitt Benckiser, in support of hygiene and safety. The campaign will include a poster for schools on hand washing, a hand washing television advert as well as a roadshow focusing on hygiene practices to schools.

The Department is participating in an inter-sectoral committee which developed a draft National Food and Nutrition Security Plan for South Africa.

4.5.5.3 PSYCHOSOCIAL SUPPORT

A draft Psychosocial Support Strategy (PSS) was developed and consulted on. The strategy aims to give guidance on institutionalising psychosocial support in the basic education sector.

The process included a desktop preparation at Directorate level. Following this, consultations were held with the Technical Reference Group for Psychosocial Support in Basic Education and a national consultative meeting on the draft psychosocial support strategy was also held on 14 October 2015 to obtain feedback from stakeholders. A consultant was recruited in October 2015 to objectively review the draft strategy as well as develop its monitoring and evaluation plan (these were achieved).

The consultant interviewed Department officials in the Inclusive Education; Research Coordination, Monitoring and Evaluation; Education Management and Governance Development and EMIS Directorates, and SA-SAMS. Other interviews were also held with Gauteng PED Directorates for Inclusive Education and Psychosocial Support and four schools in Gauteng to guide the development of indicators.

An interprovincial meeting was held on 24 February 2016 at the Department, in collaboration with the Inclusive Education Directorate, to solicit inputs on the draft PSS strategy from the provinces. Eight PEDs were represented by officials who are responsible for management of Inclusive Education and / or Psychosocial Support.

The Department had requested financial support from the NECT through the office of the Director-General in 2014 to improve access to services for learners in either the Waterberg or Vhembe Districts. Bela-Bela in Waterberg was selected due to its high rates of substance abuse, child abuse, poverty and other social ills.

In 2015, the PSS Directorate was requested by the office of the Deputy Director-General for Branch S to work with the NECT on the project. Planning of the project began during the last quarter of the 2014/15 financial year where a task team was set up to advise the NECT and the Department on the project. A psychosocial screening tool was developed by Unisa in collaboration with the Directorate and the NECT, which was also presented to the national task team for the Integrated School Health Programme. Eleven schools out of 22 were selected for the project to do parallel screening of health and psychosocial issues.

The screening took place from 13–17 April 2015. Six social workers from DSD and Childline, a psychometrist (from Warmbaths Hospital) and two occupational therapists from a hospital in Modimolle were mobilised to administer the Psychosocial Assessment Tool. Some of the learners had been pre-identified by the educators and reported to the social workers. The schools and number of children screened are indicated below. The data was collated by the NECT.

Table 36: Schools and learners health and psychosocial screening in Bela-Bela, Waterberg

Schools	Number of learners screened						REFERRED HEALTH										No: screened PSS				Onsite services		
	Male	Female	Total	Grade 1	Grade 4	Grade 8	Grade 10	Underweight	Overweight	Oral Health	Vision/Eye	Hearing	Speech	Psychosocial DSD & Childline	Psychosocial PSS tool	Psychosocial tool by psychometrist	Suspected TB	Other	6yr TD given	12 yr TD given	Minor Ailment		
Pienaars Primary	65	89	154	61	93	0	0	9	8	115	22	19	0	2	23	36	0	0	0	0	0		
Modderspruit Primary	8	6	14	6	8	0	0	0	0	5	0	1	0	4	1	0	0	0	0	0	0		
Mmalebone Primary	14	4	18	11	7	0	0	1	0	2	0	0	0	4	5	0	0	0	0	0	0		
Ulando Primary	12	23	35	35	0	0	0	3	1	6	0	5	0	1	7	0	0	0	0	0	0		
Renoster Primary	14	14	28	16	12	0	0	4	0	2	0	1	0	3	0	10	0	0	0	0	0		
Albert Luthuli Primary	97	56	153	153	0	0	0	3	0	6	0	0	0	8	6	9	0	1	0	0	2		
Blauwbosch Primary	91	76	167	49	118	0	0	7	1	14	4	10	0	10	5	14	0	0	2	0	0		
Maope Secondary	71	113	184	0	0	184	0	3	9	82	14	16	1	0	21	0	0	0	0	0	0		
Raeleng Secondary	65	45	110	0	0	110	0	2	3	19	14	0	1	2	0	0	0	0	0	0	0		
Vingerkraal Secondary	18	18	36	0	0	23	13	0	3	0	2	5	0	7	0	9	0	0	0	0	0		
Batho Pele Secondary	35	33	68	0	0	0	68	0	9	53	31	17	0	20	0	14	0	0	0	0	0		
TOTAL	490	477	967	331	238	317	81	32	34	304	87	74	2	61	68	92	0	1	2	0	2		

Supporting and monitoring of the Bela-Bela project

The officials from the DSD indicated that they would be responsible for following up on the learners that they directly screened and those referred to them by the educators.

During a follow-up meeting with all the schools regarding referred learners, hosted at Mmamakwa Primary School, it was reported by social workers from the DSD that a social worker from their office had been allocated to support schools.

The Directorate invited the social worker to the monitoring visit undertaken on 1 October 2015 at Mmalebone and Modderspruit Primary Schools to introduce her and present the identified challenges at the schools. The visit was undertaken together with the provincial education department.

Table 37: Monitoring visits to schools

Name of School and Quintile	Grades	Enrolment and Numbers of Educators	Date visited
Mmalebone Primary (Q1)	R-7	91 Learners 3 Educators	01.10.2015
Modderspruit Primary (Q1)	R-7	96 Learners 3 Educators	01.10.2015
Maope Secondary (Q3)	8-12	1 258 Learners 41 Educators	17.03.2016
Spar Park (Q3)	-	1 094 Learners 30 Educators	17.03.2016

Increase knowledge and capacity of provinces, districts and schools to institutionalise PSS

The Department compiled a pamphlet on supporting learners during examinations. It was published in the Department's *Thuto* Newsletter Volume 67 on 12 November 2015, with the title "Minimising learner stress during exams".

4.5.5.4 PARTNERSHIPS IN EDUCATION

a. SOCIAL COHESION, COMMUNITY MOBILISATION AND GENDER EQUITY IN EDUCATION

Public History and Citizenship Programmes

Youth Citizenship Action Programme (YCAP)

The Youth Citizens Action Programme (YCAP) is a youth development programme that is part of the values and civic engagement pillars within the Department at a district, provincial and national level. As there is no budget allocated to this, the Department works with the NGO Empowervate to afford learners the opportunity to gain cognitive and practical skills. In previous years, the programme was only opened to Grade 10 learners. In 2015, Grade 7 learners took part in the programme for the first time.

The Department and Empowervate raised awareness of the programme in the nine provinces to ensure the maximum participation of schools. Six provinces took part in the inaugural primary school category and nine provinces took part in the secondary school category. Working in teams of 5 to 10 members, learners were requested to study a social problem facing the school and the community and work out ways to resolve it using basic project management methods.

District and provincial eliminations were held to select the provincial team that would represent each province at the national finals. 3 740 learners from 41 districts participated at the level of the school, districts and provinces. A total of 118 learners participated in the national finals held in Parys, Free State.

Table 38: 2015 National Winners

PRIMARY SCHOOL CATEGORY	HIGH SCHOOL CATEGORY
1. Gauteng	1. Eastern Cape
2. North West	2. KwaZulu-Natal
3. Free State	3. Northern Cape
4. Northern Cape	4. Gauteng
5. Limpopo	5. Mpumalanga
6. Eastern Cape	6. Western Cape
	7. Limpopo
	8. North West
	9. Free State

Table 39: Growth of Y-CAP participation 2010 to 2015

	2010	2011	2012	2013	2014	2015
Provinces	4	9	9	9	9	9
Districts	36	39	48	56	64	41
Schools	40	80	240	360	356	374
Learners	400	800	2 400	3 600	3 560	3 740

The iNkosi Albert Luthuli Oral History Programme

The iNkosi Albert Luthuli Oral History Programme was introduced in 2005 by the then national Department of Education (DoE) as part of the promotion of oral history, particularly local history. The overarching theme of the 2015 oral history programme was the 60th anniversary of the Freedom Charter. In addition to the usual portfolio of evidence and oral presentations by learners, the learners were expected to prepare a research paper, as part of developing critical thinking and research skills.

In the provinces, oral history workshops preceded the district and provincial rounds of elimination.

Table 40: Learner and Educator participation statistics in the 2015 Provincial Rounds

PROVINCE	LEARNERS	EDUCATORS
Eastern Cape	24	18
Gauteng	37	6
Free State	43	9
KwaZulu-Natal	46	14
Mpumalanga	14	1
Northern Cape	26	8
North West	33	8
Western Cape	15	5
Sub-total	238	69
TOTAL	307	

All provinces, except Limpopo, held their provincial elimination rounds and sent eight representative delegations of learners and two educators to the national finals held on 2–5 October 2015 in Pretoria. A total of 64 learners and 13 educators took part in the 2015 national finals.

Table 41: 2015 Learner category national winners

LEARNER	PROVINCE
1 st Gabrielle Murgan	Gauteng
2 nd Adam Hubbard	Western Cape
3 rd Joy-Ann Magagula	Mpumalanga

Table 42: 2015 Educator category national winners

EDUCATOR	PROVINCE
1 st Ellyn Pretorius	Western Cape
2 nd Avryl Murgan	Gauteng
3 rd Shobana Singh	KwaZulu-Natal

The National Heritage Education Schools Outreach Programme (HESOP)

The National Heritage Education Schools Outreach Programme (HESOP) promotes awareness among young people of the importance of the National Heritage and a better understanding of the interdependence of cultures among young people. In the provinces, heritage education workshops were held in conjunction with the oral history workshops preceding the district and provincial rounds of elimination. The 2015 national camp was held at the Tsitsikamma National Park in the Eastern Cape from 5–9 October 2015. All provinces except Mpumalanga held their provincial elimination rounds and sent four representative delegations of learners and one educator. The schools from Mpumalanga were not part of the programme because they did not meet the requirements of involvement due to the unavailability of a race and values provincial coordinator. A total of 36 learners and nine educators represented their schools and provinces at the national camp in Tsitsikamma.

Table 43: The 2015 HESOP winners

Name of school	Province
Lerato-Uthando Secondary School	Free State
Leondale Secondary School	Gauteng
Rocklands High School	Western Cape

Constitutional Value and Nation-Building Programmes

During the National Consultative Forum meetings, the school governing body associations were able to present their roles and responsibilities with regard to the review of the admission policy to accommodate for the children of refugees and asylum seekers, monitoring the recital of the Preamble of the Constitution and the availability of national flags in schools.

Engagements of Learners on Bill of Rights Activities

During the 2015/16 financial year 2 329 learners from Mpumalanga, Eastern Cape and Gauteng participated in engagement sessions on education, career guidance, the commemoration of Youth Day (16 June), active citizenry and national identity.

Printing the Bill of Responsibilities posters

An estimated 17 436 schools received workbooks which included the Rights and Responsibilities poster, that is intended to expand learners' knowledge of the basic principles of the Bill of Rights.

National Flags

A total of 176 schools – 99 schools in North West and 77 schools in Northern Cape – were identified as needing national flags and flag poles. An estimated 322 national flags were installed at schools in the Eastern Cape. The national flag forms part of the national symbols which contribute towards building patriotism, national identity, unity and active citizenry.

National Schools Moot Court Competition

An estimated number of 1 069 learners participated in the Fifth National Schools Moot Court Competition, which featured essay writing for workshops, provincial rounds and national rounds.

International Schools Moot Court Competition

On 22 January 2016, the South African team won the 3rd International Schools Moot Court Award at The Hague, Netherlands. The team consisted of eight learners from Gauteng, KwaZulu-Natal and the Western Cape who had excelled in the national Moot Court competition. Competitors had to argue as defender and complainant in a hypothetical prosecution of war crimes. Twelve countries participated in the competition.

GENDER EQUITY AND EMPOWERMENT PROGRAMMES

Gender equity audit

As a result of the draft Gender Equity Framework an audit had to be undertaken to obtain a baseline of the extent of gender equity mainstreaming within the sector.

Gender support to textbooks and LTSM evaluation

The sub-directorate supports the established ministerial task team on evaluation of diversity in textbooks. A meeting was held with the task team and tasks were allocated for the beginning of the work to be undertaken, including clarifying the terminology that would be used within the scope of the work.

Gender-Based Violence District Information Sessions, Awareness and Mentoring

As part of the UNICEF/DFID gender-based violence (GBV) in schools programme, the training of master trainers on GBV was completed. Thereafter, district information sessions were held as follows:

- 22 educators in the Eastern Cape;
- 44 educators in KwaZulu-Natal;
- 48 principals in KwaZulu-Natal;
- 25 educators, SAPS members and community members in the Eastern Cape; and
- 502 officials from all nine provinces.

The mentoring programme was undertaken to support provinces (districts) to continue cascading to as many educators as possible to ensure the programme is sustained. A total of 54 officials from four provinces were taken through the mentoring programme. Overall, the programme has reached 976 participants, including educators, officials, learners, principals and SGB members.

Jamboree for Future Choices

This is a platform for promoting learners' access to information on issues related to life skills, gender equity, rights and responsibilities, subject choices and career paths. The sub- directorate disseminated information and facilitated discussions and managed to reach 1 404 learners.

Gender Empowerment

The Department supports the Cell C Take A Girl Child to Work initiative, that exposes girls to possible career options.

The focus for the 2015 Women's Month was on how young girl learners could become more conscious of the importance to their own empowerment of a positive sense of self and self-love. The total number reached was 1 896, including officials and educators.

An information session was held for internal staff members on legal remedies available to survivors of domestic violence as part of a programme on the 16 Days of Activism for No Violence Against Women and Children.

Distribution of GBV materials to provinces

Copies of various GBV materials were sent to provinces as follows:

- Opening Our Eyes: 11 700;
- Prevent Violence in Schools Facilitator Guide: 19 500;
- Prevent Violence in Schools Learner Guide: 11 700.

Challenges

Competing priorities and deliverables sometimes compromise the quality of the work produced by the unit. Gender is often considered a soft issue and afforded a Cinderella status, operating on an unfunded mandate.

The country has progressive policies but disparate, poor and fragmented implementation often does not yield the expected outputs and outcomes. Patriarchal culture in the sector still largely exists and this often hinders the progress of programmes that are meant to contribute to the transformation of society.

4.5.5.5 MOBILISATION AND PARTNERSHIPS IN EDUCATION

a. SPORT AND ENRICHMENT

South African Schools Choral Eisteddfod (SASCE)

All provincial SASCE championships were held in May–June 2015. The national championship was held from 30 June to 2 July 2015 at the Rhema Ministries, Randburg, under the theme "Celebrating 60 Years of the Freedom Charter Through Music". A total of 6 722 learners participated.

Table 44: Summary of provincial entries (plus Swaziland) for the 2015 SASCE National Championships

Province	Learners	Teachers	Total	No of schools
Eastern Cape	869	53	922	20
Free State	867	61	928	18
Gauteng	815	42	857	16
KwaZulu-Natal	895	57	952	20
Limpopo	690	47	737	18
Mpumalanga	658	60	718	16
Northern Cape	654	35	689	17
North West	770	43	813	19
Western Cape	410	29	439	11
Swaziland	94	8	102	5
TOTAL	6 722	435	7 157	160

Provincial winners gathered at Heron Bridge on 26–30 June 2015 for the National Camp. The camp was fully supported by UNICEF as part of the music for development programme. The programme included musical instruction and the preparation for their participation in the opening ceremony. The two-day camp was too short to deal adequately with music instruction, life skills and leadership programmes. The farm school groups visited various educational sites in Gauteng as part of the Life Skills programme.

The SASCE NCC review meeting was held on 26 August 2015. The meeting discussed:

- The review of the 2015 Eisteddfod at all levels;
- Preparations for the 2016 Eisteddfod;
- Implementation of the Farm School Mentorship Programme;
- Partnerships – provincial and national level; and
- Reflection by districts on the programme – strategies to maximise registration and participation by schools.

The SASCE Conference with the districts was held on 27–28 August 2015 in Bloemfontein. The conference involved all district officials responsible for SASCE and engaged in all aspects of the Eisteddfod for efficient delivery of the programme.

The development programme for the adjudicators, conductors, data capturers and programme directors was held in February and March 2016 in seven provinces – except in Eastern Cape, Free State and Northern Cape due to financial constraints. The Free State managed to source funding from the Department of Sports, Arts and Culture in Free State and will host their workshop at the beginning of the next financial year.

In preparations for these workshops, a team of master trainers was convened by the Department. A planning meeting for the master trainers was held at the Department on 20–21 November 2015. Two master trainers were sent to each of the provincial workshops. Provinces identified other officials in their province who worked with the national team in conducting the workshops as part of skills sharing and development.

School Sport Programme

Physical Education Symposium

The Department, in partnership with the Physical Education Institute of South Africa (PEISA), hosted the 2015 Physical Education Symposium on 1–2 April 2015 in Cape Town. The other implementing partners included UNICEF, Redcap Foundation, Nike, GIZ (Designed To Move) and Embury College.

The symposium enabled stakeholders – educators, researchers, content developers, institutions of higher learning, the Departments of Basic Education and Sport and Recreation's partners, officials, foreign delegates (Lesotho and Namibia) and other interest groups – to debate, share and advance the interests of physical education implementation. It also served as a precursor to the inaugural Physical Education Month (6 April–10 May 2015) and Physical Education Day of South Africa (10 May 2015).

Cricket Partnership Initiative

The Memorandum of Understanding between the Department of Basic Education (DBE), Sport and Recreation South Africa (SRSA) and Cricket South Africa (CSA), to accelerate the development and transformation in South African cricket with particular emphasis on school sport, was signed on 17 August 2015.

This initiative will ensure meaningful growth in the quality and number of schools playing cricket. The emphasis of this collaboration will also be on developing cricket in township and rural schools where opportunities to play the game had been previously limited. The collaboration is gender sensitive and would also focus on developing teachers as administrators, coaches and match officials, as part of ensuring the sustainability of the programme.

Provincial visits with Cricket South Africa (CSA) were conducted in October and November 2015 to introduce the hubs and the responsible officials to provinces.

The School Sport Conference

The School Sport Conference was held on 26–27 November 2015 at Kievits Kroon Country Estate, Pretoria, in order to streamline the implementation of physical education and school sport in all provinces. The conference involved the district and provincial officials responsible for the implementation of the school sport programme together with the partners. Delegates were divided into different commissions to engage on the various aspects of the school sport programme. The resolutions were presented to Senior Management, including HEDCOM and the District Directors' Forum.

This conference was followed by the Multi-Stakeholder Forum hosted on 23–24 January 2016 at Kievits Kroon. Teacher unions, school governing bodies, COSAS, SALGA, partners and provincial coordinators attended the forum. The aim was to discuss the support for the implementation of the school sport programme. Partners made presentations on the programmes implemented.

SA Schools National Championships

The SA Schools National Championships were held on 10–16 December 2015 in Pretoria. All the provinces participated in the 16 priority codes, including the indigenous game codes.

The age groups for participation were; primary schools under-13 or under-14 and secondary schools under-16, 17, 18 and 19. Technical officials (referees, umpires, scores and table officials) were appointed by the Provincial School Sport Code Committee.

The games were preceded by the Transnet and Rural Farm Schools Championships and the Kay Motsepe Schools Cup Championships in October 2015.

Autumn Games (National Athletics Championships)

The Championships for Primary Schools were held on 10–12 March 2016 in Port Elizabeth, where a total of 886 learners participated.

The Secondary Schools' Championships were held on 16–19 March 2016 in Bloemfontein. A total of 1 742 learners, including LSEN, participated.

Spelling Bee and Reading Clubs programme

DBE Spelling Bee South Africa

The Department hosted the National Spelling Bee on 10 October 2015 at the Sci-Bono Discovery Centre, Johannesburg. All provinces were represented. A competitor from the Western Cape (Erin Sloan from Greenfields Girls Primary) won the competition, followed by Gauteng (Sumaiya Shaik, from Pioneer Primary) and Limpopo (Mapheto Malakia, Dikolobe Primary). The championship word was "manoeuvre".

Among the partners that the Department worked with were Camp I Am, Spell It SA and the AVBOB Foundation. The first two partners brought their supporting partners on board to sponsor prizes. The most notable prize, as in 2014, was the scholarship offered by Monash University (partnering Spell It SA) to the champion speller to study at Monash after matriculating.

Capacity-building programme

The Department realised a need to make spelling bees more sustainable by building the capacity of provinces to implement spelling bees independent of implementing partners. Hence, a programme was initiated to run workshops on the rules of the competition, partly to ensure that there was uniformity of application across all provinces. The three provinces that have received this training to date are KwaZulu-Natal, Limpopo and Mpumalanga.

Reading Clubs

Gauteng and KwaZulu-Natal cascaded the training to selected districts to assist the forming of reading clubs in schools. Five provinces received capacity-building workshops on reading clubs: Northern Cape, Eastern Cape, KwaZulu-Natal, Gauteng and North West. Subsequently, Gauteng and KwaZulu-Natal launched reading clubs on World Read Aloud Day, 24 February 2016.

b. SAFETY IN EDUCATION

The National School Safety Framework was approved and signed by the Minister in April 2015. To date, 1 391 provincial master trainers have been trained and school-based training workshops have been conducted by provincial master trainers on the prevention and management of bullying in schools. The Charter on Harmful Religious Practices has been completed and presented to the NCF. Two major documents, namely 'Strategy on the Prevention and Management Alcohol and Drugs by Learners in schools' and 'Guidelines for the Testing of Drugs by Learners in all South African Schools' have been distributed to provinces. Implementation of these two documents will be monitored by the Department.

During the period under review, progress was made regarding the following policies:

- Draft Charter on Harmful Religious Practices;
- Draft National Strategy on the Implementation of the Prevention and Management of Bullying (Homophobic and Cyber Bullying) in Schools. Submitted to the Minister for consideration;
- Revised DBE/SAPS Collaborative Partnership Protocol. Developed and submitted for approval; and

- National Strategy on the Use of Alcohol and Illegal Substances Among Learners in South African Schools, as well as the Guidelines for Drug Testing and Doping. Terms of reference of both policies were drafted and submitted to UNICEF for the appointment of a consultant to operationalise the implementation of the strategy.

In collaboration with the National Education Collaborative Trust (NECT), the School Safety Summit was held on 9 October 2016. At the end of the summit, a declaration was drafted on promoting peace in schools. The Memorandum of Understanding between the Department and Active Education was reviewed and approval is awaited from Active Education.

c. **PARTNERSHIPS**

The Department, through the Partnerships Unit, supports established programmes by enhancing them with partner contributions and facilitates new partnership programmes. These programmes and projects are situated in and implemented by various Branches of the Department.

In this regard, the Department reports the following progress for the financial 2015/16 year:

1. Databases and requests for financial support from private organisations and individuals for DBE programmes and Ministerial programmes:

The database of all Department partners and partnerships is regularly updated and maintained with relevant information, including areas of partner support, geographical support and monetary value of support, partner contact persons and other details.

The Directorate: Partnerships is responsible for the compilation of written responses signed by the Director-General with regard to requests for funding and/or sponsorship from private organisations and individuals.

2. Monitoring the implementation and/or facilitation of existing DBE partnerships and initiation of new partnerships:

During the 2015/16 financial year, the Directorate facilitated the formalisation of nine partnerships through the signing of Memoranda of Agreement by the Director-General.

3. Partnerships on Sustainable Educational Programmes:

The Directorate facilitated a number of partner contributions and donations for various educational programmes, to promote educational excellence through private and public support.

During the 2015/16 financial year, the Directorate facilitated contributions from the following private and public partners:

- Adopt-A- School Foundation and the Industrial Development Corporation (IDC);
- SuperSport;
- Motsepe Foundation;
- OR Tambo International Airport; and
- the Department of Public Works.

4. Partnerships on Literacy Intervention

The Department hosted a Ministerial breakfast with the Department's partners in support of the Mandela Day 1 000 Libraries Campaign on 3 July 2015. The Department used the 2015 Mandela Day to mobilise resources and support for improving the educational experience of underprivileged children through the provisioning of 1 000 libraries and books.

The Minister requested partners to assist in providing needy schools, that have existing spaces that could be converted into school libraries, with reading corners and/ or converted container libraries.

The Department received support from various partners who honoured pledges made in terms of the 2015 National Senior Certificate results announcements, the 16th Annual National Teaching Awards and the 2015 South African Schools Choral Eisteddfod.

2015 National Senior Certificate Results announcements:

- Vodacom Foundation
- AVBOB Foundation
- MTN
- Industrial Development Corporation (IDC)
- Massmart Walmart
- Eduloan.

2015 National Annual Teachers Awards:

- OR Tambo International Airport-Airports Company South Africa
- AVBOB Foundation
- Vodacom Foundation
- Airlink SA
- Legacy Hotels
- Road Accident Fund
- School Net SA
- Massmart Walmart.

2015 South African Schools Choral Eisteddfod

- AVBOB Foundation
- Via Afrika Publishers.

4.5.6 STRATEGIC OBJECTIVES, PERFORMANCE INDICATORS, PLANNED TARGETS AND ACTUAL ACHIEVEMENTS

Table 45: Programme 5 Strategic Objectives, Performance Indicators, Planned Targets and Actual Achievements

PROGRAMME FIVE: EDUCATIONAL ENRICHMENT						
Strategic Objective	Programme Performance Indicator	2014/15		2015/16		
		Actual Achievement	Planned Target	Actual Achievement	Deviation from Planned Target	Comment on variances
Implement social cohesion and learner well-being programmes.	Number of educators, officials and learners participating in Department-organised activities on social cohesion, nation building, citizenship, rights & responsibilities and constitutional values.	-	5 000	5 843	+843	The uptake of the programme was supported by partners and provinces which resulted in greater participation. Some of the provinces that were less active in past years showed more interest and took part in the planned activities during this financial year.
	Average number of schools that provide learners with nutritious meals.	20 727	19 800	Q1: 21 200 Q2: 16 493 Q3: 21 203 Q4: 21 219 Average: 20 029	229	Quarter 2 was below target because three provinces did not meet the deadline.

4.5.7 STRATEGY TO OVERCOME AREAS OF UNDERPERFORMANCE

There were no areas of underperformance.

4.5.8 CHANGES TO PLANNED TARGETS

None.

4.5.9 LINKING PERFORMANCE TO BUDGETS

Table 46: Programme 5 Linking Performance to Budgets

Programme 5: Education Enrichment Services						
	2015/16			2014/15		
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
5.1 Programme Management: Educational Enrichment Services						
Current payment	2 202	2 191	11	2 681	2 321	360
Transfers and subsidies	-	-	-	43	42	1
Payment for capital assets	15	-	15	75	75	-
Payments for financial assets	-	-	-	-	-	-
5.2 Partnership in Education						
Current payment	17 848	17 622	226	22 051	20 309	1 742
Transfers and subsidies	2	1	1	25	21	4
Payment for capital assets	174	63	111	178	157	21
Payments for financial assets	-	-	-	-	-	-
5.3 Care and support in Schools						
Current payment	23 300	22 096	1 204	22 840	22 234	606
Transfers and subsidies	5 894 235	5 894 234	1	5 692 902	5 674 247	18 655
Payment for capital assets	45	39	6	87	142	(55)
Payments for financial assets	214	210	4	-	-	-
TOTAL	5 938 035	5 936 456	1 579	5 740 882	5 719 548	21 334

5. TRANSFER PAYMENTS

5.1 Transfer payments to public entities

Table 47: 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
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.	R8,900,000 (CPTD grant)	R 9 210 469 spent for CPTD	<p>1. Professional Development and Research</p> <p>a. SACE phased in the implementation of the Continuing Professional Teacher Development (CPTD) Management system in three cohorts-Principals and Deputy Principals (1st cohort), Head of Departments (HODs) (2nd Cohort), and post level 1 teachers in secondary and Combined Schools.</p> <p>b. To date 32 473 out of 34 764 principals and 34 436 out of 45 441 HODs and 63 667 Post level 1 teachers in secondary and combined schools were signed up for participation in the CPTD Management System.</p> <p>c. Endorsement of Professional Development activities: 1 109 professional development activities were received and 1 091 endorsed.</p> <p>d. 127 provider approval applications were received and 121 were approved</p> <p>2. Registration</p> <p>A total of 35 262 new educators were registered, and the target was exceeded by 15 262 educators.</p> <p>3. Updating of Registration documents: 48 140 registration documents were updated against a target of 30 000.</p> <p>4. Ethics</p> <p>A total of 596 cases were received of which 111 were investigated and 558 were finalised.</p> <p>5. Vetting of qualifications: 64 243 qualifications were vetted against a target of 50 000. Achievement was exceeded by 14 243.</p>
Umalusi	Umalusi is responsible for developing and maintaining a sub-framework of qualifications for the General and Further Education and Training Qualifications Sub-framework (NQF Level 1 – 4) and the quality assurance for these qualifications.	R112 705 000	R112 705 000	<ul style="list-style-type: none"> Over 936 414 learner records were certified and 320 273 records were verified. One new qualification (GETCA) has been registered with SAQA, and the NC (V) qualification has undergone a review process. Four research projects were completed; three post-examination analysis reports and the NSC indicators report were published in November 2015. Quality assurance of all examinations covering moderation of 1107 question papers, moderation of Assessment bodies, monitoring the state of readiness, the examination process and the marking processes were also done. Accreditation processes for the private institutions and assessment bodies were undertaken.

6. CONDITIONAL GRANTS

6.1 Conditional grants and earmarked funds paid

Table 48: Conditional Grant: National School Nutrition Programme (NSNP)

Department that transferred the grant	Basic Education
Purpose of the grant	To provide nutritious meals to targeted learners in schools.
Expected outputs of the grant	19 800 schools that prepared nutritious meals for learners.
Actual outputs achieved	21 177 Q1–3 primary, secondary and special schools nationally.
Amount per amended DORA	R5 685 billion
Amount received	R5 685 billion
Reasons if amount as per DORA was not received	Not applicable
Amount spent by the department	R5 712 billion
Reasons for the funds unspent by the entity	All funds spent
Reasons for deviations on performance	None
Measures taken to improve performance	Not applicable
Monitoring mechanism by the receiving department	Monitoring visits to provinces, districts and schools. Monitoring of the deworming programme. Monitoring visits to factories to assess compliance to specifications and food safety requirements.

NSNP analysis of performance against target

For the 2015/16 financial year, the programme provided daily nutritious meals to an average of 21 177 Q1–3 primary, secondary and special schools nationally, reaching 9 630 590 learners.

Table 49: HIV and AIDS Life Skills Programme

Department/ Municipality to whom the grant has been transferred	Provincial Education Departments
Purpose of the grant	<p>To support South Africa's HIV prevention strategy by increasing sexual and reproductive health knowledge, skills and appropriate decision making among learners and educators.</p> <p>To mitigate the impact of HIV and TB by providing a caring, supportive and enabling environment for learners and educators.</p> <p>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.</p> <p>To reduce the vulnerability of children to HIV, TB and sexually transmitted infections (STIs), with a particular focus on orphaned and vulnerable children.</p>
Expected outputs of the grant	<p>1 150 master trainers trained in the integration of sexual and reproductive health (SRH) and TB programmes into the school curriculum. Specific focus will be on the prevention of learner pregnancy, and reduction of the burden of HIV and TB.</p> <p>19 250 educators trained to implement SRH and TB programmes for learners to be able to protect themselves from HIV and TB and their associated key drivers, including alcohol and drug use, leading to unsafe sex, learner pregnancy and HIV infection, and prioritising schools located in peri-mining and coastal areas with a high burden of HIV and TB infections.</p> <p>6 600 school management teams and school governing bodies trained to develop policy implementation plans focusing on keeping (mainly) young girls in school; ensuring that SRH and TB education is implemented for all learners in schools; and ensuring access to SRH and TB services. A component of training will also address multiple sexual partners among boys.</p> <p>Co-curricular activities on SRH and TB implemented in schools, including a focus on prevention of alcohol and drug use and learner pregnancy, targeting 248 400 learners. Priority will be in the eight ECF districts as well as schools located near peri-mining and coastal areas.</p> <p>Care and support programmes implemented to reach 163 300 learners and 19 400 educators. Explore and expand the appointment of Learner Support Agents to support vulnerable learners, with a specific focus on keeping girls in school, using the Care and Support for Teaching and Learning Framework.</p> <p>500 000 copies of Curriculum and Assessment Policy Statement (CAPS) compliant material, including material for learners with barriers to learning, printed and distributed to schools.</p> <p>Advocacy and social mobilisation events hosted with 530 000 learners, educators and school communities to review and change societal norms and values on SRH and TB, including a focus on key risk behaviours such as alcohol and drug use, learner pregnancy, inter-generational and transactional sex among girls, and to advocate for the integrated school health programmes including HIV testing and improved understanding of the transformative nature of education.</p>

Actual outputs achieved	<p>1 146 master trainers trained in the integration of sexual and reproductive health (SRH) and TB programmes into the school curriculum. Specific focus will be on the prevention of learner pregnancy, and reduction of the burden of the twin epidemics of HIV and TB.</p> <p>19 237 educators trained to implement SRH and TB programmes for learners to be able to protect themselves from HIV and TB and their associated key drivers including alcohol and drug use, leading to unsafe sex, learner pregnancy and HIV infection, and prioritising schools located in peri-mining and coastal areas with a high burden of HIV and TB infections.</p> <p>6 571 school management teams and school governing bodies trained to develop policy implementation plans focusing on keeping (mainly) young girls in school; ensuring that SRH and TB education is implemented for all learners in schools; and ensuring access to SRH and TB services. A component of training also addressed multiple sexual partners among boys.</p> <p>Co-curricular activities on SRH and TB implemented in schools including a focus on prevention of alcohol and drug use, learner pregnancy, targeting 248 745 learners. Priority will be in the 8 ECF districts as well as schools located near peri-mining and coastal areas. Care and support programmes reached 172 714 learners and 22 040 educators.</p> <p>554 950 copies of Curriculum and Assessment Policy Statement (CAPS) compliant material, including material for learners with barriers to learning were printed and distributed to schools</p> <p>Advocacy and social mobilisation events were hosted with 487 717 learners, educators and school.</p>
Amount per amended DORA	R209 million
Amount transferred	R209 million
Reasons if amount as per DORA was not transferred	Not applicable
Amount spent by the department	R222 million
Reasons for the funds unspent by the entity	All funds spend
Monitoring mechanism by the transferring department	<p>Regular analysis of provincial expenditure against the allocated budget.</p> <p>Visit to provinces that were underspending/overspending to identify challenges as well as mechanisms to mitigate the risks.</p> <p>Support provinces during the annual performance evaluation of conditional grants.</p> <p>Develop risk management strategy to address current challenges in the next financial year's business plan.</p>

Table 50: Education Infrastructure Grant (EIG)

Department/ Municipality to whom the grant has been transferred	To all nine provinces
Purpose of the grant	<ul style="list-style-type: none"> · To help accelerate construction, maintenance, upgrading and rehabilitation of new and existing infrastructure in education including district and circuit accommodation. · To enhance capacity to deliver infrastructure in education. · To address damage to infrastructure caused by natural disasters. · To address achievement of the targets set out in the minimum norms and standards for school infrastructure.
Expected outputs of the grant	<ul style="list-style-type: none"> · New schools, additional education spaces, education support spaces and administration facilities constructed as well as equipment and furniture provided. · Existing schools' infrastructure upgraded and rehabilitated. · New and existing schools maintained. · A number of work opportunities created. · New special schools provided and existing special and full service schools upgraded and maintained.
Actual outputs achieved	<p>In the 2015/16 financial year the following were provided:</p> <ul style="list-style-type: none"> · 5 941 teachings spaces; · 2 254 administrative spaces; · 597 maintenance or upgrading projects; · 622 water; · 1 610 sanitation; · 138 electricity; · 379 fencing; and · 80 sports facilities. <p>The sector provided a total of 100 new and replacement schools.</p>
Amount per amended DORA	R9.354 billion
Amount transferred	R9.354 billion
Reasons if amount as per DORA not transferred	Not applicable
Amount spent by the department/ municipality	R9.412 billion
Reasons for the funds unspent by the entity	<p>The Free State PED underspent the adjusted budget by 15%.</p> <p>Reasons for underspending:</p> <p>The expenditure on the grant started very well. However, the allocation of the roll-over to an amount of R119m increased the available funds.</p> <p>The Department had anticipated that the momentum of some of the projects that started in the second half of the financial year, like contractor development (CDP), would increase.</p> <p>The change in the procurement methodology at the beginning of the financial year, from normal tender to CDP and massification has, throughout the year, been highlighted as one of the factors that slowed down expenditure.</p> <p>Reverting (in November 2015) to a normal tender process for projects identified for massification at the beginning of the financial year meant that expenditure could not be realised on those projects. This was due to the necessary implementation processes not having been finalised by the date, which was eight months into the financial year.</p>
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.

Table 51: Occupation Specific Dispensation for Education Therapists

Department that transferred the grant	Basic Education
Purpose of the grant	To establish parity in remuneration in compliance with ELRC Collective Agreement 1 of 2012. To augment the baseline compensation budget of the PEDs to enable them to comply with ELRC Collective Agreement 1 of 2012.
Expected outputs of the grant	Meet the financial obligation to reach parity in terms of the CoE for qualifying educators covered by ELRC Collective Agreement 1 of 2012.
Actual outputs achieved	The conditional grant was intended to fund a short-term project and as it has achieved its intended objectives, the grant is now being phased out. The conditional grant will now be phased into equitable shares as it is the most appropriate way to continue funding the programme.
Amount per amended DORA	R66 million
Amount received	R66 million
Reasons if amount as per DORA was not received	Not applicable
Amount spent by the department	R82 million
Reasons for the funds unspent by the entity	All funds spent.
Reasons for deviations on performance	None
Measures taken to improve performance	Not applicable

Table 52: Maths, Science and Technology (MST) Conditional Grant

Department/ Municipality to whom the grant has been transferred	All Provincial Departments of Education
Purpose of the grant	To provide support and resources to schools, teachers and learners for the improvement of Mathematics, Sciences and Technology teaching and learning at selected public schools.
Expected outputs of the grant	<ul style="list-style-type: none"> · School Support · Information, Communication and Technology (ICT) resources: <ul style="list-style-type: none"> o Number of schools supplied, with computer hardware in accordance with the minimum specifications o Number of schools supplied with subject related software in accordance with the minimum specifications o Number of supplied with broadcasting equipment in accordance with the minimum specifications o Number of schools supplied with internet connectivity infrastructure (Local Area Network and or Wide Area Network) in accordance with the minimum specifications · Workshop Equipment, Machinery and Tools: <ul style="list-style-type: none"> o Number of Technical Schools' workshops supplied with equipment for technology subjects in accordance with the minimum specifications o Number of Technical Schools' workshops supplied with machinery for technology subjects in accordance with the minimum specifications o Number of Technical Schools' workshops supplied with tools for technology subjects in accordance with the minimum specifications o Number of schools and districts supplied with Mathematics and Science kits for each phase · Laboratories and workshop equipment, apparatus and consumables: <ul style="list-style-type: none"> · Number of laboratories supplied apparatus for Mathematics and Science subjects in accordance with the minimum specifications
Actual outputs achieved	<p>All nine provinces completed all their outputs for the year 2015/16 and reported to National Treasury</p> <p>a) Information, Communication and Technology (ICT)</p> <p>748 schools (30: Eastern Cape, 70: Free State, 165: Gauteng, 190: KwaZulu Natal, 107: Limpopo, 136: Mpumalanga and 50: Western Cape) were supplied with information, communication and technology (ICT) resources such as laptops, tablets and software for Maths, Science and Technology curriculum to support curriculum and teaching methodology at FET level.</p> <p>b) Workshop Equipment, Machinery and Tools</p> <p>287 workshops (11: Eastern Cape, 14: Free State, 42: Gauteng, 32: KwaZulu Natal, 24: Limpopo, 136: Mpumalanga and 28: Western Cape) were supplied with equipment, tools and machinery for Technology to support curriculum and practical teaching methodology at FET level.</p> <p>c) Laboratories and Workshop Equipment, Apparatus and Consumables</p> <p>646 Physical Science laboratories (39: Eastern Cape, 113: Free State, 62: Gauteng, 139: KwaZulu Natal, 107: Limpopo, 136: Mpumalanga and 50: Western Cape) were supplied with consumables and subject related apparatus to support curriculum and practical teaching methodology at FET level.</p> <p>d) Learner Support</p> <p>52 911 learners (2 765: Eastern Cape, 1 500: Free State, 6,050: KwaZulu Natal, 22 013: Limpopo, 16 080: Mpumalanga, 2 015: Northern Cape, 2 488: Western Cape) were funded to participate in Maths and Science Olympiads including coaching and revision camps to improve learner preparedness for the NSC examinations.</p>

Amount per amended DORA	R317 million
Amount transferred	R317 million
Reasons if amount as per DORA not transferred	All funds were transferred to provinces.
Amount spent by the department	R317 million
Reasons for the funds unspent by the entity	All funds spend
Monitoring mechanism by the transferring department	Monthly and quarterly reporting, quarterly budget monitoring meetings, school visits and annual evaluation.

6.6 Earmarked funds received

The Department received earmarked funds for:

- The Kha Ri Gude mass literacy programme;
- NEEDU;
- Workbooks;
- NSFAS (Funza Lushaka);
- Annual National Assessment;
- National School Nutrition Programme;
- School Infrastructure Backlogs indirect grant; and
- NECT.

The above funds were structured as part of Vote 14.

7. DONOR FUNDS

7.1 Donor Funds Received: European Union

Table 53: Donor funds received: European Union

	European Union donor funding for the Primary Education Sector Policy Support Programme.
Full amount of funding received	R1,332,638,144.83
Period of commitment	2010–2015
Purpose of the funding	<p>The purpose of the funding is to strengthen fundamental elements of the General Education and Training band in order to ensure quality basic education for all learners.</p> <p>The emphasis of the Primary Education Sector Policy Support is to support initiatives that demonstrate:</p> <ul style="list-style-type: none"> · Innovative approaches; · Pioneering of new approaches; · Creation of an enabling environment for development; and · Skills transfer. <p>The Department has chosen to concentrate its efforts on the following projects in accordance with the government priorities and the Minister's agreement:</p> <ul style="list-style-type: none"> · Implementation of CAPS with the emphasis on Technical schools and Inclusive Education; · ECD with the emphasis on Grade R; · Provision of high quality text – and workbooks for 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"> · Improving literacy for Grades R-9; · The provision of high quality teaching and learning materials (LTSM) to schools; · Improving performance through annual standardised testing; · The promotion of learner performance through the provision of study guides to under-performing schools; and · Improved Initial Teacher Education (ITE) in order to ensure properly qualified teachers in primary schools.
Actual outputs achieved	<ul style="list-style-type: none"> · 17 500 Schools offering Grade R received the Grade R resource kit. · Grades R – 9 were provided with quality numeracy, literacy and lifeskills workbooks. · Development of the South African Sign Language CAPS for training of teachers and deaf teaching assistants. · 3558 Schools that have not previously offered an African language was targeted to receive a toolkit for the introduction of an African language as a Second Additional Language (SAL) · 1000 Schools without libraries and resources have been supplied with ICT and media resources. · 20 of the 23 Mind the GAP study guides have been produced and are available on the DBE website for download. · 540 021 Learners were provided with health education and services..
Amount received in current period	R150,000,000 (drawings)
Amount spent by the Department	R186,355,754.93
Reason for unspent funds	Not applicable

7.2 Donor Funds: Pearson Group

The amount received in the reporting period from the Pearson Group was R58 482. The purpose of the donor funding was to support Teacher Testing Knowledge for Grade 8 Mathematics Self-Diagnostic Assessment.

Table 54: Donor funds received: Pearson

Name of donor	Pearson Group
Full amount of the funding	R58,482.00
Period of the commitment	June–July 2015
Purpose of the funding	To support teacher testing knowledge for Mathematics Self-Diagnostic Assessment.
Expected outputs	270 teachers to be tested.
Actual outputs achieved	181 Grade 8 teachers were tested and a report was submitted.
Amount received in current period	R58,482.00
Amount spent by the department	R45,100.00
Reasons for the funds unspent	-
Monitoring mechanism by the donor	Reports

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 being maintained as part of a Public-Private Partnership (PPP) where the Private Party is responsible for the maintenance of the building for the duration of the contract period. The Department is responsible for an agreed monthly unitary fee that is escalated annually based on the Consumer Price Index.

Since the inception of the ASIDI programme, 163 inappropriate schools have been replaced, 299 have been allocated to Implementing Agents (IAs), and 136 are at various stages of planning, procurement of contractors and construction. The Eastern Cape Department of Education (EC DoE) is subjecting 211 schools with low learner enrolment to a rationalisation process. These schools have not been awarded to IAs.

Sanitation: 741 projects have been identified, of which 585 projects were allocated to IAs. 412 schools have been provided with sanitation and 173 schools are at various stages of procurement of contractors and construction.

Water: 1 120 projects have been identified, of which 959 were allocated to IAs. 605 schools have been provided with water, and 354 schools are at various stages of procurement of contractors and construction.

Electricity: 916 projects have been identified, of which 535 were allocated to IAs. 294 schools have been provided with electricity and 241 schools are at various stages of planning, procurement of contractors and construction.

Infrastructure projects completed in the current year and the progress in comparison to what was planned at the beginning of the year, with reasons for material variances (2% variance):

PPP – None.

ASIDI: The remaining 211 schools to be implemented are schools with low enrolments (less than 135 learners) located in the Eastern Cape, that are undergoing a process of rationalisation and mergers. This process has an ongoing effect on the ability to start construction activities as planned and 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 amount to R150,216.96 and no scrapping or disposals were recorded for the year 2015/16

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 through this process the Assets Register is continually updated. The annual stock count is also conducted at least once a year which ensures that any discrepancies are identified and corrected.

ASIDI is implementing PEDs' assets and therefore PEDs are responsible for this function.

The current state of the Department's capital assets:

PPP – The Head Office building is in a very good condition.

Asset Management – Most of the Departmental assets are in good condition as they are under the 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: See table below.

Table 55: Implementing Agents and Status of ASIDI projects

District Municipality	Local Municipalities	Educational District	School Name	Currently awarded IA	Validated Project Status
Oliver Tambo	Nyandeni	Libode	BOMVINI SPS	CDC	Construction
Oliver Tambo	Ntabankulu	Lusikisiki	MADLALISA SPS	CDC	Construction
Oliver Tambo	Nyandeni	Libode	BEKIZULU SSS	DBSA B2	Construction
Oliver Tambo	Qaukeni	Lusikisiki	BUKAZI JSS	DBSA B2	Construction
Oliver Tambo	Nyandeni	Libode	CHIEF HENRY BOKLENI SSS	DBSA B2	Construction
Oliver Tambo	Mhlontlo	Qumbu	DWEBA SSS	DBSA B2	Construction
Chris Hani	Intsika Yethu	Cofimvaba	GOBINAMBA SSS	DBSA B2	Construction
Oliver Tambo	Qaukeni	Lusikisiki	LUBALA SPS	DBSA B2	Construction
Oliver Tambo	Mhlontlo	Qumbu	LUXENI JSS	DBSA B2	Construction
Oliver Tambo	Nyandeni	Libode	MANGALA SSS	DBSA B2	Construction
Oliver Tambo	Qaukeni	Lusikisiki	MKUMENI JPS	DBSA B2	Construction
Oliver Tambo	Qaukeni	Lusikisiki	NKOZO JSS	DBSA B2	Construction
Oliver Tambo	King Sabatha	Mthata	SINOLWAZI SSS	DBSA B2	Construction
Oliver Tambo	Mhlontlo	Qumbu	SIZWE JPS	DBSA B2	Construction
Oliver Tambo	Port St Johns	Libode	TALENI SPS	DBSA B2	Construction
Oliver Tambo	Nyandeni	Libode	VICTOR POTO SSS	DBSA B2	Construction
Oliver Tambo	Nyandeni	Libode	WABAN SSS	DBSA B2	Construction
Oliver Tambo	Qaukeni	Lusikisiki	ZAMEKILE JPS	DBSA B2	Construction
Amatole	Mbhashe	Dutywa	MWEZENI SPS	DPW(EC)	Construction
Amatole	Mbhashe	Dutywa	NOMBULELO JPS	DPW(EC)	Construction
Amatole	Mbhashe	Dutywa	NO-OFISI SPS	DPW(EC)	Construction
Amatole	Mbhashe	Dutywa	ZWELINZIMA SPS	DPW(EC)	Construction
Oliver Tambo	Ntabankulu	Lusikisiki	MGQUMANGWE SPS	IDT	Construction

District Municipality	Local Municipalities	Educational District	School Name	Currently awarded IA	Validated Project Status
Fezile Dabi	Metsimaholo	Fezile Dabi	METSIMATLE SS	DBSA	Construction
Fezile Dabi	Mafube	Fezile Dabi	QALABOTJHA SS	DBSA	Construction
Motheo	Mangaung	Motheo	TJHEBELOPELE CS	DBSA	Construction
Lejweleputswa	Tokologo	Lejweleputswa	BOSHOF IS	FS IDT-DBSA	Construction
Xhariep	Letsemeng	Xhariep	DIAMANTHOOGTE CS	FS IDT-DBSA	Construction
Thabo Mofutsanyana	Setsoo	Thabo Mofutsanyana	ITEMOHENG PS	FS IDT	Construction
Lejweleputswa	Nala	Fezile Dabi	NAMPO AGRICULTURAL SS	FS IDT	Construction
Motheo	Mantsopa	Motheo	SEHLABENG SS	FS IDT-DBSA	Construction
Motheo	Mantsopa	Motheo	TWEESPRUIT PS	FS IDT-DBSA	Construction
Amajuba	Dannhauser	Amajuba	ENHLANHLENI PS	Adopt-A-School	Construction
Zululand	Abaqulusi	Vryheid	INGWENI PHAPHAMA PS	Adopt-A-School	Construction
Amajuba	Utrecht	Amajuba	LEMBE PS	Adopt-A-School	Construction
City of Cape Town Metro	City Of Cape Town Metro	Metro North	DELFT SOUTH PS	WCED	Construction
CITY OF CAPE TOWN METRO	CITY OF CAPE TOWN METRO	METRO NORTH	DU NOON PS	WCED	Construction
OVERBERG	OVERSTRAND	OVERBERG	HAWSTON PS	WCED	Construction
CITY OF CAPE TOWN METRO	CITY OF CAPE TOWN METRO	METRO EAST	SCOTTSDENE SS	WCED	Construction



PART C

GOVERNANCE



1. INTRODUCTION

Commitment by the Department to maintain the highest standards of governance is fundamental to the management of public finances and resources.

2. RISK MANAGEMENT

The Department currently utilises a Risk Management Policy and Strategy that was approved by the Director-General. The Risk Committee was less successful in meeting its obligations to meet on a quarterly basis as regulated by the approved Risk Management Committee Charter due to the unavailability of Risk Management Committee members. The Risk Management sub-Directorate is currently incapacitated and requires the necessary skills and competencies to fulfil its enterprise risk management obligations.

The table below indicates the members of the RMC and the number of meetings attended.

Table 56: Risk Management Committee meetings attended

No	Name of member	Date appointed	Position	Number of meetings attended
1.	Mr F Froneman	15/10/ 2012	Chairperson	1
2.	Mr S Padayachee	26/01/2012	Member	0
4.	Mr T Kojana	26/01/2012	Member	1
5.	Ms M Samuels	26/01/2012	Member	1
6.	Ms N Molalekoa	26/01/2012	Member	0

3. FRAUD AND CORRUPTION

The Department works in accordance with the Fraud Prevention Plan and Whistle-Blowing Policy. Mechanisms are in place to report fraud through a dedicated whistle-blowing hotline. Cases submitted through the hotline are investigated on a continuous basis and feedback reported to the Public Service Commission.

4. MINIMISING CONFLICT OF INTEREST

The Department makes determined efforts to minimise conflicts of interest. Appointment letters of new recruits to the Department request that employees disclose all business interests and remunerative work that they engage in outside the Department. Internal circulars are placed on the intranet of the Department reminding all officials to declare any remunerative work outside the Department.

The Department ensures that all financial disclosures of interest of senior managers are submitted on time. These financial disclosures of interest are analysed and submitted to the Director-General. In cases where permission from the Director-General was not sought, letters are sent requesting officials to account for the non-declaration.

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 Department subscribes to the Public Service Code of Conduct. Copies of the Code of Conduct are issued to all newly appointed officials of the Department. The Code of Conduct is discussed extensively during the Induction programme for new appointments and employees are subjected to the labour relations process if there is a breach of the Code of Conduct.

6. HEALTH, SAFETY AND ENVIRONMENTAL ISSUES

The health, safety and environmental issues are included in every PPP agreement with a private party.

7. PORTFOLIO COMMITTEES

The various Select (SC) and Portfolio (PC) Committees schedule meetings every quarter with the Department to execute their mandate to monitor the progress the Department has made in terms of meeting its obligations as outlined in the National Development Plan (NDP).

Parliamentary Meetings

During the financial year under review, the Department of Basic Education honoured 40 parliamentary engagements that included meetings from various committees, oversight visits to provinces, oral replies to questions and the education roundtable.

- The Department had 20 meetings with the PC on Basic Education;
- one meeting with the PC on Small Business Development;
- one meeting with the PC on Sports;
- Three meetings with the SC on Education and Recreation;
- two meetings with the SC on Security and Justice;
- one meeting with the SC on Finance;
- two meetings with the SC on Appropriations;
- one meeting jointly with the PC on Telecommunications and Postal Services; and
- One meeting jointly with the PC on Higher Education.

The Department provided support to six oversight visits to North West, Eastern Cape, Mpumalanga, Limpopo, and KwaZulu-Natal. The oversight visits focused on exam readiness, school readiness and provisioning of special rural education.

Among the issues that the Department was requested to report on at the meetings were:

- The implementation of the Criminal Law (Sexual Offences and Related Matters Act) Amendment Act, 2007 (Act 32 of 2007);
- ASIDI and EIG;
- LTSM provisioning and PPN, and the Funza Lushaka Bursary Scheme;
- Remedial plan of the AG audit findings and programme of MPAT;
- Implementation of the procurement policy to agricultural SMMEs and cooperatives;
- Budget reviews, Quarterly and Annual Reports;
- Scholar transport policy;
- Governance and management in schools and update on SGB elections;
- Child Justice Dialogue;
- Conditional Grants;
- The status of curriculum delivery in schools;
- Social cohesion and wellness; ICT connectivity in schools, access to library services and the impact and analysis of the

State of the Nation Address;

- Three Stream Model and Matric Second Chance programme; and
- Audience with visiting New Zealand parliamentary delegation.

The Department also held a strategic planning workshop in Somerset West with the Portfolio Committee on Basic Education.

The table below highlights the dates of the meetings and oversight visits as well as the matters raised by the Portfolio and Select Committees during the meetings and oversight visits.

Table 57: Matters raised in Portfolio and Select Committee meetings and oversight visits

2015/16 DBE Parliamentary Committee Meetings				
Date of meeting	Committee	Topic for Discussion	Matters raised by the Portfolio and Select Committees	How the Department addressed the matters raised
14 April 2015	PC on Basic Education	Budget Review: South African Council for Educators (SACE).	The targets were not clear and not measurable.	The Directorate Planning and Reporting should assist SACE.
21 April 2015	PC on Basic Education	Briefing on Funza Lushaka Bursary Scheme (Investigation/ Recruitment/Placement).	The Department should consider intensifying district-based recruitment.	Action Plan for an end-to-end solution of the bursary scheme has been done and improvements made.
22 April 2015	SC on Finance	Briefing on the termination of the intervention in terms of section 100 (1) (a) of the Constitution.	Progress report was noted.	Progress report noted.
24 April 2015	PC on Basic Education	Budget Review: South African Council for Educators (SACE).	The targets were not clear and not measurable.	The Directorate Planning and Reporting should assist SACE.
28 April 2015	PC on Basic Education	<ul style="list-style-type: none"> Budget Review of South African Council for Educators (SACE) Briefing by the Department on 2015 SGB Elections outcomes/challenges. 	Induction and orientation programme on roles and responsibilities of SGBs to newly appointed members.	SGBs will be trained throughout their 3-year term of office.
6 May 2015	SC on Education and Recreation	2015/16 Strategic Plan and Budget briefing by the Department.	Questions were raised on provincial targets.	Provinces have responsibility to set their own targets which cannot be reported on by the Department.
12 May 2015	PC on Basic Education	Briefing by the Department on: <ul style="list-style-type: none"> Implementation of Social Cohesion and Learner Wellness Programmes Governance and management in schools. 	Teachers are not best qualified to deal with matters of social cohesion in schools.	The matter therefore will be included in continuous teacher development programmes to share relevant information that will empower teachers to intervene better.
19 May 2015	PC on Basic Education	Briefing by the Department on Draft Policy on Learner Transport (follow-up).	Who is the custodian of the Policy on Learner Transport?	Both the Department of Transport and Basic Education have responsibility to ensure the policy is implemented.
26 May 2015	PC on Basic Education	Briefing by the Department on: <ul style="list-style-type: none"> 4th Quarter Report Conditional grants. 	It is cause for concern that provinces underspend on conditional grants, funds are withheld.	The conditional grants directorate will continue to monitor spending and provide support to the provinces.
27 May 2015	SC on Security and Justice	Child Justice Dialogue.	Reports were from other sister departments.	Matters raised were for other sister departments to resolve.

2015/16 DBE Parliamentary Committee Meetings				
Date of meeting	Committee	Topic for Discussion	Matters raised by the Portfolio and Select Committees	How the Department addressed the matters raised
2 June 2015	PC on Basic education	Briefing by the Department on: <ul style="list-style-type: none"> Infrastructure (EIG + ASIDI) Status of curriculum delivery and support in schools. 	Free State and Eastern Cape were the lowest spending provinces on the grant at 76% and 77% respectively.	Approach to monitoring also include the slow spending provinces.
9 June 2015	PC on Basic Education	Briefing by the Department on: <ul style="list-style-type: none"> ICT Status of curriculum delivery and support in rural school (multi-grade schools/farm schools/non-viable schools). 	What is the nature of support is provided to progressed and repeating learners?	A variety of support, including: radio lessons, additional material, extra tuition, etc.
17 June 2015	SC on Education and Recreation	SACE Strategic Plan 2015/2020 and Annual Performance Plan 2015/16.	Report noted and approved with request to improve on planning.	Report noted and approved with request to improve on planning.
20–24 July 2015	PC on Basic Education	Oversight and monitoring visit: State of farm schools/ rural schools and implementation of Inclusive Education + Special Needs Schools.	Report prepared by the PLO.	Report prepared by the PLO.
21–24 July 2015	PC on Sports and Recreation	Oversight visit to monitor support provided to school sports, admission of learners to sport-focused schools, management of the ministerial bursary funds allocated to schools and learners and support to the sport-focused schools.	Report prepared by the affected Directorate.	Report prepared by the affected Directorate.
28 July 2015	PC on Basic Education	<ul style="list-style-type: none"> Kha Ri Gude Database Management and Support (accuracy/veracity/supply and demand) Report on Kha Ri Gude Programme (details i.r.o numbers, targets/goals/gains/achievements, etc.). 	The Department should continue to work towards credible data.	The plan of the Department is that all data of the Department should be collected from a single source system at institutional level to provide a single entry point of truth.
11 August 2015	PC on Basic Education	<ul style="list-style-type: none"> School Safety/Violence in Schools/Bullying at School Progress in Implementation of QLTC. 	Does the QLTC have targets?	
17–21 August 2015	Select Committee on Appropriations	Oversight to KwaZulu-Natal conditional grants projects.	Report prepared by the affected Directorate.	Report prepared by the affected Directorate.
18 August 2015	PC Basic Education	<ul style="list-style-type: none"> Provincial and District monitoring and support i.r.o policy implementation and financial management Follow-up engagement with SACE and ELRC on outstanding matters. 	Frequent and rigor provincial and district monitoring and support are required.	The Department has since 2012 prioritised support to all districts to meet the country's expectations of performance in the system.
Wed, 19 August 2015	SC Education and Social Services	Oversight visit to Thlabane Education Centre, North West.	Report prepared by the affected Directorate.	Report prepared by the affected Directorate.

2015/16 DBE Parliamentary Committee Meetings				
Date of meeting	Committee	Topic for Discussion	Matters raised by the Portfolio and Select Committees	How the Department addressed the matters raised
Wed, 19 August 2015	National Assembly Plenary	Questions for oral reply: Cluster 2: Social Services.		
Thurs, 20 August 2015	SC Security and Justice	Oversight visit to North West Matlosana Child Justice Centre.	Report prepared by the affected Directorate.	Report prepared by the affected Directorate.
25 August 2015	PC Basic Education (joint with Sports and Recreation)	Briefing by the Department on progress in provision of physical education and school sport programme. (joint meeting with PC on Sport and Recreation).	The Department is budgeting too little for schools sports compared to the Department of Sports and Recreation.	Provinces allocate funding for enrichment programmes including school sport.
1 September 2015	PC Basic Education	<ul style="list-style-type: none"> Briefing by the Department on Annual National Assessment (ANA) and NSC Examination readiness 2015 Graaff-Reinet petition from Hon Lovemore. 	The Department was ready to administer ANA and NSC.	The Department was ready to administer ANA and NSC.
1 September 2015	SC on Appropriations	Scholar Transport Policy.	When will the policy be promulgated?	The policy will be promulgated after approval by Cabinet.
4 September 2015	Standing Committee on Appropriations	<ul style="list-style-type: none"> First quarter Expenditure Report for the 2015/16. Feedback on matters emanating from the Committee's oversight visit to the Eastern Cape based on report and also on schools which were visited as per the invitation letter. 	Quarter 1 was well received.	Quarter 1 was well received.
8 September 2015	PC Basic Education	Interaction with the National Education Collaboration Trust (NECT) on progress in implementation of whole-district approach.	Why is NECT conducting few visits to districts?	The number of visits per district and circuit official per month should be according to norms and standards. Visitors books/ registers for district and circuit official should be introduced. Good for auditing, follow up and self-reflection.
20. 1 5 September 2015	PC Basic Education	Follow-up briefing by the Department on Draft Policy on Scholar Transport (joint meeting with PC on Transport).	When will the policy be promulgated?	The policy will be promulgated after approval by Cabinet.
22 September 2015	PC Basic Education	Functionality of Teacher Centres.	Some teacher centres have very few programmes for teacher development.	In order to successfully implement Provincial Teacher Development Institutes (PTDIs) and District Teacher Development Centres (DTDCs), the norms and standards should be developed.
13 October 2015	PC Basic Education	<ul style="list-style-type: none"> Briefing: Report by the Department on its Annual Report. 	Report noted with questions on provincial audits.	Provincial monitoring to be strengthened.

2015/16 DBE Parliamentary Committee Meetings				
Date of meeting	Committee	Topic for Discussion	Matters raised by the Portfolio and Select Committees	How the Department addressed the matters raised
14 October 2015	PC Basic Education	<ul style="list-style-type: none"> South African Council for Educators (SACE) on Annual Report Briefing: Report by the Education Labour Relations Council (ELRC) on Annual Report Briefing: Report by the Council for Quality Assurance in General and Further Education and Training (Umalusi) on Annual Report. 	Some provincial audit opinions remain a challenge.	More monitoring and support to the provinces will be done.
27 October 2015	PC Basic Education	Briefing by the Department on: <ul style="list-style-type: none"> National Education Evaluation and Development Unit (NEEDU) Preparations for school-readiness for 2016 (focussing on enrolments, LTSM and post establishment). 	Are districts ready to ensure readiness for the 2016 academic year?	District multi-disciplinary teams working together with School Improvement Coordinators will monitor readiness before schools close and intervene as appropriate. The process will be repeated at the beginning of the academic year.
3 November 2015	SC on Education and Recreation	Briefing by DBE, Department of Higher Education and Training (DHET) and Education Deans' Forum on measures to improve Initial Teacher Education programmes (joint meeting with PC on higher education training).	It requires that all ITE programmes must be strongly focused on developing teacher knowledge and practice.	Improving teacher education quality through oversight.
1–5 February 2016	PC Basic Education	Oversight and monitoring visit: Provincial Education department school-readiness 2016.	Report prepared by the Parliamentary Liaison Officer.	Report prepared by the PLO.
16 February 2016	PC Basic Education	Briefing by the Department on the following: <ul style="list-style-type: none"> Matric results 2015 Status report on schools reopening for 2016. Update on findings/recommendations in respect of oversight visits to Limpopo and Mpumalanga.	The cognitive levels have radically shifted in some of the subjects.	This is a good move aimed at improving quality of the qualification.
23 February 2016	PC Basic Education	Briefing by the Department on the 2 nd and 3 rd Quarterly Report.	Reports well received.	Reports well received.
1 March 2016	PC Basic Education	Update by the Department and Department of Telecommunication and Postal Services (DTPS) on provision of ICT in schools (joint meeting with PC on Telecommunication and Postal Services).	Connectivity to schools and the speed of the broadband are problems.	More collaborations with service providers are being planned for broader roll out.

2015/16 DBE Parliamentary Committee Meetings				
Date of meeting	Committee	Topic for Discussion	Matters raised by the Portfolio and Select Committees	How the Department addressed the matters raised
8 March 2016	PC Basic Education	Interaction on Special Education and Inclusive Education with: <ul style="list-style-type: none"> · Human Rights Watch · Section 27 · Inclusive Education South Africa. 	A follow-up meeting required.	A follow-up meeting will be planned.
15 March 2016	PC Basic Education	Briefing by the Department on: <ul style="list-style-type: none"> · Three-Stream Model Second Chance Matric Programme.	How widespread is the coverage of both the Three-Stream Model and the Second Chance Matric Programme?	The programmes are in the pilot phases and will be expanded in coming years.
22– 24 March 2016	PC Basic Education	Education Sector Roundtable.	More meetings that continue to clarify provision of basic education as a concurrent function are required.	More meetings of this nature will be planned in the future.

8. SCOPA RESOLUTIONS

The Department of Basic Education did not appear before the Standing Committee on Public Accounts (SCOPA). The Department also did not have any outstanding SCOPA resolutions from the previous year.

9. PRIOR MODIFICATIONS TO AUDIT REPORTS

The Accounting Officer, together with the Chief Financial Officer, developed an action plan for findings raised by the Auditor-General of South Africa (AGSA). The AGSA raised concerns in the 2014/15 financial year that the action plan did not adequately address the root causes of findings.

Progress made in clearing previous audit findings

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
Emphasis of matter – Non-compliance with Laws and regulations	2012/13	Not resolved
Disclaimer and qualified conclusions on reliability relating to Performance Information	2012/13	Not resolved
Misstatements in financial statements	2012/13	Not resolved

10. INTERNAL CONTROL UNIT

No Internal Control unit exists within the Department of Basic Education. In the absence of the Internal Control unit, managers are responsible for implementing and monitoring controls under their areas of responsibility.

11. INTERNAL AUDIT AND AUDIT COMMITTEES

In accordance with the requirements of the Public Finance Management Act, 1999 (Act 1 of 1999)(PFMA) and Treasury Regulations, the Internal Audit function works in accordance with an Internal Audit Charter approved by the Audit Committee and accepted by the Accounting Officer. The Internal Audit function reports functionally to the Audit Committee and administratively to the Accounting Officer. For the 2015/16 financial year, the Internal Audit function was unable to complete the approved coverage plan due to incapacity, skills shortage and inability of current staff members to complete audits assigned to them. The Department was also unable to appoint a service provider during the period under review.

The Audit Committee performs in accordance with an Audit Committee Charter approved by the Minister of Basic Education and accepted by the Audit Committee Chairperson. The Audit Committee comprises three external members and two internal members. The table below discloses relevant information on the Audit Committee members.

Table 58: Audit Committee members' information

Name	Qualifications	Internal or external	If internal, position in the Department	Date appointed	Date resigned	No. of meetings attended
Mr SG Padayachee	<ul style="list-style-type: none"> · B.Paed (PrimEd) · B.A (Hons) 	Ex-officio member	DDG Branch P	1 April 2014	N/A	5
Mr HM Mveli	<ul style="list-style-type: none"> · B. Ed · B.A (Hons) · B. Administration Industrial Relations (Hons) Masters in Public Administration in Development	Ex-officio member	Director-General	1 August 2015	N/A	2
Mr S Sithole	B.Com B.Accounting Postgraduate Diploma in Business Management	Chairperson	N/A	19 May 2010, contract renewed on 28 May 2013; renewed on 1 June 2016.	N/A	5
Mr F Froneman	National Diploma in Finance	External member	N/A	19 May 2010, contract renewed on 28 May 2013; Renewed on 1 June 2016.	N/A	5
Ms Kleynhans	N. Dip (Cost Accounting); B.A (Psychology and Criminology); B. Compt; M. Com (Computer Auditing)	External member	N/A	14 November 2013	N/A	4
Mr Mpanza	Senior Teacher's Diploma, B.Paed Degree, B.A Honours in Economics and MBA	Internal member	Chief Director	2012	N/A	4
Ms Modise	B.Com (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 2016.

12.1 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.

12.2 The effectiveness of internal control

In accordance with the PFMA, the Internal Audit Directorate was unable to provide the Audit Committee and management with assurance that the Department's internal controls are appropriate and effective.

The internal audit function was unable to complete the annual coverage plan due to capacity problems and inability to successfully outsource/contract out some of the audits as approved by the Audit Committee. Internal Audit was able to complete audits that were rolled over from the previous financial year such as the Annual review of financial statements and Annual Performance Information and, for the 2015/16 coverage plan, the Performance Management Development System, Annual review of financial statements, ASIDI, Kha Ri Gude, Consulting engagement of Risk Management and Transfers and Secondments. To further address the high risks on ASIDI and Kha Ri Gude, the committee requested the Auditor-General to carry out an extended and detailed audit on these projects.

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 not corrected by the Department.

The audits of supply chain management, Continuous Professional Teachers Development, Funza Lushaka, workbooks, performance information, External Quality Assurance review, risk management, human resource management, financial management, follow-up audits on AGSA and IA findings and Ethics Audit which were part of the approved covering plan for 2015/16 were not completed by the end of the financial year. The internal audit did not operate efficiently and effectively as it failed to provide the Audit Committee with 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 Directorate and also has approved the co-sourcing of the internal audit 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 Committee:

- Internal control and monitoring over the ASIDI and Kha Ri Gude projects which are implemented on behalf of the Department by third parties.
- Internal control over the preparation and documentation of predetermined objectives.
- Internal control over the preparation and documentation of the financial statements.
- The ability and willingness of the Department to capacitate the ineffective Internal Audit function with the required skills and competencies and address the labour-related concerns raised.
- Irregular expenditure relating to non-conformance to supply chain management practices.
- Inadequate and ineffective enterprise risk management processes by management.

12.3 In-year management and monthly/quarterly reports

The Department complied with its reporting obligations on a monthly and quarterly basis to the National Treasury as required by the PFMA.

12.4 Evaluation of Financial Statements

We have reviewed the Annual Financial Statements prepared by the Department.

12.5 Auditor-General's Report

We reviewed the Department's implementation plan for audit issues raised in the prior year and we are not satisfied that the matters were adequately resolved. The following matters require management attention:

- Capacitating the Internal Audit function;
- Management of ASIDI;
- Management of Kha Ri Gude;
- Management of supply chain management processes;
- Management of performance information reporting.

The Audit Committee concurs with and accepts the conclusions of the Auditor-General on the Annual Financial Statements and is of the opinion that the audited Annual Financial Statements should be accepted and read together with the Report of the Auditor-General.



Stefaan Sithole
Chairperson of the Audit Committee
DEPARTMENT OF BASIC EDUCATION
31 July 2016



PART D

HUMAN RESOURCE MANAGEMENT



1. INTRODUCTION

The statistics and information published in this part of the Annual Report have been prescribed by the Minister for Public Service and Administration for all departments in the public service.

The statistical tables provide high-level information on key human resource issues. The information aims to empower legislatures, the media, the public and other key stakeholders to monitor whether the Department of Basic Education is exercising powers granted under the public service and public finance legislation in a responsible manner.

2. OVERVIEW OF HUMAN RESOURCES

The Department ensures that there is alignment between its broad strategic objectives and human resource planning within the Department, such that:

- (a) Sufficient posts and human resources are available at all times for the Department to achieve its strategic and operational objectives;
- (b) Personnel are employed at the correct salary levels;
- (c) Employment equity targets are met;
- (d) Active steps are taken to ensure that suitable persons are recruited and retained as far as possible, and that personnel with talent are identified and nurtured within the Department;
- (e) The required funding for human resources is made available within the Medium Term Expenditure Framework;
- (f) A system of performance management ensures optimal utilisation of human resources for effective service delivery, training, development and recognition of achievements;
- (g) Human resources and financial planning are integrated; and
- (h) Human resource planning and management become an integral part of the responsibility of all managers.

The following were the human resource priorities for the year under review:

- 1. Reconfiguration of the organisational structure in terms of new priorities of the Department;
- 2. Ensuring adequate human resources for the attainment of outcomes for Action Plan to 2019: Towards the Realisation of Schooling to 2030;
- 3. Addressing the issue of gender equity in the Department;
- 4. Identifying and addressing competency skills gaps;
- 5. Ensuring continued implementation of the reviewed PMDS policy;
- 6. Providing a comprehensive Employee Assistance Programme;
- 7. Improving the management of leave in the Department;
- 8. Improving the management and implementation of the overtime policy; and
- 9. Addressing areas in MPAT that received a score of below 3.

The Department made tremendous progress in addressing these priorities. The structure of the Department was reconfigured after much consultation with all stakeholders. The Department has requested a meeting with National Treasury to finalise the costing of the structure, after which the structure will be forwarded to the DPSA for concurrence. Not all posts were advertised in the year under review as a result of the reconfiguration process. Once the process has been completed the Department will move expeditiously to fill vacancies. The key post of Director-General was filled.

In terms of addressing gender equity in the Department, the Department staff complement consists of 54% women of all racial groups and 46% of males of all racial groups at MMS level. The SMS ratio stands at 38% female and 62% male. However the overall ratio in the Department is 57% female to 43% male staff. In this regard the Department has exceeded the 50:50% ratio. The Department Recruitment Policy has been revised to require equity statistics to be reported on at the interviews as well as in the submission to the Minister and Director-General.

To address competency skills gaps, 214 employees were trained or attended skills development and training programmes during the year. This is an ongoing process which is dependent on quarterly PMDS evaluations and assessments. The Department also prepared a comprehensive questionnaire for the Department database to gauge the success of courses attended.

The revised policy on PMDS has been approved and is being implemented. Assessments and moderation thereof took place every quarter. Poor performance was monitored with the Director-General instructing branch heads to monitor and report poor performance. This has helped greatly to improve performance.

The Department provides a comprehensive wellness programme which is well received by the staff. There were many counselling sessions and trauma debriefings during the course of the year.

The Department also hosted a successful health week in which glucose screening, cholesterol checks, hearing testing, HIV and AIDS testing and body mass index advice were provided to staff.

The Department improved the management of leave and the implementation of the overtime policy. Leave registers were in place and signed for by secretaries on submission of leave forms. Non-compliance with the leave policy was addressed and managers were requested to account for discrepancies during reconciliations.

In terms of MPAT, meetings were held with all responsible officials to ensure that the Department improved on its scores. The target set by the Department for the attainment of equity is a long-term one according to the Department's Equity Plan. Internal HR processes have been strengthened to improve on MPAT scores.

CHALLENGES

The reconfiguration process has to be completed so that the Department can move swiftly to advertise and fill posts according to the revised structure.

The achievement of equity targets will be given priority. The Department has done exceptionally well in terms of gender representivity and has exceeded the equity target on gender in terms of the overall workforce. While in terms of MMS positions the Department has made progress, addressing the gender imbalance as far as SMS positions (62% male: 38% female) are concerned is much more difficult to achieve given a relatively young SMS workforce. In the SMS echelon, the majority of males are not in the retirement category. Therefore it is likely that more females will only fill positions at the SMS level in a few years' time when there have been corresponding male retirements.

The Department however takes this problem into consideration in pursuing the policy of succession planning. Capable females from the MMS echelon are given every opportunity to equip themselves with the skills and competencies required for SMS positions. The Department has arranged for courses to create proficiency in various areas such as financial planning, project management and advanced management and leadership courses.

The reconfiguration process has assisted thus far to address structural challenges that had been identified. These include clarification of areas where there was overlapping and duplication of functions across Branches. The Department acknowledges that area of performance management and succession planning need further refinement.

The Department is giving priority to all areas encapsulated in the MPAT tool in order to achieve maximum scores in HR areas. To this end Directors in the Department will be required to ensure that MPAT areas are covered in their Performance Agreements and are reported on a quarterly basis.

3. HUMAN RESOURCES OVERSIGHT STATISTICS

3.1. Personnel-related expenditure

The following tables summarise the final audited personnel-related expenditure by programme and by salary bands. In particular, they provide indications of the following:

- amounts spent on personnel
- amounts spent on salaries, overtime, homeowner's allowances and medical aid.

Table 59: Personnel expenditure by programme for the period 1 April 2015 to 31 March 2016

Programmes	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	386 475	142 590	584	4 334	36.90	488
Programme 2: Curriculum Policy, Support & Monitoring	1 797 740	64 894	95	6 998	3.61	683
Programme 3: Teachers, Education HR & Institutional Development	1 163 548	68 298	102	3 538	5.87	499
Programme 4: Planning, Information & Assessment	11 511 906	94 876	191	168 545	0.83	558
Programme 5: Educational Enrichment Services	5 936 456	30 416	61	637	0.51	563
TOTAL	20 796 125	401 074	1 033	184 052	1.93	536

NOTE: The total for personnel expenditure does not take into consideration remuneration of examiners and moderators, systemic evaluation and remuneration for workbooks.

Table 60: Personnel costs by salary band for the period 1 April 2015 to 31 March 2016

Salary band	Personnel expenditure (R'000)	% of total personnel cost	No. of employees	Average personnel cost per employee (R'000)
Lower skilled (L1–2)	0	0.00	0	0
Skilled (L3–5)	8 659	2.16	43	201
Highly skilled production (L6–8)	76 190	19.00	273	279
Highly skilled supervision (L9–12)	227 488	56.72	356	639
Senior and top management (L13–16)	88 737	22.12	76	1168
TOTAL	401 074	100.00	748	536

Table 61: Salaries, Overtime, Home Owner's Allowance and Medical Aid by programme for the period 1 April 2015 to 31 March 2016

Programme	Salaries		Overtime		Home Owner's 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	105 755	74.17	2 424	1.70	2 797	1.96	4 189	2.94
Programme 2: Curriculum Policy, Support & Monitoring	56 627	87.26	101	0.16	955	1.47	1 446	2.23
Programme 3: Teachers, Education HR & Institutional Development	54 752	80.17	40	0.06	670	0.98	1 553	2.27
Programme 4: Planning, Information & Assessment	72 801	76.73	1 270	1.34	1 211	1.28	2 171	2.29
Programme 5: Educational Enrichment Services	24 054	79.08	39	0.13	533	1.75	747	2.46
TOTAL	313 989	78.29	3 874	0.97	6 166	1.54	10 106	2.52

Table 62: Salaries, Overtime, Home Owner's Allowance and Medical Aid by salary band for the period 1 April 2015 to 31 March 2016

Salary band	Salaries		Overtime		Home Owner's 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
Skilled (L1-2)	0	0.00	0	0.00	0	0.00	0	0.00
Skilled (L3-5)	5 338	61.65	1 712	19.77	492	5.68	389	4.49
Highly skilled production (L6-8)	56 378	74.00	900	1.18	2 732	3.59	4 245	5.57
Highly skilled supervision (L9-12)	182 467	80.21	1 262	0.55	2 138	0.94	4 596	2.02
Senior management (L13-16)	69 806	78.67	0	0.00	804	0.91	876	0.99
TOTAL	313 989	78.29	3 874	0.97	6 166	1.54	10 106	2.52

3.2. Employment and Vacancies

The following tables summarise the number of posts on 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.

In terms of current regulations, it is possible to create a post on the establishment that can be occupied by more than one employee. Therefore, the vacancy rate reflects the percentage of posts that are not filled.

Table 63: Employment and vacancies by programme as on 31 March 2016

Programme	Number of posts on approved establishment	Number of posts filled	Vacancy Rate%	Number of employees additional to the establishment
Programme 1: Administration	299	292	2.34	4
Programme 2: Curriculum Policy, Support & Monitoring	95	95	0.00	0
Programme 3: Teachers, Education HR & Institutional Development	152	137	9.87	0
Programme 4: Planning, Information & Assessment	182	170	6.59	0
Programme 5: Educational Enrichment Services	68	54	20.59	0
Total	796	748	6.03	4

Table 64: Employment and vacancies by salary band as on 31 March 2016

Salary band	Number of posts on approved establishment	Number of posts filled	Vacancy Rate %	Number of employees additional to the establishment
Lower skilled (L1–2)	0	0	0.00	0
Skilled(L3–5)	43	43	0.00	2
Highly skilled production (L6–8)	287	273	4.88	0
Highly skilled supervision (L9–12)	375	356	5.07	0
Senior management (L13–16)	91	76	16.48	2
TOTAL	796	748	6.03	4

Table 65: Employment and vacancies by critical occupations as on 31 March 2016

Critical occupation	Number of posts on approved establishment	Number of posts filled	Vacancy Rate %	Number of employees additional to the establishment
DCES	15	15	0.00	0
CES	68	61	10.29	0
TOTAL	83	76	8.43	0

3.3. Filling of SMS Posts

The tables in this section provide information on employment and vacancies as they relate to members of the Senior Management Service by salary level. They also provide information on advertising and filling of SMS posts, reasons for not complying with prescribed timeframes and disciplinary steps taken.

Table 66: SMS post information as on 31 March 2016

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	16	61.54	10	38.46
Salary Level 13	54	52	96.30	2	3.70
TOTAL	91	76	83.52	15	16.48

Table 67: SMS post information as on 30 September 2015

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	54	100.00	0	0.00
TOTAL	91	79	86.81	12	13.19

Table 68: Advertising and filling of SMS posts for the period 1 April 2015 to 31 March 2016

SMS Level	Advertising of Posts	Filling of Posts	
	No. of vacancies per level advertised within 6 months of becoming vacant	No. of vacancies per level filled within 6 months of becoming vacant	No. of vacancies per level not filled within 6 months but filled in 12 months
Director-General/ Head of Department	1	1	0
Salary Level 16	0	0	0
Salary Level 15	1	0	0
Salary Level 14	0	0	0
Salary Level 13	2	0	0
TOTAL	4	1	0

Table 69: 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 2015 to 31 March 2016

Reasons for vacancies not advertised within six months
Not complied with due to the revision of the organisational structure of the Department and financial constraints experienced.
Reasons for vacancies not filled within twelve months
Financial constraints
A temporary moratorium was placed on the filling of posts due to the restructuring of the Department.

Table 70: Disciplinary steps taken for not complying with the prescribed timeframes for filling SMS posts within 12 months for the period 1 April 2015 to 31 March 2016

Reasons for vacancies not being advertised within six months
No disciplinary steps required. Non-compliance due to the revision of the organisational structure of the Department and financial constraints experienced.
Reasons for vacancies not being filled within six months
No disciplinary steps required. Non-compliance due to the revision of the organisational structure of the Department and financial constraints experienced.

3.4. 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 in the reported period.

Table 71: Job Evaluation by salary band for the period 1 April 2015 to 31 March 2016

Salary band	Number of posts on 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 (L1–2)	0	0	0	0	0	0	0
Skilled (L3–5)	43	0	0	0	0	0	0
Highly skilled production (L6–8)	287	0	0	0	0	0	0
Highly skilled supervision (L9–12)	375	23	6.1	23	6.1	0	0
Senior Management Service Band A	58	0	0	0	0	0	0
Senior Management Service Band B	24	0	0	0	0	0	0
Senior Management Service Band C	8	0	0	0	0	0	0
Senior Management Service Band D	1	0	0	0	0	0	0
TOTAL	796	23	2.9	23	2.9	0	0

The following table provides a profile of employees whose positions were upgraded due to their posts being upgraded.

Table 72: Profile of employees whose positions were upgraded due to their posts being upgraded for the period 1 April 2015 to 31 March 2016

Gender	African	Asian	Coloured	White	Total
Female	7	1	0	4	12
Male	9	0	0	2	11
TOTAL	16	1	0	6	23
Employees with a disability					0

Table 73: Employees with salary levels higher than those determined by job evaluation by occupation for the period 1 April 2015 to 31 March 2016

Total number of Employees whose salaries exceeded the grades determine by job evaluation
None

3.5. Employment Changes

Table 74: Annual turnover rates by salary band for the period 1 April 2015 to 31 March 2016

Salary band	Number of employees at beginning of period–1 April 2015	Appointments and transfers into the Department	Terminations and transfers out of the Department	Turnover rate %
Lower skilled (L1–2)	0	0	0	0.00
Skilled (L3–5)	43	12	5	11.63
Highly skilled production (L6–8)	270	13	12	4.44
Highly skilled supervision (L9–12)	353	16	19	5.38
Senior Management Service Bands A	54	2	5	9.26
Senior Management Service Bands B	18	0	0	0.00
Senior Management Service Bands C	9	0	1	11.11
Senior Management Service Bands D	1	0	1	100.00
TOTAL	748	43	43	5.75

Table 75: Annual turnover rates by critical occupation for the period 1 April 2015 to 31 March 2016

Critical occupation	Number of employees at beginning of period–April 2015	Appointments and transfers into the Department	Terminations and transfers out of the Department	Turnover rate %
DCES	15	0	0	0.00
CES	68	0	7	10.29
TOTAL	83	0	7	8.43

Table 76: Reasons why staff left the Department for the period 1 April 2015 to 31 March 2016

Termination Type	Number	% of Total Resignations
Death	1	2.33
Resignation	6	13.95
Expiry of contract	12	27.91
Dismissal – operational changes	0	0.00
Dismissal – misconduct	1	2.33
Dismissal – inefficiency	0	0.00
Discharged due to ill-health	0	0.00
Retirement	8	18.60
Transfer to other public service departments	14	32.56
Other	1	2.32
TOTAL	43	100.00
Total number of employees who left as a % of total employment	5.75	

Table 77: Promotions by critical occupation for the period 1 April 2015 to 31 March 2016

Occupation	Employees 1 April 2015	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	15	0	0.00	15	100.00
CES	68	0	0.00	68	100.00
TOTAL	83	0	0.00	83	100.00

Table 78: Promotions by salary band for the period 1 April 2015 to 31 March 2016

Salary Band	Employees 1 April 2015	Promotions to another salary level	Salary bands promotions as a % of employees by salary level	Progressions to another notch within a salary level	Notch progression as a % of employees by salary bands
Lower skilled (L1–2)	0	0	0.00	0	0.00
Skilled (L3–5)	43	0	0.00	8	18.60
Highly skilled production (L6–8)	270	2	0.74	163	60.37
Highly skilled supervision (L9–12)	353	1	0.28	195	55.24
Senior Management (L13–16)	82	1	1.22	51	62.20
TOTAL	748	4	0.53	417	55.75

3.6 Employment Equity

Table 79: Total number of employees (including employees with disabilities) in each of the following occupational categories as on 31 March 2016

Occupational category	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Legislators, senior officials and managers	32	4	6	5	17	3	4	5	76
Professionals	131	10	11	22	128	6	15	33	356
Technicians and associate professionals	72	1	1	2	173	5	2	17	273
Clerks	22	1	0	1	19	0	0	0	43
Service and sales workers	0	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	0	0	0	0	0	0	0	0	0
TOTAL	257	16	18	30	337	14	21	55	748
Employees with disabilities	5	0	0	2	2	0	0	2	11

Table 80: Total number of employees (including employees with disabilities) in each of the following occupational bands as on 31 March 2016

Occupational band	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management	3	1	1	1	1	1	0	0	8
Senior Management	29	3	5	4	16	2	4	5	68
Professionally qualified and experienced specialists and mid-management	131	10	11	22	128	6	15	33	356
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	72	1	1	2	173	5	2	17	273
Semi-skilled and discretionary decision making	22	1	0	1	19	0	0	0	43
Unskilled and defined decision making	0	0	0	0	0	0	0	0	0
TOTAL	257	16	18	30	337	14	21	55	748

Table 81: Recruitment for the period 1 April 2015 to 31 March 2016

Occupational band	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management	1	0	0	0	0	0	0	0	1
Senior Management	0	0	0	0	0	0	0	0	0
Professionally qualified and experienced specialists and mid-management	0	1	0	0	1	0	0	0	2
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	3	0	0	0	8	0	0	0	11
Semi-skilled and discretionary decision making	11	0	0	0	12	0	0	0	23
Unskilled and defined decision making	0	0	0	0	0	0	0	0	0
TOTAL	15	1	0	0	21	0	0	0	37
Employees with disabilities	0	0	0	0	0	0	0	0	0

Table 82: Promotions for the period 1 April 2015 to 31 March 2016

Occupational band	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management	1	0	0	0	0	0	0	0	1
Senior Management	0	0	0	0	0	0	0	0	0
Professionally qualified and experienced specialists and mid-management	0	1	0	0	0	0	0	0	1
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	2	0	0	0	0	0	0	0	2
Semi-skilled and discretionary decision making	0	0	0	0	0	0	0	0	0
Unskilled and defined decision making	0	0	0	0	0	0	0	0	0
TOTAL	3	1	0	0	0	0	0	0	4
Employees with disabilities	0	0	0	0	0	0	0	0	0

Table 83: Terminations for the period 1 April 2015 to 31 March 2016

Occupational band	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management	0	0	1	1	0	0	0	0	2
Senior Management	2	0	0	0	3	0	0	0	5
Professionally qualified and experienced specialists and mid-management	6	1	0	1	6	1	0	4	19
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	5	0	0	0	7	0	0	0	12
Semi-skilled and discretionary decision making	3	0	0	0	2	0	0	0	5
Unskilled and defined decision making	0	0	0	0	0	0	0	0	0
TOTAL	16	1	1	2	18	1	0	4	43
Employees with Disabilities	0	0	0	0	0	0	0	0	0

Table 84: Disciplinary action for the period 1 April 2015 to 31 March 2016

Disciplinary action	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Final written warning	0	0	0	0	2	0	0	0	2

Table 85: Skills development for the period 1 April 2015 to 31 March 2016

Occupational category	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Legislators, senior officials and managers	5	0	1	0	5	0	1	0	12
Professionals	19	4	3	6	30	1	2	11	76
Technicians and associate professionals	10	0	0	0	16	0	1	2	29
Clerks	26	0	0	0	55	0	0	4	85
Service and sales workers	6	1	0	0	0	0	0	0	7
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	3	0	0	0	5
TOTAL	68	5	4	6	109	1	4	17	214
Employees with disabilities	0	0	0	0	0	0	0	0	0

3.7. Signing of Performance Agreements by SMS Members

Table 86: Signing of Performance Agreements by SMS members as on 31 May 2015

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
Salary Level 15	10	8	8	100.00
Salary Level 14	26	17	17	100.00
Salary Level 13	54	53	53	100.00
TOTAL	91	79	79	100.00

Note: The Director-General (Salary Level 16) was only appointed in August 2016.

Table 87: Reasons for not having concluded performance agreements for all SMS members as on 31 March 2016

Reasons
All SMS members submitted their performance agreements.

Table 88: Disciplinary steps taken against SMS members for not having concluded performance agreements as on 31 March 2016

Reasons
N/A

3.8. Performance Rewards

Table 89: Performance rewards by race, gender and disability for the period 1 April 2015 to 31 March 2016

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	72	257	28.02	1 733	24
Female	103	337	30.56	1 883	18
Asian					
Male	8	18	44.44	551	69
Female	8	21	38.10	211	26
Coloured					
Male	7	16	43.75	235	34
Female	7	14	50.00	225	32
White					
Male	9	30	30.00	331	37
Female	28	55	50.91	604	22
TOTAL	242	748	32.35	5 773	24

Table 90: Performance rewards by salary band for personnel below the Senior Management Service for the period 1 April 2015 to 31 March 2016

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	
Lower Skilled (L1–2)	0	0	0	0	0	0
Skilled (L3–5)	2	43	4.65	14	7	0.16
Highly skilled production (L6–8)	110	273	40.29	1 042	9	1.37
Highly skilled supervision (L9–12)	88	356	24.72	2 435	28	1.07
TOTAL	200	672	29.76	3 491	17	1.12

Table 91: Performance rewards by critical occupation for the period 1 April 2015 to 31 March 2016

Critical occupation	Beneficiary Profile			Cost	
	Number of beneficiaries	Number of employees	% of total within occupation	Total Cost (R'000)	Average cost per employee
DCES	5	15	33.33	93	19
CES	22	61	36.07	792	36
TOTAL	27	76	35.53	885	33

Table 92: Performance-related rewards (cash bonus) by salary band for the Senior Management Service for the period 1 April 2015 to 31 March 2016

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	26	52	50.00	1 155	44	2.09
Band B	8	16	50.00	443	55	2.16
Band C	7	7	100.00	443	63	4.12
Band D	1	1	100.00	241	241	10.57
TOTAL	42	76	55.26	2 282	54	2.57

Note: The Band D beneficiary was the former Director-General, Mr PB Soobrayan, left the Department on 20 April 2015.

3.9. Foreign Workers

The tables below summarise the employment of foreign nationals in the Department in terms of salary band and major occupation.

Table 93: Foreign workers by salary band for the period 1 April 2015 to 31 March 2016

Salary band	1 April 2015		31 March 2016		Change	
	Number	% of total	Number	% of total	Number	% Change
Lower skilled (L1–2)	0	0.00	0	0.00	0	0.00
Skilled (L3–5)	0	0.00	0	0.00	0	0.00
Highly skilled production (L6–8)	0	0.00	0	0.00	0	0.00
Highly skilled supervision (L9–12)	3	100.00	3	100.00	0	0.00
Contract (L9–12)	0	0.00		0.00	0	0.00
Contract (L13–16)	0	0.00	0	0.00	0	0.00
TOTAL	3	100.00	3	100.00	0	0.00

Table 94: Foreign workers by major occupation for the period 1 April 2015 to 31 March 2016

Major occupation	1 April 2015		31 March 2016		Change	
	Number	% of total	Number	% of total	Number	% Change
DCES	0	0.00	0	0.00	0	0.00
CES	0	0.00	0	0.00	0	0.00
TOTAL	0	0.00	0	0.00	0	0.00

3.10. Leave utilisation

The following tables indicate the use and estimated costs of annual leave, sick leave and disability leave.

Table 95: Sick leave for the period 1 January 2015 to 31 December 2015

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 (L1–2)	0	0.00	0	0.00	0	0
Skilled (L3–5)	290	69.66	43	100.00	7	191
Highly skilled production (L6–8)	1 676	72.02	222	81.32	8	1 633
Highly skilled supervision (L9–12)	1 525	79.28	210	58.99	7	3 588
Top and Senior management (L13–16)	290	75.17	52	68.42	6	1 051
TOTAL	3 781	75.01	527	70.45	7	6 463

Table 96: Disability leave (temporary and permanent) for the period 1 January 2015 to 31 December 2015

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 skilled (L1–2)	0	0.00	0	0.00	0	0
Skilled (L3–5)	0	0.00	0	0.00	0	0
Highly skilled production (L6–8)	146	100.00	12	4.40	12	164
Highly skilled supervision (L 9–12)	285	100.00	11	3.09	26	581
Senior management (L13–16)	0	0.00	0	0.00	0	0
TOTAL	431	100.00	23	3.07	19	745

Table 97: Annual leave for the period 1 January 2015 to 31 December 2015

Salary band	Total days taken	Number of employees using annual leave	Average per employee
Lower skilled (L1–2)	0	0	0
Skilled L3–5)	814	43	19
Highly skilled production (L6–8)	6 107	270	23
Highly skilled supervision (L9–12)	7 112	353	20
Senior management (L13–16)	1 789	82	22
TOTAL	15 822	748	21

Table 98: Capped leave for the period 1 January 2015 to 31 December 2015

Salary band	Total days of capped leave taken	Number of employees using capped leave	Average number of days taken per employee	Average capped leave per employee as on 31 December 2015
Lower skilled (L1–2)	0	0	0	0
Skilled L3–5)	0	0	0	0
Highly skilled production (L6–8)	7	1	7	1 389
Highly skilled supervision (L9–12)	62	7	9	5 982
Senior management (L13–16)	38	4	10	2 831
TOTAL	107	12	9	10 202

The following table summarise payments made to employees as a result of leave that was not taken.

Table 99: Leave pay-outs for the period 1 April 2015 to 31 March 2016

Reason	Total amount (R'000)	Number of employees	Average per employee (R'000)
Leave pay-outs for 2015/16 due to non-utilisation of leave for the previous cycle	265	3	88
Capped leave pay-outs on termination of service for 2015/16	438	4	110
Current leave pay-out on termination of service for 2015/16	876	47	19
TOTAL	1 579	54	29

3.11.HIV/AIDS and Health Promotion Programmes

Table 100: Steps taken to reduce the risk of occupational exposure

Units/categories of employees identified to be at high risk of contracting HIV & related diseases (if any)	Key steps taken to reduce risk
None	<p>The primary objectives of the DBE HIV/AIDS Wellness programme are to:</p> <ul style="list-style-type: none">· empower employees to understand the effects of HIV/AIDS on people as well as the impact on the Department;· inform staff of the care and support structures that are available to infected employees and their families, both within the Department and outside it;· provide counselling services to employees and employees' families infected or affected by HIV/AIDS,· provide pre-test and post-test counselling sessions.

Table 101: Details of Health Promotion and HIV/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		Ms Thandi Khoza 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 well-being of your 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 your employees? If so, indicate the key elements/services of this programme.	Yes		To assist employees with : <ul style="list-style-type: none"> · Work related and personal problems · Substance abuse (drugs and alcohol) · 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 of the Department has a member representing it on the committee, which has 26 members in total.
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		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		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 achieved.	Yes		Through information sharing, pre-test counselling and HTC Campaign.
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/AIDs.

3.12. Labour Relations

Table 102: Collective agreements for the period 1 April 2015 to 31 March 2016

Subject matter	Date
None	Not applicable

Total number of Collective agreements	Number
	None

Table 103: Misconduct and disciplinary hearings finalised for the period 1 April 2015 to 31 March 2016

Outcomes of disciplinary hearings	Number	% of total
Correctional counselling	0	0.00
Verbal warning	0	0.00
Written warning	0	0.00
Final written warning	2	67.00
Suspended without pay	0	0.00
Fine	0	0.00
Demotion	0	0.00
Dismissal	1	33.00
Not guilty	0	0.00
Case withdrawn	0	0.00
TOTAL	3	100%

Table 104: Types of misconduct addressed at disciplinary hearings for the period 1 April 2015 to 31 March 2016

Type of misconduct	Number	% of total
Insolence and Improper behaviour	2	100%
TOTAL	2	100%

Table 105: Grievances logged for the period 1 April 2015 to 31 March 2016

Grievances	Number	% of Total
Number of grievances resolved	6	75%
Number of grievances not resolved	2	25%
Total number of grievances lodged	8	100%

Table 106: Disputes logged with Councils for the period 1 April 2015 to 31 March 2016

Disputes	Number	% of Total
Number of disputes upheld	0	0
Number of disputes dismissed	0	0
Total number of disputes lodged	0	0

Table 107: Strike actions for the period 1 April 2015 to 31 March 2016

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

Table 108: Precautionary suspensions for the period 1 April 2015 to 31 March 2016

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

3.13. Skills development

Table 109: Training needs identified for the period 1 April 2015 to 31 March 2016

Occupational category	Gender	Number of employees as at 1 April 2015	Training needs identified at the start of the reporting period			
			Learnerships	Skills Programmes & other short courses	Other forms of training	Total
Legislators, senior officials and managers	Female	31	0	8	0	8
	Male	51	0	4	0	4
Professionals	Female	176	0	78	0	78
	Male	177	0	54	0	54
Technicians and associate professionals	Female	60	0	37	0	37
	Male	28	0	31	0	31
Clerks	Female	146	0	58	0	58
	Male	59	0	27	0	27
Service and sales workers	Female	5	0	1	0	1
	Male	15	0	18	0	18
Skilled agriculture and fishery workers	Female	0	0	0	0	0
	Male	0	0	0	0	0
Craft and related trades workers	Female	0	0	0	0	0
	Male	0	0	0	0	0
Plant and machine operators and assemblers	Female	0	0	0	0	0
	Male	0	0	0	0	0
Elementary occupations	Female	0	0	0	0	0
	Male	0	0	0	0	0
Sub-Total	Female	418	0	182	0	182
	Male	330	0	134	0	134
TOTAL		748	0	316	0	316

Table 110: Training provided for the period 1 April 2015 to 31 March 2016

Occupational category	Gender	Number of employees as at 1 April 20YY	Training provided within the reporting period			
			Learnerships	Skills Programmes & other short courses	Other forms of training	Total
Legislators, senior officials and managers	Female	31	0	6	0	6
	Male	51	0	6	0	6
Professionals	Female	176	0	44	0	44
	Male	177	0	32	0	32
Technicians and associate professionals	Female	60	0	19	0	19
	Male	28	0	10	0	10
Clerks	Female	146	0	59	0	59
	Male	59	0	26	0	26
Service and sales workers	Female	5	0	0	0	0
	Male	15	0	7	0	7
Skilled agriculture and fishery workers	Female	0	0	0	0	0
	Male	0	0	0	0	0
Craft and related trades workers	Female	0	0	0	0	0
	Male	0	0	0	0	0
Plant and machine operators and assemblers	Female	0	0	0	0	0
	Male	0	0	0	0	0
Elementary occupations	Female	0	0	2	0	2
	Male	0	0	3	0	3
Sub Total	Female	418	0	131	0	131
	Male	330	0	83	0	83
TOTAL		748	0	214	0	214

3.14. Injury on duty

Table 111: Injury on duty for the period 1 April 2015 to 31 March 2016

Nature of injury on duty	Number	% of total
Required basic medical attention only	1	100%
Temporary total disablement	0	0
Permanent disablement	0	0
Fatal	0	0
TOTAL	1	100%

3.15. Utilisation of Consultants

Table 112: Report on consultant appointments using appropriated funds for the period 1 April 2015 to 31 March 2016

Project title	Total number of consultants that worked on project	Duration (work days)	Contract value in Rand
Technical assistance	1	21	518 per hour
Nape	1	21	322.69 per hour
Sector Plan	1	11	811 per hour
Legal assistance for Limpopo and Eastern Cape	1	160	836 per hour

Table 113: Analysis of consultant appointments using appropriated funds, in terms of Historically Disadvantaged Individuals (HDIs) for the period 1 April 2015 to 31 March 2016

Project title	Percentage ownership by HDI groups	Percentage management by HDI groups	Number of consultants from HDI groups that work on the project
Technical assistance	0	0	0
Nape	0	0	0
Sector Plan	0	0	0
Legal assistance for Limpopo and Eastern Cape	0	0	0

Table 114: Report on consultant appointments using Donor funds for the period 1 April 2015 to 31 March 2016

Project title	Total number of consultants that worked on project	Duration (Work days)	Donor and contract value in Rand
Nil			

Total number of projects	Total individual consultants	Total duration (Work days)	Total contract value in Rand
Nil			

Table 115: Analysis of consultant appointments using Donor funds, in terms of Historically Disadvantaged Individuals (HDIs) for the period 1 April 2015 to 31 March 2016

Project title	Percentage ownership by HDI groups	Percentage management by HDI groups	Number of consultants from HDI groups that work on the project
Nil			

3.16. Severance Packages

Table 116: Granting of employee-initiated severance packages for the period 1 April 2015 to 31 March 2016

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 (L1–2)	0	0	0	0
Skilled (L3–5)	0	0	0	0
Highly skilled production (L6–8)	0	0	0	0
Highly skilled supervision (L9–12)	0	0	0	0
Senior management (L13–16)	0	0	0	0
TOTAL	0	0	0	0



PART E

FINANCIAL INFORMATION



REPORT OF THE AUDITOR-GENERAL OF SOUTH AFRICA

Report on the financial statements

Introduction

1. I have audited the financial statements of the Department of Basic Education set out on pages 205 to 294, which comprise the appropriation statement, the statement of financial position as at 31 March 2016, 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 and fair presentation of these financial statements in accordance with the Modified Cash Standard (MCS) prescribed by the National Treasury and the requirements of the Public Finance Management Act of South Africa, 1999 (Act of 1999) (PFMA) and Division of Revenue Act, 2015 (Act of 2015) (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 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 department's preparation and fair presentation 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 department'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 2016 and its financial performance and cash flows for the year then ended, in accordance with the MCS 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.

National textbooks cataloguing process

8. The audit revealed deficiencies in the process of establishing national catalogues of textbooks to be procured by provincial education departments for distribution to schools. The department did not comply with certain aspects of the supply chain requirements as prescribed by the National Treasury in the Treasury Regulations. This was due to lack of tracking and monitoring of compliance with Treasury Regulations during this process.

Report on other legal and regulatory requirements

9. In accordance with the Public Audit Act of South Africa, 2004 (Act No. 25 of 2004) (PAA) and the general notice issued in terms thereof, I have a responsibility to report findings on the reported performance information against predetermined objectives of selected programmes presented in the annual performance report, compliance with legislation and 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 thereon.

Predetermined objectives

10. I performed procedures to obtain evidence about the usefulness and reliability of the reported performance information of the following selected programmes presented in the annual performance report of the department for the year ended 31 March 2016:
- Programme 2: Curriculum Policy Support and Monitoring on pages 62 to 78;
 - Programme 3: Teachers, Education Human Resources and Institutional Development on pages 79 to 103;
 - Programme 4: Planning, Information and Assessment on pages 104 to 123;
 - Programme 5: Education Enrichment Services on pages 124 to 145.
11. 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).
12. I assessed the reliability of the reported performance information to determine whether it was valid, accurate and complete.
13. The material findings in respect of the selected programmes are as follows:

Programme 2: Curriculum Policy Support and Monitoring

Usefulness of reported performance information

14. 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

15. The FMPPI requires auditees to have appropriate systems to collect, collate, verify and store performance information to ensure reliable reporting of actual achievements against planned objectives, indicators and targets. I was unable to obtain the information and explanations I considered necessary to satisfy myself as to the reliability of the reported performance information. This was due to a lack of completeness and accuracy of source documentation in support of actual achievements.

Programme 3: Teachers, Education Human Resources and Institutional Development

Usefulness of reported performance information

16. 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

17. The FMPPI requires auditees to have appropriate systems to collect, collate, verify and store performance information to ensure reliable reporting of actual achievements against planned objectives, indicators and targets. Adequate and reliable corroborating evidence could not be provided for the reported achievements against planned targets of important indicators. This was due to a lack of the completeness and accuracy of source documentation in support of actual achievements.

Programme 4: Planning, Information and Assessment

Usefulness of reported performance information

18. 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

19. The FMPPI requires auditees to have appropriate systems to collect, collate, verify and store performance information to ensure reliable reporting of actual achievements against planned objectives, indicators and targets. The reported performance information was not reliable when compared to the source information provided. This was because the source information was not updated on a regular basis to ensure that it was complete and accurate.

Programme 5: Education Enrichment Services

Usefulness and reliability of reported performance information

20. I did not raise any material findings on the usefulness and reliability of the reported performance information for the above programme.

Additional matter

21. I draw attention to the following matters:

Achievement of planned targets

22. Refer to the annual performance report on pages 62 to 145, for information on the achievement of the 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 14, 15 and 16 of this report.

Compliance with legislation

23. I performed procedures to obtain evidence that the department had complied with applicable legislation regarding financial matters, financial management and other related matters. My material findings on compliance with specific matters in key legislation, as set out in the general notice issued in terms of the PAA, are as follows:

Expenditure management

- 24. The accounting officer did not take effective steps to prevent irregular expenditure amounting to R599 million, as disclosed in note 25 to the financial statements, in contravention of section 38(1)(c)(ii) of the PFMA and Treasury Regulation 9.1.1.
- 25. The accounting officer did not take effective steps to prevent unauthorised expenditure amounting to R153 million, as disclosed in note 10 to the financial statements, in contravention of section 38(1)(c)(ii) of the PFMA and Treasury Regulation 9.1.1.
- 26. The accounting officer did not take effective steps to prevent fruitless and wasteful expenditure amounting to R44 million, as disclosed in note 26 to the financial statements, in contravention of section 38(1)(c)(ii) of the PFMA and Treasury Regulation 9.1.1.

Consequence management

- 27. Effective and appropriate disciplinary steps were not taken against officials who made and permitted irregular and unauthorised expenditure at the time, as required by section 38(1)(h)(iii) of the PFMA and Treasury Regulation 9.1.3, as it was not investigated during the year under review.

Procurement and contract management

- 28. Fourteen contracts were awarded to bidders where preferential points were not allocated and/or calculated according to the requirements of the Preferential Procurement Policy Framework Act and its regulations.
- 29. Memoranda of agreements with implementing agents were not amended or extended through approval by a delegated official, in contravention of the department's delegation of authority issued in terms of section 44 of the PFMA. The total value of the payments in the current financial year to the implementing agents after expiry of their memoranda of agreements amounted to R219 834 000 and has been disclosed as irregular expenditure.

Annual financial statements

- 30. The financial statements submitted for auditing were not prepared in accordance with the prescribed financial reporting framework and supported by full and proper records, as required by section 40(1)(a) and (b) of the PFMA. Material misstatements of immovable tangible capital assets, accruals and payables not recognised and commitments 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.

Internal control

- 31. 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 compliance with legislation included in this report.

Leadership

- 32. Deficiencies in the control environment mainly in the area of oversight by leadership and, particularly in respect of the infrastructure programme and performance reporting over the past three financial years, were not adequately addressed.

33. In the process of establishing national catalogues, supply chain regulations were not complied with. Deficiencies identified by the audit in this regard were also confirmed by the National Treasury.
34. Oversight in respect of financial and performance reporting on infrastructure was inadequate. The department's oversight was ineffective to detect non-compliance by implementing agents. Oversight of performance for which evidence exists at provincial education departments, as reported in the annual performance report, needs to be strengthened to ensure reliable and credible performance reporting. As a result, there were still a number of repeat findings on areas of financial reporting, performance reporting and compliance with legislation.
35. Documented policies and procedures relevant to the environment for key areas were not adequate to guide the department's operations to comply with relevant legislation.

Financial and performance management

36. The misstatements identified in the financial statements and annual performance report were mainly due to staff not fully understanding the requirements of the prescribed financial reporting framework, especially as it relates to financial reporting for the infrastructure programme and performance information reporting requirements. Regular monthly reconciliations were not prepared, resulting in misstatements in the financial statements. Systems were also inadequate to identify and recognise all affected transactions concluded by implementing agents on behalf of the department, particularly with regard to non-compliance affecting the department as the principal.
37. Deficiencies identified in the financial statements and performance reports were as a result of ineffective monthly, quarterly and year-end processes, including responsibilities to collate and review or verify financial information for infrastructure projects and performance information.

Governance

38. The internal audit function was not effective during the year under review due to their inadequate involvement in the review and monitoring of financial and performance information. This was due to lack of adequate capacity and skills within the internal audit unit to address all business areas of the department.
39. In addition, internal audit did not evaluate the reliability and integrity of financial and performance information, as required by treasury regulation 3.2.11(b). Internal audit further did not assess compliance with legislation, as required by Treasury Regulation 3.2.11(e).
40. Risk management activities performed at the department were not effective due to inadequate capacity to attend to all risk management functions. This resulted in dependency on the internal audit unit, which is also not adequately capacitated to perform the risk management functions of the department.

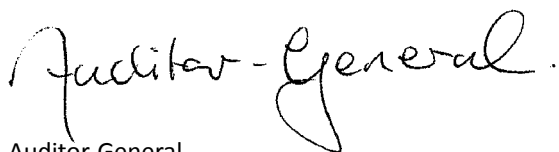
Other reports

41. I draw attention to the following engagements that could potentially impact on the department's financial, performance and compliance-related matters. My opinion is not modified in respect of these engagements that are either in progress or have been completed.

Performance audits

Performance audit on the curriculum support and monitoring provided by education districts to schools

42. Public reporting on this audit, as envisaged in the previous year, was postponed to 2015/16. To facilitate comprehensive reporting, the scope of the performance audit was extended to include all nine provinces. Insights gained from these audits will be included in the education sector report for 2015/16.



Auditor-General

Pretoria

31 July 2016



AUDITOR - GENERAL
SOUTH AFRICA

Auditing to build public confidence

DEPARTMENT OF BASIC EDUCATION VOTE 14
APPROPRIATION STATEMENT
for the year ended 31 March 2016

Appropriation per programme									
2015/16								2014/15	
Programme	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	360 297	-	26 348	386 645	386 475	170	100.0%	383 579	380 799
2. Curriculum Policy, Support and Monitoring	1 844 922	-	(6 957)	1 837 965	1 797 740	40 225	97.8%	1 827 761	1 685 219
3. Teachers, Education Human Resources and Institutional Development	1 163 353	-	664	1 164 017	1 163 548	469	100.0%	1 307 974	1 314 462
4. Planning, Information and Assessment	11 974 032	-	(14 268)	11 959 764	11 511 906	447 858	96.3%	10 429 677	10 428 875
5. Educational Enrichment Services	5 943 822	-	(5 787)	5 938 035	5 936 456	1 579	100.0%	5 740 882	5 719 548
TOTAL	21 286 426	-	-	21 286 426	20 796 125	490 301	97.7%	19 689 873	19 528 903

DEPARTMENT OF BASIC EDUCATION VOTE 14
APPROPRIATION STATEMENT
for the year ended 31 March 2016

	2015/16		2014/15	
	Final Appropriation	Actual Expenditure	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000
TOTAL (brought forward)	21 286 426	20 796 125	19 689 873	19 528 903
Reconciliation with statement of financial performance				
ADD				
Departmental receipts	18 254		57 572	
NRF Receipts	-		-	
Aid assistance	150 000		79 148	
Actual amounts per statement of financial performance (total revenue)	21 454 680		19 826 593	
ADD				
Aid assistance		189 439		76 468
Prior year unauthorised expenditure approved without funding				
Actual amounts per statement of financial performance (total expenditure)		20 985 564		19 605 371

DEPARTMENT OF BASIC EDUCATION VOTE 14
APPROPRIATION STATEMENT
for the year ended 31 March 2016

Appropriation per economic classification									
2015/16								2014/15	
	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
Economic classification									
Current payments	2 528 672	-	(3 982)	2 524 690	2 589 312	(64 622)	102.6%	2 434 383	2 410 722
Compensation of employees	439 949	-	(309)	439 640	439 472	168	100.0%	411 890	412 744
Salaries and wages	390 616	3 297	2 720	396 633	398 932	(2 299)	100.6%	373 289	375 493
Social contributions	49 333	(3 297)	(3 029)	43 007	40 540	2 467	94.3%	38 601	37 251
Goods and services	2 041 199	-	(3 673)	2 037 526	2 102 316	(64 790)	103.2%	1 973 511	1 948 996
Administrative fees	29 375	567	3 023	32 965	33 525	(560)	101.7%	14 206	12 737
Advertising	8 613	(4 757)	(1 986)	1 870	2 032	(162)	108.7%	24 503	18 547
Minor assets	1 086	(436)	(36)	614	426	188	69.4%	837	911
Audit costs: External	11 705	(1 011)	6 896	17 590	17 062	528	97.0%	18 836	16 802
Bursaries: Employees	409	(17)	-	392	392	-	100.0%	287	287
Catering: Departmental activities	15 510	3 316	149	18 975	18 835	136	99.3%	21 158	26 162
Communication	4 922	(386)	365	4 901	4 755	146	97.0%	5 984	5 909
Computer services	42 139	4 499	775	47 413	65 653	(18 240)	138.5%	77 107	66 026
Consultants: Business and advisory services	79 798	7 787	772	88 357	123 576	(35 219)	139.9%	26 585	97 615
Legal services	495	-	1 470	1 965	1 964	1	99.9%	2 517	2 517
Contractors	2 731	(2 213)	(153)	365	348	17	95.3%	6 921	6 941
Agency and support / outsourced services	126 577	(2 709)	2 516	126 384	60 478	65 906	47.9%	88 412	54 697
Entertainment	202	-	(202)	-	-	-	-	-	-
Fleet services	953	132	677	1 762	1 778	(16)	100.9%	1 704	1 688
Housing	-	-	-	-	-	-	-	-	-
Inventory: Clothing material and supplies	-	-	-	-	-	-	-	-	-
Inventory: Farming supplies	-	-	-	-	-	-	-	168	167

DEPARTMENT OF BASIC EDUCATION VOTE 14
APPROPRIATION STATEMENT
for the year ended 31 March 2016

Appropriation per economic classification									
2015/16								2014/15	
	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
Inventory: Food and food supplies	-	-	-	-	-	-	-	3	3
Inventory: Fuel, oil and gas	-	-	-	-	-	-	-	-	-
Inventory: Learner and teacher support material	717 154	251 927	(360)	968 721	968 726	(5)	100.0%	851 513	849 733
Inventory: Materials and supplies	800	(799)	-	1	-	1	-	78	39
Inventory: Other supplies	20 000	909	-	20 909	107 260	(86 351)	513.0%	602	36 870
Consumable supplies	2 853	(347)	(388)	2 118	1 953	165	92.2%	4 022	4 115
Consumable: Stationery, printing and office supplies	88 989	(4 019)	(2 413)	82 557	48 308	34 249	58.5%	142 750	44 779
Operating leases	2 518	(453)	(139)	1 926	11 950	(10 024)	620.5%	5 397	6 533
Property payments	99 826	2 329	127	102 282	102 277	5	100.0%	93 025	93 115
Travel and subsistence	99 817	(3 371)	(12 085)	84 361	93 089	(8 728)	110.3%	130 572	122 845
Training and development	2 565	(476)	(213)	1 876	1 883	(7)	100.4%	12 197	9 911
Operating payments	659 510	(248 562)	(899)	410 049	416 481	(6 432)	101.6%	415 945	442 187
Venues and facilities	18 445	(1 221)	(1 563)	15 661	16 076	(415)	102.6%	19 005	18 405
Rental and hiring	4 207	(689)	(6)	3 512	3 485	27	99.2%	9 177	9 455
Interest and rent on land	47 524	-	-	47 524	47 524	-	100.0%	48 982	48 982
Interest	47 524	-	-	47 524	47 524	-	100.0%	48 982	48 982
Rent on land	-	-	-	-	-	-	-	-	-
Transfers and subsidies	16 810 139	-	3 445	16 813 584	16 818 562	(4 978)	100.0%	14 714 056	14 686 725
Provinces and municipalities	15 631 771	-	-	15 631 771	15 631 771	-	100.0%	13 576 952	13 549 796
Provinces	15 631 771	-	-	15 631 771	15 631 771	-	100.0%	13 576 952	13 549 796
Provincial Revenue Funds	15 631 771	-	-	15 631 771	15 631 771	-	100.0%	13 576 952	13 549 796
Departmental agencies and accounts	1 103 974	-	-	1 103 974	1 104 391	(417)	100.0%	1 055 530	1 055 530

DEPARTMENT OF BASIC EDUCATION VOTE 14
APPROPRIATION STATEMENT
for the year ended 31 March 2016

Appropriation per economic classification									
2015/16								2014/15	
	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
Social security funds	-	-	-	-	-	-	-	-	-
Departmental agencies and accounts (non-business entities)	1 103 974	-	-	1 103 974	1 104 391	(417)	100.0%	1 055 530	1 055 530
Higher education institutions	-	-	-	-	-	-	-	-	-
Foreign governments and international organisations	13 342	-	3 136	16 478	20 998	(4 520)	127.4%	16 733	16 654
Non-profit institutions	60 055	-	-	60 055	60 055	-	100.0%	63 053	63 053
Households	997	-	309	1 306	1 347	(41)	103.1%	1 788	1 692
Social benefits	997	-	309	1 306	1 341	(35)	102.7%	988	926
Other transfers to households	-	-	-	-	6	(6)	-	800	766
Payments for capital assets	1 947 615	-	30	1 947 645	1 387 738	559 908	71.3%	2 536 434	2 426 456
Buildings and other fixed structures	1 932 786	-	-	1 932 786	1 374 762	558 024	71.1%	2 519 440	2 413 700
Buildings	1 932 786	-	-	1 932 786	1 227 235	705 551	63.5%	2 519 440	2 000 570
Other fixed structures	-	-	-	-	147 527	(147 527)	-	-	413 130
Machinery and equipment	14 719	30	30	14 779	12 975	1 804	87.8%	16 916	12 695
Transport equipment	-	(9)	690	681	681	-	100.0%	770	769
Other machinery and equipment	14 719	39	(660)	14 098	12 294	1 804	87.2%	16 146	11 926
Intangible assets	110	(30)	-	80	-	80	-	78	61
Payments for financial assets	-	-	507	507	514	(7)	101.4%	5 000	5 000
	21 286 426	-	-	21 286 426	20 796 125	490 301	97.7%	19 689 873	19 528 903

DEPARTMENT OF BASIC EDUCATION VOTE 14
APPROPRIATION STATEMENT
for the year ended 31 March 2016

Programme 1: Administration									
2015/16								2014/15	
	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
Sub-programme									
1. Ministry	25 640	-	2 563	28 203	28 157	46	99.8%	27 554	27 423
2. Departmental Management	65 478	-	159	65 637	65 088	549	99.2%	81 765	81 190
3. Corporate Services	50 176	-	4 972	55 148	55 727	(579)	101.0%	54 457	54 078
4. Office of the Chief Financial Officer	47 515	-	16 722	64 237	64 176	61	99.9%	56 051	55 847
5. Internal Audit	5 370	-	2 812	8 182	8 085	97	98.8%	5 724	5 608
6. Office Accommodation	166 118	-	(880)	165 238	165 242	(4)	100.0%	158 028	156 653
Total for sub-programmes	360 297	-	26 348	386 645	386 475	170	100.0%	383 579	380 799
Economic classification									
Current payments	341 700	-	26 082	367 782	367 339	443	99.9%	363 074	363 818
Compensation of employees	129 246	-	14 849	144 095	143 760	335	99.8%	125 242	125 057
Salaries and wages	113 033	383	15 229	128 645	128 647	(2)	100.0%	111 940	111 809
Social contributions	16 213	(383)	(380)	15 450	15 113	337	97.8%	13 302	13 248
Goods and services	164 930	-	11 233	176 163	176 055	108	99.9%	189 850	189 779
Administrative fees	747	213	2 701	3 661	3 635	26	99.3%	4 288	4 269
Advertising	698	89	-	787	851	(64)	108.1%	8 197	8 201
Minor assets	681	(295)	(36)	350	327	23	93.4%	595	692
Audit costs: External	9 905	-	7 159	17 064	17 062	2	100.0%	16 794	16 802
Bursaries: Employees	409	(17)	-	392	392	-	100.0%	287	287
Catering: Departmental activities	779	315	252	1 346	1 332	14	99.0%	3 514	3 497
Communication	2 292	175	270	2 737	2 724	13	99.5%	2 462	2 449
Computer services	16 168	197	775	17 140	17 415	(275)	101.6%	22 060	22 080
Consultants: Business and advisory services	527	(186)	181	522	522	-	100.0%	415	407

DEPARTMENT OF BASIC EDUCATION VOTE 14
APPROPRIATION STATEMENT
for the year ended 31 March 2016

Programme 1: Administration									
2015/16							2014/15		
	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
Legal services	495	-	1 470	1 965	1 964	1	99.9%	2 517	2 517
Contractors	2 446	(2 237)	(104)	105	69	36	65.7%	599	593
Agency and support / outsourced services	643	131	3 100	3 874	3 813	61	98.4%	4 832	4 820
Entertainment	202	-	(202)	-	-	-	-	-	-
Fleet services	900	19	677	1 596	1 664	(68)	104.3%	1 654	1 640
Inventory: Farming supplies	-	-	-	-	-	-	-	38	37
Inventory: Food and food supplies	-	-	-	-	-	-	-	3	3
Inventory: Materials and supplies	-	-	-	-	-	-	-	32	32
Inventory: Other supplies	-	11	-	11	10	1	90.9%	-	4
Consumable supplies	123	637	(21)	739	757	(18)	102.4%	664	686
Consumable: Stationery, printing and office supplies	4 824	(647)	(2 195)	1 982	2 315	(333)	116.8%	2 697	2 696
Operating leases	1 222	(91)	(149)	982	760	222	77.4%	734	732
Property payments	99 826	2 263	127	102 216	102 211	5	100.0%	92 972	93 063
Transport provided: Departmental activity	-	-	-	-	-	-	-	-	-
Travel and subsistence	17 906	(946)	(2 259)	14 701	14 519	182	98.8%	16 571	16 398
Training and development	1 587	353	(213)	1 727	1 799	(72)	104.2%	826	825
Operating payments	1 771	(318)	(188)	1 265	933	332	73.8%	2 445	2 399
Venues and facilities	632	238	(246)	624	608	16	97.4%	2 553	2 552
Rental and hiring	147	96	134	377	373	4	98.9%	2 101	2 098
Interest and rent on land	47 524	-	-	47 524	47 524	-	100.0%	48 982	48 982
Interest	47 524	-	-	47 524	47 524	-	100.0%	48 982	48 982
Rent on land	-	-	-	-	-	-	-	-	-

DEPARTMENT OF BASIC EDUCATION VOTE 14
APPROPRIATION STATEMENT
for the year ended 31 March 2016

Programme 1: Administration									
2015/16							2014/15		
	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
Transfers and subsidies	420	-	184	604	1014	(410)	167.9%	650	638
Departmental agencies and accounts	185	-	-	185	602	(417)	325.4%	177	177
Departmental agencies	185	-	-	185	602	(417)	325.4%	177	177
Higher education institutions	-	-	-	-	-	-	-	-	-
Foreign governments and international organisations	-	-	-	-	-	-	-	-	-
Households	235	-	184	419	412	7	98.3%	473	461
Social benefits	235	-	184	419	412	7	98.3%	382	376
Other transfers to households	-	-	-	-	-	-	-	91	85
Payments for capital assets	18 177	-	(40)	18 137	18 000	137	99.2%	18 855	16 343
Buildings and other fixed structures	6 476	-	-	6 476	6 477	(1)	100.0%	5 813	5 813
Buildings	6 476	-	-	6 476	6 477	(1)	100.0%	5 813	5 813
Other fixed structures	-	-	-	-	-	-	-	-	-
Machinery and equipment	11 621	-	(40)	11 581	11 523	58	99.5%	12 973	10 530
Transport equipment	-	(9)	690	681	681	-	100.0%	770	769
Other machinery and equipment	11 621	9	(730)	10 900	10 842	58	99.5%	12 203	9 761
Intangible assets	80	-	-	80	-	80	-	69	-
Payments for financial assets	-	-	122	122	122	-	100.0%	-	-
	360 297	-	26 348	386 645	386 475	170	100.0%	383 579	380 799

DEPARTMENT OF BASIC EDUCATION VOTE 14
APPROPRIATION STATEMENT
for the year ended 31 March 2016

Programme 2: Curriculum Policy, Support and Monitoring									
2015/16								2014/15	
	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
Sub-programme									
1. Programme Management: Curriculum Policy, Support and monitoring	2 590	-	(118)	2 472	2 433	39	98.4%	2 547	2 988
2. Curriculum Implementation and Monitoring	38 265	-	2 339	40 604	40 396	208	99.5%	326 133	306 083
3. Kha Ri Gude Literacy Project	504 683	-	(1 665)	503 018	467 178	35 840	92.9%	495 739	386 956
4. Curriculum and Quality Enhancement Programmes	1 299 384	-	(7 513)	1 291 871	1 287 733	4 138	99.7%	1 003 342	989 192
Total for sub-programmes	1 844 922	-	(6 957)	1 837 965	1 797 740	40 225	97.8%	1 827 761	1 685 219
Economic classification									
Current payments	1 526 683	-	(6 994)	1 519 689	1 479 752	39 937	97.4%	1 481 802	1 348 241
Compensation of employees	83 225	-	(1 471)	81 754	76 077	5 677	93.1%	78 007	73 168
Salaries and wages	73 836	153	(641)	73 348	69 060	4 288	94.2%	71 423	66 766
Social contributions	9 389	(153)	(830)	8 406	7 017	1 389	83.5%	6 548	6 402
Goods and services	1 443 458	-	(5 523)	1 437 935	1 403 675	34 260	97.6%	1 403 795	1 275 073
Administrative fees	25 203	(151)	105	25 157	25 208	(51)	100.2%	2 225	1 428
Advertising	2 611	(100)	(2 189)	322	403	(81)	125.2%	1 361	15
Minor assets	40	(11)	-	29	40	(11)	137.9%	45	40
Audit costs: External	1 800	(1 011)	(263)	526	-	526	-	650	-
Bursaries: Employees	-	-	-	-	-	-	-	-	-
Catering: Departmental activities	6 025	197	(998)	5 224	5 182	42	99.2%	8 900	8 101
Communication	595	(14)	(1)	580	571	9	98.4%	481	448
Computer services	1 234	(643)	(384)	207	78	129	37.7%	159	157
Consultants: Business and advisory services	1 860	55	(86)	1 829	1 492	337	81.6%	22 683	22 239

DEPARTMENT OF BASIC EDUCATION VOTE 14
APPROPRIATION STATEMENT
for the year ended 31 March 2016

Programme 2: Curriculum Policy, Support and Monitoring									
2015/16								2014/15	
	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
Contractors	5	(2)	-	3	15	(12)	500.0%	1 353	1 226
Agency and support / outsourced services	5 010	653	(136)	5 527	5 506	21	99.6%	12 503	4 707
Inventory: Learner and teacher support material	7 16 794	251 927	-	968 721	968 726	(5)	100.0%	851 373	849 174
Consumable supplies	427	739	(374)	792	829	(37)	104.7%	1 759	1 677
Consumable: Stationery, printing and office supplies	21 667	1 526	(19)	23 174	23 114	60	99.7%	50 297	33 917
Operating leases	87	(13)	-	74	70	4	94.6%	4 115	3 491
Property payments	-	-	-	-	-	-	-	-	-
Transport provided: Departmental activity	-	-	-	-	-	-	-	-	-
Travel and subsistence	10 525	(2 092)	(186)	8 247	10 279	(2 032)	124.6%	27 780	23 013
Training and development	-	62	-	62	74	(12)	119.4%	1 353	1 300
Operating payments	634 264	(248 829)	(606)	384 829	349 126	35 703	90.7%	409 262	316 439
Venues and facilities	12 610	(1 721)	(297)	10 592	10 917	(325)	103.1%	4 903	5 172
Rental and hiring	2 701	(572)	(89)	2 040	2 045	(5)	100.2%	2 593	2 529
Transfers and subsidies	317 169	-	4	317 173	317 210	(37)	100.0%	344 879	336 350
Provinces and municipalities	316 942	-	-	316 942	316 942	-	100.0%	344 664	336 159
Provinces	316 942	-	-	316 942	316 942	-	100.0%	344 664	336 159
Provincial Revenue Funds	316 942	-	-	316 942	316 942	-	100.0%	344 664	336 159
Foreign governments and international organisations	118	-	-	118	157	(39)	133.1%	113	124
Households	109	-	4	113	111	2	98.2%	102	67
Social benefits	109	-	4	113	111	2	98.2%	72	52
Other transfers to households	-	-	-	-	-	-	-	30	15

DEPARTMENT OF BASIC EDUCATION VOTE 14
APPROPRIATION STATEMENT
for the year ended 31 March 2016

Programme 2: Curriculum Policy, Support and Monitoring									
2015/16								2014/15	
	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
Payments for capital assets	1 070	-	-	1 070	745	325	69.6%	1 080	628
Machinery and equipment	1 040	30	-	1 070	745	325	69.6%	1 071	619
Transport equipment	-	-	-	-	-	-	-	-	-
Other machinery and equipment	1 040	30	-	1 070	745	325	69.6%	1 071	619
Intangible assets	30	(30)	-	-	-	-	-	9	9
Payments for financial assets	-	-	33	33	33	-	100.0%	-	-
	1 844 922	-	(6 957)	1 837 965	1 797 740	40 225	97.8%	1 827 761	1 685 219

DEPARTMENT OF BASIC EDUCATION VOTE 14
APPROPRIATION STATEMENT
for the year ended 31 March 2016

Programme 3: Teachers, Education Human Resources and Institutional Development									
2015/16								2014/15	
	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
Sub-programme									
1. Programme Management: Teachers, Education Human Resource and Institutional Development	1 951	-	568	2 519	2 508	11	99.6%	1 505	1 476
2. Education Human Resource Management	68 238	-	2 850	71 088	70 973	115	99.8%	68 578	72 511
3. Education Human Resource Development	1 080 491	-	(1 910)	1 078 581	1 078 372	209	100.0%	1 214 233	1 216 968
4. Curriculum and Professional Development Unit	12 673	-	(844)	11 829	11 695	134	98.9%	23 658	23 507
Total for sub-programmes	1 163 353	-	664	1 164 017	1 163 548	469	100.0%	1 307 974	1 314 462
Economic classification									
Current payments	92 330	-	419	92 749	87 877	4 872	94.7%	132 302	139 043
Compensation of employees	69 056	-	44	69 100	69 017	83	99.7%	62 377	62 074
Salaries and wages	60 293	1 294	870	62 457	62 419	38	99.9%	56 382	56 093
Social contributions	8 763	(1 294)	(826)	6 643	6 598	45	99.3%	5 995	5 981
Goods and services	23 274	-	375	23 649	18 860	4 789	79.7%	69 925	76 969
Administrative fees	202	100	241	543	422	121	77.7%	813	810
Advertising	24	(24)	-	-	-	-	-	3 963	3 902
Minor assets	45	(32)	-	13	12	1	92.3%	58	50
Audit costs: External	-	-	-	-	-	-	-	1 392	-
Catering: Departmental activities	932	2 559	622	4 113	4 017	96	97.7%	4 980	6 335
Communication	467	(153)	85	399	359	40	90.0%	315	309
Computer services	411	(378)	279	312	285	27	91.3%	148	153
Consultants: Business and advisory services	3 101	(2 843)	677	935	900	35	96.3%	600	600
Legal services	-	-	-	-	-	-	-	-	-

DEPARTMENT OF BASIC EDUCATION VOTE 14
APPROPRIATION STATEMENT
for the year ended 31 March 2016

Programme 3: Teachers, Education Human Resources and Institutional Development									
2015/16								2014/15	
	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
Contractors	77	-	(46)	31	29	2	93.5%	1 702	1 650
Agency and support / outsourced services	317	2 379	(165)	2 531	2 638	(107)	104.2%	4 925	7 558
Consumable supplies	6	-	3	9	8	1	88.9%	129	123
Consumable: Stationery, printing and office supplies	1 326	(234)	764	1 856	819	1 037	44.1%	3 264	3 193
Operating leases	178	-	17	195	113	82	57.9%	131	103
Travel and subsistence	14 444	(363)	(1 747)	12 334	8 929	3 405	72.4%	27 752	32 156
Training and development	680	(670)	-	10	10	-	100.0%	10 022	7 786
Operating payments	217	(18)	(100)	99	50	49	50.5%	621	3 591
Venues and facilities	801	(338)	(255)	208	208	-	100.0%	6 242	5 238
Rental and hiring	46	15	-	61	61	-	100.0%	2 868	3 412
Transfers and subsidies	1 070 707	-	94	1 070 801	1 075 280	(4 479)	100.4%	1 175 132	1 175 024
Provinces and municipalities	66 275	-	-	66 275	66 275	-	100.0%	213 000	213 000
Provinces	66 275	-	-	66 275	66 275	-	100.0%	213 000	213 000
Provincial Revenue Funds	66 275	-	-	66 275	66 275	-	100.0%	213 000	213 000
Provincial agencies and funds									
Departmental agencies and accounts	991 084	-	-	991 084	991 084	-	100.0%	947 499	947 499
Social security funds	-	-	-	-	-	-	-	-	-
Departmental agencies	991 084	-	-	991 084	991 084	-	100.0%	947 499	947 499
Higher education institutions	-	-	-	-	-	-	-	-	-
Foreign governments and international organisations	13 224	-	-	13 224	17 706	(4 482)	133.9%	14 020	13 930
Non-profit institutions	-	-	-	-	-	-	-	-	-

DEPARTMENT OF BASIC EDUCATION VOTE 14
APPROPRIATION STATEMENT
for the year ended 31 March 2016

Programme 3: Teachers, Education Human Resources and Institutional Development									
2015/16								2014/15	
	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
Households	124	-	94	218	215	3	98.6%	613	595
Social benefits	124	-	94	218	215	3	98.6%	156	139
Other transfers to households	-	-	-	-	-	-	-	457	456
Payments for capital assets	316	-	40	356	281	75	78.9%	540	395
Machinery and equipment	316	-	40	356	281	75	78.9%	540	395
Other machinery and equipment	316	-	40	356	281	75	78.9%	540	395
Intangible assets	-	-	-	-	-	-	-	-	-
Payments for financial assets	-	-	111	111	110	1	99.1%	-	-
	1 163 353	-	664	1 164 017	1 163 548	469	100.0%	1 307 974	1 314 462

DEPARTMENT OF BASIC EDUCATION VOTE 14
APPROPRIATION STATEMENT
for the year ended 31 March 2016

Programme 4: Planning, Information and Assessment									
2015/16								2014/15	
	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
Sub-programme									
1. Programme Management: Planning, Information and Assessment	2 615	-	509	3 124	3 100	24	99.2%	2 901	2 896
2. Financial Planning, Information and Management Systems	40 529	-	(2 688)	37 841	39 704	(1 863)	104.9%	47 246	47 111
3. School Infrastructure	11 409 038	-	24	11 409 062	10 985 280	423 782	96.3%	9 875 786	9 878 095
4. National Assessment and Public Examination	416 157	-	(10 248)	405 909	377 131	28 778	92.9%	384 460	378 317
5. National Education Evaluation and Development Unit	22 345	-	-	22 345	25 580	(3 235)	114.5%	21 213	26 281
6. Planning and Delivery Oversight Unit	83 348	-	(1 865)	81 483	81 111	372	99.5%	98 071	96 175
Total for sub-programmes	11 974 032	-	(14 268)	11 959 764	11 511 906	447 858	96.3%	10 429 677	10 428 875
Economic classification									
Current payments	518 568	-	(17 448)	501 120	612 435	(111 315)	122.2%	408 633	514 756
Compensation of employees	123 442	-	(10 094)	113 348	119 782	(6 434)	105.7%	112 296	120 449
Salaries and wages	111 889	1 708	(9 567)	104 030	111 126	(7 096)	106.8%	103 228	112 111
Social contributions	11 553	(1 708)	(527)	9 318	8 656	662	92.9%	9 068	8 338
Goods and services	395 126	-	(7 354)	387 772	492 653	(104 881)	127.0%	296 337	394 307
Administrative fees	2 912	388	(15)	3 285	3 950	(665)	120.2%	6 525	5 807
Advertising	5 266	(4 802)	-	464	462	2	99.6%	10 857	6 307
Minor assets	283	(96)	-	187	41	146	21.9%	108	109
Catering: Departmental activities	7 174	297	259	7 730	7 740	(10)	100.1%	3 007	7 532
Communication	1 256	(373)	-	883	806	77	91.3%	2 439	2 429
Computer services	24 326	5 313	105	29 744	47 865	(18 121)	160.9%	54 724	43 621
Consultants: Business and advisory services	74 310	10 386	-	84 696	120 287	(35 591)	142.0%	2 115	73 619

DEPARTMENT OF BASIC EDUCATION VOTE 14
APPROPRIATION STATEMENT
for the year ended 31 March 2016

Programme 4: Planning, Information and Assessment									
2015/16							2014/15		
	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
Contractors	200	26	-	226	235	(9)	104.0%	3 106	3 344
Agency and support / outsourced services	119 582	(5 458)	(60)	114 064	48 259	65 805	42.3%	65 918	37 565
Entertainment	-	-	-	-	-	-	-	-	-
Fleet services	53	113	-	166	114	52	68.7%	50	48
Inventory: Learner and teacher support materials	-	-	-	-	-	-	-	140	559
Inventory: Materials and supplies	800	(800)	-	-	-	-	-	39	-
Inventory: Other supplies	20 000	800	-	20 800	107 153	(86 353)	515.2%	505	36 866
Consumable supplies	1 024	(833)	4	195	84	111	43.1%	1 339	1 340
Consumable: Stationery, printing and office supplies	59 777	(4 794)	(3)	54 980	21 531	33 449	39.2%	84 488	3 021
Operating leases	933	(349)	-	584	10 887	(10 303)	1864.2%	276	2 106
Property payments	-	66	-	66	66	-	100.0%	53	52
Transport provided: Departmental activity	-	-	-	-	-	-	-	-	-
Travel and subsistence	49 804	72	(7 665)	42 211	53 166	(10 955)	126.0%	52 028	45 122
Training and development	200	(123)	-	77	-	77	-	(4)	-
Operating payments	23 078	(46)	(5)	23 027	65 554	(42 527)	284.7%	2 553	118 777
Venues and facilities	2 891	448	26	3 365	3 458	(93)	102.8%	4 664	4 868
Rental and hiring	1 257	(235)	-	1 022	995	27	97.4%	1 407	1 215
Transfers and subsidies	9 527 616	-	3 153	9 530 769	9 530 823	(54)	100.0%	7 500 425	7 500 403
Provinces and municipalities	9 354 443	-	-	9 354 443	9 354 443	-	100.0%	7 326 584	7 326 584
Provinces	9 354 443	-	-	9 354 443	9 354 443	-	100.0%	7 326 584	7 326 584
Provincial Revenue Funds	9 354 443	-	-	9 354 443	9 354 443	-	100.0%	7 326 584	7 326 584

DEPARTMENT OF BASIC EDUCATION VOTE 14
APPROPRIATION STATEMENT
for the year ended 31 March 2016

Programme 4: Planning, Information and Assessment									
2015/16								2014/15	
	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
Departmental agencies and accounts	112 705	-	-	112 705	112 705	-	100.0%	107 854	107 854
Departmental agencies	112 705	-	-	112 705	112 705	-	100.0%	107 854	107 854
Foreign governments and international organisations	-	-	3 136	3 136	3 135	1	100.0%	2 600	2 600
Non-profit institutions	60 000	-	-	60 000	60 000	-	100.0%	63 000	63 000
Households	468	-	17	485	540	(55)	111.3%	387	365
Social benefits	468	-	17	485	540	(55)	111.3%	211	196
Other transfers to households	-	-	-	-	-	-	-	176	169
Payments for capital assets	1 927 848	-	-	1 927 848	1 368 609	559 239	71.0%	2 515 619	2 408 716
Buildings and other fixed structures	1 926 310	-	-	1 926 310	1 368 285	558 025	71.0%	2 513 627	2 407 887
Buildings	1 926 310	-	-	1 926 310	1 220 758	705 552	63.4%	2 513 627	1 994 757
Other fixed structures	-	-	-	-	147 527	(147 527)	-	-	413 130
Machinery and equipment	1 538	-	-	1 538	324	1 214	21.1%	1 992	829
Other machinery and equipment	1 538	-	-	1 538	324	1 214	21.1%	1 992	829
Intangible assets	-	-	-	-	-	-	-	-	-
Payments for financial assets	-	-	27	27	39	(12)	144.4%	5 000	5 000
	11 974 032	-	(14 268)	11 959 764	11 511 906	447 858	96.3%	10 429 677	10 428 875

DEPARTMENT OF BASIC EDUCATION VOTE 14
APPROPRIATION STATEMENT
for the year ended 31 March 2016

Programme 5: Educational Enrichment Services									
2015/16								2014/15	
	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
Sub-programme									
1. Programme Management: Education Enrichment Services	2 822	-	(605)	2 217	2 191	26	98.8%	2 799	2 438
2. Partnerships in Education	23 037	-	(5 013)	18 024	17 686	338	98.1%	22 254	20 487
3. Care and Support in Schools	5 917 963	-	(169)	5 917 794	5 916 579	1 215	100.0%	5 715 829	5 696 623
Total for sub-programmes	5 943 822	-	(5 787)	5 938 035	5 936 456	1 579	100.0%	5 740 882	5 719 548
Economic classification									
Current payments	49 391	-	(6 041)	43 350	41 909	1 441	96.7%	47 572	44 864
Compensation of employees	34 980	-	(3 637)	31 343	30 836	507	98.4%	33 968	31 996
Salaries and wages	31 565	(241)	(3 171)	28 153	27 680	473	98.3%	30 316	28 714
Social contributions	3 415	241	(466)	3 190	3 156	34	98.9%	3 652	3 282
Goods and services	14 411	-	(2 404)	12 007	11 073	934	92.2%	13 604	12 868
Administrative fees	311	17	(9)	319	310	9	97.2%	355	423
Advertising	14	80	203	297	316	(19)	106.4%	125	122
Minor assets	37	(2)	-	35	6	29	17.1%	31	20
Catering: Departmental activities	600	(52)	14	562	568	(6)	100.1%	757	697
Communication	312	(21)	11	302	295	7	97.7%	287	274
Computer services	-	10	-	10	10	-	100.0%	16	15
Consultants: Business and advisory services	-	375	-	375	375	-	100.0%	772	750
Contractors	3	-	(3)	-	-	-	-	161	128
Agency and support / outsourced services	1 025	(414)	(223)	388	262	126	67.5%	234	47
Inventory: Farming supplies	-	-	-	-	-	-	-	130	130
Inventory: Learner and teacher support material	360	-	(360)	-	-	-	-	-	-

DEPARTMENT OF BASIC EDUCATION VOTE 14
APPROPRIATION STATEMENT
for the year ended 31 March 2016

Programme 5: Educational Enrichment Services									
2015/16								2014/15	
	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
Inventory: Materials and supplies	-	1	-	1	-	1	-	7	7
Inventory: Other supplies	-	98	-	98	97	1	99.0%	97	-
Consumable supplies	1 273	(890)	-	383	275	108	71.8%	131	289
Consumable: Stationery, printing and office supplies	1 395	130	(960)	565	529	36	93.6%	2 004	1 952
Operating leases	98	-	(7)	91	120	(29)	131.9%	141	101
Property payments	-	-	-	-	-	-	-	-	-
Transport provided: Departmental activity	-	-	-	-	-	-	-	-	-
Travel and subsistence	7 138	(42)	(228)	6 868	6 196	672	90.2%	6 441	6 156
Training and development	98	(98)	-	-	-	-	-	-	-
Operating payments	180	649	-	829	818	11	98.7%	1 064	981
Venues and facilities	1 511	152	(791)	872	885	(13)	101.5%	643	575
Rental and hiring	56	7	(51)	12	11	1	91.7%	208	201
Transfers and subsidies	5 894 227	-	10	5 894 237	5 894 235	2	100.0%	5 692 970	5 674 310
Provinces and municipalities	5 894 111	-	-	5 894 111	5 894 111	-	100.0%	5 692 704	5 674 053
Provinces	5 894 111	-	-	5 894 111	5 894 111	-	100.0%	5 692 704	5 674 053
Provincial Revenue Funds	5 894 111	-	-	5 894 111	5 894 111	-	100.0%	5 692 704	5 674 053
Provincial agencies and funds	-	-	-	-	-	-	-	-	-
Non-profit institutions	55	-	-	55	55	-	100.0%	53	53
Households	61	-	10	71	69	2	97.2%	213	204
Social benefits	61	-	10	71	63	8	88.7%	167	163
Other transfers to households	-	-	-	-	6	(6)	-	46	41

DEPARTMENT OF BASIC EDUCATION VOTE 14
APPROPRIATION STATEMENT
for the year ended 31 March 2016

Programme 5: Educational Enrichment Services									
2015/16								2014/15	
	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
Payments for capital assets	204	-	30	234	102	132	43.6%	340	374
Machinery and equipment	204	-	30	234	102	132	43.6%	340	322
Transport equipment	-	-	-	-	-	-	-	-	-
Other machinery and equipment	204	-	30	234	102	132	43.6%	340	322
Intangible assets	-	-	-	-	-	-	-	-	52
Payments for financial assets	-	-	214	214	210	4	98.1%	-	-
	5 943 822	-	(5 787)	5 938 035	5 936 456	1 579	100.0%	5 740 882	5 719 548

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	386 645	386 475	170	0.04
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There were no material variances on this programme.

2. Curriculum Policy, Support and Monitoring	1 837 965	1 797 740	40 225	2.19
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The underspending on this programme is due to the significant underperformance of the cumulative total number of volunteers on the EPWP grant on Kha Ri Gude programme. The performance of the Kha Ri Gude programme is taken into account when this subsidy is determined.

3. Teachers, Education Human Resources and Institutional Development	1 164 017	1 163 548	469	0.04
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There were no material variances on this programme.

4. Planning, Information and Assessment	11 959 764	11 511 906	447 858	3.74
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The deviation is due to payments in respect of ASIDI projects. The process of rationalisation for schools had an impact on the spending trends for the ASIDI project.

5. Educational Enrichment Services	5 938 035	5 936 456	1 579	0.03
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There were no material variances on this programme.

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	439 640	439 472	168	0.04
Goods and services	2 037 526	2 102 316	(64 790)	(3.18)
Interest and rent on land	47 524	47 524	-	0.00
Transfers and subsidies				
Provinces and municipalities	15 631 771	15 631 771	-	0.00
Departmental agencies and accounts	1 103 974	1 104 391	(417)	(0.04)
Foreign governments and international organisations	16 478	20 998	(4 520)	(27.43)
Non-profit institutions	60 055	60 055	-	0.00
Households	1 306	1 347	(41)	(3.14)
Payments for capital assets				
Buildings and other fixed structures	1 932 786	1 374 762	558 024	28.87
Machinery and equipment	14 779	12 975	1 804	12.21
Intangible assets	80	-	80	100.00
Payments for financial assets	507	514	(7)	(1.38)

The over-expenditure on goods and services is due to the procurement of school furniture for non-ASIDI. With regard to the transfers, the Department is required to annually transfer membership fees to UNESCO and ADEA. UNESCO, ADEA and Guidance, Counselling and Youth Development Centre for Africa: Malawi are foreign transfers which are influenced by the fluctuation of the Rand/Dollar exchange rate. The payment of UNESCO and ADEA fees are made in Dollars and Euros. At the time of transfers, the value of the SA rand was low. In terms of the directive from DPSA, 30% of the training budget has to be transferred to the ETDP SETA. The amount transferred to the entity was higher than projected.

4.3 Per conditional grant

	Final Appropriation	Actual Expenditure	Variance	Variance as a % of Final Appropriation
	R'000	R'000	R'000	%
Per conditional grant				
Maths, Science and Technology	316 942	316 942	-	0.00
Education Infrastructure Grant	9 354 443	9 354 443	-	0.00
HIV and Aids (Life Skills Education) Grant	208 730	208 730	-	0.00
National School Nutrition Programme Grant	5 685 381	5 685 381	-	0.00
Occupation Specific Dispensation	66 275	66 275	-	0.00

DEPARTMENT OF BASIC EDUCATION VOTE 14
STATEMENT OF FINANCIAL PERFORMANCE
for the year ended 31 March 2016

	Note	2015/16	2014/15
		R'000	R'000
REVENUE			
Annual appropriation	1	21 286 426	19 689 873
Departmental revenue	2	18 254	57 572
Aid assistance	3	150 000	79 148
TOTAL REVENUE		21 454 680	19 826 593
EXPENDITURE			
Current expenditure			
Compensation of employees	4	439 472	412 745
Goods and services	5	2 102 315	1 948 996
Interest and rent on land	6	47 524	48 982
Aid assistance	3	118 549	61 968
Total current expenditure		2 707 860	2 472 691
Transfers and subsidies			
Transfers and subsidies	8	16 818 563	14 686 725
Aid assistance	3	70 884	14 500
Total transfers and subsidies		16 889 447	14 701 225
Expenditure for capital assets			
Tangible assets	9	1 387 743	2 426 395
Intangible assets	9	-	60
Total expenditure for capital assets		1 387 743	2 426 455
Payments for financial assets	7	514	5 000
TOTAL EXPENDITURE		20 985 564	19 605 371
SURPLUS/(DEFICIT) FOR THE YEAR		469 116	221 222
Reconciliation of Net Surplus/(Deficit) for the year			
Voted funds		490 301	160 970
Annual appropriation		490 301	160 970
Departmental revenue and NRF receipts	15	18 254	57 572
Aid assistance	3	(39 439)	2 680
SURPLUS/(DEFICIT) FOR THE YEAR		469 116	221 222

DEPARTMENT OF BASIC EDUCATION VOTE 14
STATEMENT OF FINANCIAL POSITION
for the year ended 31 March 2016

	Note	2015/16	2014/15
		R'000	R'000
ASSETS			
Current assets		567 046	193 625
Unauthorised expenditure	10	160 365	6 488
Cash and cash equivalents	11	173 159	9 137
Prepayments and advances	12	158 352	121 266
Receivables	13	35 731	56 734
Aid assistance receivables	3	39 439	-
Non-current assets		84 270	83 570
Receivables	13	84 270	83 570
TOTAL ASSETS		651 316	277 195
LIABILITIES			
Current liabilities		651 300	277 178
Voted funds to be surrendered to the Revenue Fund	14	644 178	167 458
Departmental revenue and NRF receipts to be surrendered to the Revenue Fund	15	5 992	997
Payables	16	1 130	106 043
Aid assistance repayable	3	-	2 680
Non-current liabilities			
Payables	16	-	-
TOTAL LIABILITIES		651 300	277 178
NET ASSETS		16	17
Represented by:			
Recoverable revenue		16	17
TOTAL		16	17

DEPARTMENT OF BASIC EDUCATION VOTE 14
STATEMENT OF CHANGES IN NET ASSETS
for the year ended 31 March 2016

	Note	2015/16	2014/15
		R'000	R'000
Recoverable revenue			
Opening balance		17	52
Transfers:			
Irrecoverable amounts written off	7.1	-	-
Debts revised			
Debts recovered (included in Departmental receipts)		(1)	(35)
Debts raised			
TOTAL		16	17

DEPARTMENT OF BASIC EDUCATION VOTE 14
CASH FLOW STATEMENT
for the year ended 31 March 2016

	Note	2015/16	2014/15
		R'000	R'000
CASH FLOWS FROM OPERATING ACTIVITIES			
Receipts		21 454 658	19 826 292
Annual appropriated funds received	1.1	21 286 426	19 689 873
Departmental revenue received	3	8 111	43 916
Interest received	3.3	10 121	13 355
Aid assistance received	4	150 000	79 148
Net (increase)/decrease in working capital		(253 573)	173 488
Surrendered to Revenue Fund		(180 717)	(674 387)
Surrendered to RDP Fund/Donor		(2 680)	(3 818)
Current payments		(2 506 459)	(2 417 221)
Interest paid	7	(47 524)	(48 982)
Payments for financial assets		(514)	(5 000)
Transfers and subsidies paid		(16 889 447)	(14 701 225)
Net cash flow available from operating activities	17	1 551 744	2 149 147
CASH FLOWS FROM INVESTING ACTIVITIES			
Payments for capital assets	9	(1 387 743)	(2 426 455)
Proceeds from sale of capital assets	2.3	22	301
Net cash flows from investing activities		(1 387 721)	(2 426 154)
CASH FLOWS FROM FINANCING ACTIVITIES			
Increase/(decrease) in net assets		(1)	(35)
Net cash flows from financing activities		(1)	(35)
Net increase/(decrease) in cash and cash equivalents		164 022	(277 042)
Cash and cash equivalents at beginning of period		9 137	286 179
Cash and cash equivalents at end of period	11	173 159	9 137

The financial statements have been prepared in accordance with the following policies, which have been applied consistently in all material aspects, unless otherwise indicated. Management has concluded that the financial statements present fairly the Department's primary and secondary information.

The historical 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 available information at the time of the 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 (PFMA), Act 1 of 1999 (as amended by Act 29 of 1999), and the Treasury Regulations issued in terms of the PFMA and the annual Division of Revenue Act.

1. Presentation of the Financial Statements

1.1 Basis of preparation

The financial statements have been prepared in accordance with the Modified Cash Standard.

Under this standard, the effects of transactions and other events are recognised in the financial records when cash is received or paid. The modification results from inflow and outflow of cash.

Additional information is disclosed in the disclosure notes to emphasise the usefulness of the financial statements.

1.2 Going concern

The financial statements have been prepared on a going concern basis.

1.3 Presentation currency

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 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 spot exchange rates prevailing at the date of payment / receipt.

1.6 Comparative information

1.6.1 Prior period comparative information

Prior period comparative information has been presented in the current year's financial statements. Where necessary figures included in the prior period financial statements have been reclassified to ensure that the format in which the information is presented is consistent with the format of the current year's financial statements.

1.6.2 Current year comparison with budget

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 comprise departmental allocations as well as direct charges against the revenue fund (i.e. statutory appropriation).

Appropriated funds are recognised in the statement of financial performance on the date the appropriation becomes effective. Adjustments made in terms of the adjustments budget process are recognised in the statement of financial performance 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 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 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 or in the case of transfers and subsidies when they are due and payable. Accrued expenditure payable is measured at cost and disclosed based on the invoice receipt date stamp.

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

Aid assistance paid is recognised in the statement of financial performance on the date of payment.

Aid assistance payments made prior to the receipt of funds are 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 as a current liability.

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

The Department recognised advances in the statement of financial position when the Department receives or disburses the cash.

Advances to all Departments' Implementing Agencies managing the projects of the Department are disbursed as and when a request has been received.

7 Loans and receivables

Loans and receivables are recognised in the statement of financial position at cost plus accrued interest, where interest is charged, less amounts already settled or written-off.

Write-offs are made according to the Departments write-off policy.

Receivables outstanding at year end are carried in the statement of financial position at price plus any accrued interest. Amounts that are potentially irrecoverable are included in the disclosure notes.

8 Financial assets

8.1 Financial assets (not covered elsewhere)

A financial asset is recognised initially at its cost plus transaction costs that are directly attributable to the acquisition or issue of the financial asset.

At the reporting date, a department shall measure its financial assets at cost, less amounts already settled or written-off, except for recognised loans and receivables, which are measured at cost plus accrued interest, where interest is charged, less amounts already settled or written-off.

8.2 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.

9 Payables

Loans and payables are recognised in the statement of financial position at cost.

10 Capital Assets

10.1 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 reliably, 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) may be 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.

10.2 Movable capital assets

Movable capital assets are initially recorded in the notes to the financial statements at cost. Movable capital assets acquired through a non-exchange transaction are measured at fair value as at the date of acquisition.

Where the cost of movable capital assets cannot be determined reliably, 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) may be recorded at R1.

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.

10.3 Intangible assets

Intangible assets are initially recorded in the notes to the financial statements at cost. Intangible assets acquired through a non-exchange transaction are 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.

Where the cost of intangible assets cannot be determined reliably, the intangible capital assets are measured at fair value and where fair value cannot be determined; the intangible assets are measured at R1.

All assets acquired prior to 1 April 2002 (or a later date as approved by the OAG) may be recorded at R1.

Intangible 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 intangible asset is recorded by another department/entity in which case the completed project costs are transferred to that department.

Maintenance is expensed as current “goods and services” in the 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 a possible obligation that arises from past events, and whose existence will be confirmed only by the 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 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:

- 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 value of the irregular expenditure incurred unless it is impracticable to determine, in which case reasons are provided in the note.

Irregular expenditure is removed from the note when it is either condoned by the relevant authority, transferred to receivables for recovery or not condoned and is not recoverable.

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 Changes in accounting policies, accounting estimates and errors

Changes in accounting policies that are effected by management have been applied retrospectively in accordance with MCS requirements, except to the extent that it is impracticable to determine the period-specific effects or the cumulative effect of the change in policy. In such instances the Department shall restate the opening balances of assets, liabilities and net assets for the earliest period for which retrospective restatement is practicable.

Changes in accounting estimates are applied prospectively in accordance with MCS requirements.

Correction of errors is applied retrospectively in the period in which the error has occurred in accordance with MCS requirements, except to the extent that it is impracticable to determine the period-specific effects or the cumulative effect of the error. In such cases the Department shall restate the opening balances of assets, liabilities and net assets for the earliest period for which retrospective restatement is practicable.

17 Events after the reporting date

Events after the reporting date that are classified as adjusting events have been accounted for in the financial statements. The events after the reporting date that are classified as non-adjusting events after the reporting date have been disclosed in the notes to the financial statements.

18 Principal-Agent arrangements

The Department is party to a principal-agent arrangement for the development of the National Catalogue. In terms of the arrangement the Department is the agent and is responsible for developing common prescribed textbooks. There are no financial implications from the provinces to procure from the National Catalogue developed.

The Implementing Agencies are party to agent arrangement for implementing departmental projects. In terms of the principal-agent arrangement, the Department is a principal agent and the Implementing Agencies are responsible for managing the projects.

All related revenues, expenditures, assets and liabilities have been recognised or recorded in terms of the relevant policies listed herein.

19 Departures from the MCS requirements

The Department considers MCS requirement applicable to the Department. The management has concluded that the financial statements present fairly the Department's primary and secondary information; that the Department complied with the Standard.

20 Recoverable revenue

Amounts are recognised as recoverable revenue when a payment made in a previous financial year becomes recoverable from a debtor in the current financial year. Amounts are either transferred to the National/Provincial Revenue Fund when recovered or are transferred to the statement of financial performance when written-off.

21 Related party transactions

A related party transaction is a transfer of resources, services or obligations between the reporting entity and a related party. Related party transactions within the Minister's portfolio are recorded in the notes to the financial statements when the transaction is not at arm's length.

Key management personnel are those persons having the authority and responsibility for planning, directing and controlling the activities of the Department. The number of individuals and their full compensation is recorded in the notes to the financial statements.

22 Inventories

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.

23 Public-Private Partnerships

A description of the Public-Private Partnerships (PPP) arrangement, the contract fees and current and capital expenditure as well as finance lease commitment relating to PPP arrangement is included in the disclosure notes.

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:.

	2015/16			2014/15	
	Final Appropriation	Actual Funds Received	Funds not requested/not received	Final Appropriation	Appropriation received
	R'000	R'000	R'000	R'000	R'000
Administration	386 645	386 645	-	383 579	383 579
Curriculum Policy, Support and Monitoring	1 837 965	1 837 965	-	1 827 761	1 827 761
Teachers, Education Human Resources and Institutional Development	1 164 017	1 164 017	-	1 307 974	1 307 974
Planning, Information and Assessment	11 959 764	11 959 764	-	10 429 677	10 429 677
Educational Enrichment Services	5 938 035	5 938 035	-	5 740 882	5 740 882
Total	21 286 426	21 286 426	-	19 689 873	19 689 873

2. Departmental revenue

	Note	2015/16 R'000	2014/15 R'000
Sales of goods and services other than capital assets	2.1	2 686	4 672
Interest, dividends and rent on land	2.2	10 121	13 355
Sales of capital assets	2.3	22	301
Transactions in financial assets and liabilities	2.4	5 425	39 244
Transfer received	2.5	-	-
Departmental revenue collected		18 254	57 572

2.1 Sales of goods and services other than capital assets

	Note	2015/16 R'000	2014/15 R'000
Sales of goods and services produced by the Department	2	2 686	4 629
Sales by market establishment		107	105
Other sales		2 579	4 524
Sales of scrap, waste and other used current goods		-	43
Total		2 686	4 672

2.2 Interest, dividends and rent on land

	Note	2015/16	2014/15
	2	R'000	R'000
Interest		10 121	13 355
Total		10 121	13 355

2.3 Sale of capital assets

	Note	2015/16	2014/15
	2	R'000	R'000
Tangible assets		22	301
Machinery and equipment	29	22	301
Total		22	301

2.4 Transactions in financial assets and liabilities

	Note	2015/16	2014/15
	2	R'000	R'000
Receivables		5 425	39 244
Total		5 425	39 244

3. Aid assistance

	Note	2015/16	2014/15
		R'000	R'000
Opening Balance		2 680	3 818
Transferred from statement of financial performance		(39 439)	2 680
Paid during the year		(2 680)	(3 818)
Closing Balance		(39 439)	2 680

3.1 Analysis of balance by source

	Note	2015/16	2014/15
		R'000	R'000
Aid assistance from RDP	3	(39 439)	2 680
Aid assistance from other sources		-	-
Closing balance		(39 439)	2 680

3.2 Analysis of balance

	Note	2015/16 R'000	2014/15 R'000
Aid assistance receivable	3	(39 439)	-
Aid assistance repayable		-	2 680
Closing balance		(39 439)	2 680

4. Compensation of employees

4.1 Salaries and Wages

	Note	2015/16 R'000	2014/15 R'000
Basic salary		275 053	261 655
Performance award		5 773	781
Service Based		596	395
Compensative/circumstantial		35 712	31 076
Periodic payments		15 991	20 350
Other non-pensionable allowances		65 808	61 237
Total		398 933	375 494

4.2 Social contributions

	Note	2015/16 R'000	2014/15 R'000
Employer contributions			
Pension		30 374	28 802
Medical		10 106	8 394
Bargaining council		55	50
Official unions and associations		4	5
Total		40 539	37 251
Total compensation of employees		439 472	412 745
Average number of employees		753	748

5. Goods and services

	Note	2015/16 R'000	2014/15 R'000
Administrative fees		33 525	12 737
Advertising		2 032	18 545
Minor assets	5.1	425	909
Bursaries (employees)		392	287
Catering		18 837	26 162
Communication		4 755	5 911
Computer services	5.2	65 654	66 026
Consultants: Business and advisory services		123 575	97 614
Legal services		1 964	2 517
Contractors		349	6 941
Agency and support / outsourced services		60 477	54 699
Audit cost – external	5.3	17 062	16 802
Fleet services		1 778	1 687
Inventory	5.4	1 075 986	886 813
Consumables	5.5	50 261	48 894
Operating leases		11 951	6 531
Property payments	5.6	102 277	93 116
Rental and hiring		3 484	9 455
Travel and subsistence	5.7	93 089	122 848
Venues and facilities		16 077	18 404
Training and development		1 884	9 911
Other operating expenditure	5.8	416 481	442 187
Total		2 102 315	1 948 996

5.1 Minor assets

	Note	2015/16 R'000	2014/15 R'000
Tangible assets	5	416	866
Buildings and other fixed structures		-	4
Machinery and equipment		416	862
Transport assets		-	-
Intangible assets		9	43
Software		-	43
Patent, licences, copyright, brand names, trademarks		9	-
Total		425	909

5.2 Computer services

	Note	2015/16	2014/15
	5	R'000	R'000
SITA computer services		58 841	57 605
External computer service providers		6 813	8 421
Total		65 654	66 026

5.3 Audit cost – External

	Note	2015/16	2014/15
	5	R'000	R'000
Regularity audits		14 058	14 448
Performance audits		1 549	911
Computer audits		1 455	1 443
Total		17 062	16 802

5.4 Inventory

	Note	2015/16	2014/15
	5	R'000	R'000
Clothing material and accessories		-	-
Farming supplies		-	168
Food and food supplies		-	3
Learning and teaching support materials		968 725	849 733
Materials and supplies		-	38
Other supplies	5.4.1	107 261	36 871
Total		1 075 986	886 813

5.4.1 Other supplies

	Note	2015/16	2014/15
	5.4	R'000	R'000
Assets for distribution		107 261	36 871
School furniture		107 190	36 443
Sports and recreation		57	428
Library material		14	-
Total		107 261	36 871

5.5 Consumables

	Note	2015/16	2014/15
	5	R'000	R'000
Consumable supplies		1 953	4 114
Uniform and clothing		116	229
Household supplies		22	77
Building material and supplies		477	1 535
Communication accessories		2	2
IT consumables		254	395
Other consumables		1 082	1 876
Stationery, printing and office supplies		48 308	44 780
Total		50 261	48 894

5.6 Property payments

	Note	2015/16	2014/15
	5	R'000	R'000
Municipal services		3 099	2 835
Property management fees		97 922	89 575
Property maintenance and repairs		-	26
Other		1 256	680
Total		102 277	93 116

5.7 Travel and subsistence

	Note	2015/16	2014/15
	5	R'000	R'000
Local		88 013	119 273
Foreign		5 076	3 575
Total		93 089	122 848

5.8 Other operating expenditure

	Note	2015/16	2014/15
	5	R'000	R'000
Professional bodies, membership and subscription fees		192	34
Resettlement costs		44	860
Other		416 245	441 293
Total		416 481	442 187

6. Interest and rent on land

	Note	2015/16	2014/15
		R'000	R'000
Interest paid		47 524	48 982
Total		47 524	48 982

7. Payments for financial assets

	Note	2015/16	2014/15
		R'000	R'000
Debts written off	7.1	514	5 000
Total		514	5 000

7.1 Debts written off

	Note	2015/16	2014/15
		R'000	R'000
Recoverable revenue written off			
Postal Orders		10	-
Total		10	-
Other debt written off			
Ex-employee		-	-
Employee (Car Damages and No-shows)		110	-
Department of Education – Eastern Cape		-	5 000
Fever Tree Consulting		87	-
Former Department of Education		307	-
Total		504	5 000
Total debt written off		514	5 000

8. Transfers and subsidies

	Note	2015/16	2014/15
		R'000	R'000
Provinces and municipalities	35	15 631 771	13 549 796
Departmental agencies and accounts	Annex 1A	1 104 391	1 055 530
Foreign governments and international organisations	Annex 1B	20 998	16 654
Non-profit institutions	Annex 1C	60 055	63 053
Households	Annex 1D	1 347	1 692
Total		16 818 562	14 686 725

9. Expenditure for capital assets

	Note	2015/16	2014/15
		R'000	R'000
Tangible assets		1 387 743	2 426 395
Buildings and other fixed structures	31	1 374 762	2 413 700
Machinery and equipment	31	12 981	12 695
Intangible assets		-	60
Software	32		
Patents, licences, copyright, brand names, trademarks	32	-	60
Total		1 387 743	2 426 455

9.1 Analysis of funds utilised to acquire capital assets – 2015/16

	Voted funds	Aid assistance	Total
	R'000	R'000	R'000
Tangible assets	1 387 737	6	1 387 743
Buildings and other fixed structures	1 374 762	-	1 374 762
Machinery and equipment	12 975	6	12 981
Intangible assets			
Patents, licences, copyright, brand names, trademarks	-	-	-
Total	1 387 737	6	1 387 743

9.2 Analysis of funds utilised to acquire capital assets – 2014/15

	Voted funds	Aid assistance	Total
	R'000	R'000	R'000
Tangible assets	2 426 395	-	2 426 395
Buildings and other fixed structures	2 413 700	-	2 413 700
Machinery and equipment	12 695	-	12 695
Intangible assets	60	-	60
Patents, licences, copyright, brand names, trademarks	60	-	60
Total	2 426 455	-	2 426 455

9.3 Finance lease expenditure included in Expenditure for capital assets

	Note	2015/16	2014/15
		R'000	R'000
Tangible assets			
Buildings and other fixed structures		6 477	5 813
Machinery and equipment		7 752	6 959
Total		14 229	12 772

10. Unauthorised Expenditure

10.1. Reconciliation of unauthorised expenditure

	Note	2015/16	2014/15
		R'000	R'000
Opening balance		6 488	-
Prior period error	11.5	22 063	-
As restated		28 551	-
Unauthorised expenditure – discovered in the current year(as restated)		131 814	6 488
Total		160 365	6 488

School furniture

The unauthorised expenditure includes the amount paid for the National Teaching Awards amounting to R6.488 million in the 2014/15 financial year. The Department wrote a letter to National Treasury and requested the approval by Parliament. The Department is awaiting the response. Furthermore, in the 2014/15 financial year, the Department entered into agreements with the Department of Labour (through its Sheltered Employment Factories), the Department of Environmental Affairs (through the Eco-Furniture Programme) and the Department of Correctional Services for the provision of school furniture to the needy schools. In the 2014/15 financial year, school furniture was procured for non-ASIDI schools to the value amounting to R33.865 million. The amount was disclosed in the Departmental Books as irregular expenditure. Due to the revised guide on irregular expenditure, the amount paid for non-ASIDI schools should be regarded as unauthorised expenditure. The Department made adjustments. For the 2015/16 financial year, the total value of school furniture procured for non-ASIDI schools amounted to R99.788 million.

Libraries

Key gaps were identified in terms of infrastructure across the system and in all provinces. One of the glaring inequalities is in the provision of school libraries, which are crucial for quality teaching and learning in schools. Based on a number of competing demands on infrastructure budgets, the sector will need a concerted effort both in strategy and financial resources to address the provision of libraries. The Department took the initiative to provide at least two libraries in each of the nine provinces utilising the ASIDI allocation.

10.2. Analysis of unauthorised expenditure awaiting authorisation per economic classification

	Note	2015/16	2014/15
		R'000	R'000
Current		128 339	6 488
Capital		32 026	-
Total		160 365	6 488

10.3. Analysis of unauthorised expenditure awaiting authorisation per type

	Note	2015/16	2014/15
		R'000	R'000
Unauthorised expenditure relating to overspending of the vote or a main division within the vote		6 488	6 488
Unauthorised expenditure incurred not in accordance with the purpose of the vote or main division		153 877	-
Total		160 365	6 488

10.4. Details of unauthorised expenditure – current year

Incident	Disciplinary steps taken/ criminal proceedings	2015/16
		R'000
Expenditure incurred on payments		99 788
Payments for school furniture to needy schools.		
Department incurred expenditure on building of school library for needy schools		32 026
Total		131 814

10.5. Prior period error

	Note	2014/15
		R'000
Nature of prior period error		
Relating to 2014/15		22 063
The payments were in respect of school furniture that was procured for non-ASIDI schools disclosed as irregular expenditure amounting to R33.865 million. From the amount disclosed, the payment amounting to R11.802 million did not go through the system.		22 063
Total prior period errors		22 063

11. Cash and cash equivalents

	Note	2015/16	2014/15
		R'000	R'000
Consolidated Paymaster-General Account		173 141	9 119
Cash on hand		18	18
Total		173 159	9 137

12. Prepayments and advances

	Note	2015/16	2014/15
		R'000	R'000
Travel and subsistence		46	13
Advances paid	12.1	158 306	121 253
Total		158 352	121 266

12.1 Advances paid

	Note	2015/16	2014/15
	11	R'000	R'000
National departments		1 480	959
Provincial departments		1 722	55
Other entities		155 104	120 239
Total		158 306	121 253

13. Receivables

		2015/16			2014/15		
	Note	Current	Non-Current	Total	Current	Non-Current	Total
		R'000	R'000	R'000	R'000	R'000	R'000
Claims recoverable	13.1 Annex 3	34 429	83 606	118 035	55 083	81 739	136 822
Recoverable expenditure	13.2	1 259	628	1 887	1 607	1 825	3 432
Staff debt	13.3	43	30	73	40	-	40
Other debtors	13.4	-	6	6	4	6	10
Total		35 731	84 270	120 001	56 734	83 570	140 304

13.1 Claims recoverable

	Note	2015/16	2014/15
	13	R'000	R'000
National departments		3 604	735
Provincial departments		62 853	60 925
Public entities		4 431	33 200
Private enterprises		47 417	41 962
Total		118 035	136 822

13.2 Recoverable expenditure (disallowance accounts)

	Note	2015/16	2014/15
	13	R'000	R'000
Disallowances Miscellaneous		-	2 031
Salary Disallowances		115	50
Salary Deduction		-	11
Disallowance Damage & Loss (Recover)		1 772	1 340
Total		1 887	3 432

13.3 Staff debt

	Note	2015/16	2014/15
	13	R'000	R'000
Bursaries		8	13
Employee		6	2
Ex-employee		20	19
Other debts		39	6
Total		73	40

13.4 Other debtors

	Note	2015/16	2014/15
	13	R'000	R'000
Dishonoured Cheques		6	10
Total		6	10

14. Voted funds to be surrendered to the Revenue Fund

	Note	2015/16 R'000	2014/15 R'000
Opening balance		167 458	608 161
Prior period error	14.1	22 063	-
As restated		189 521	608 161
Transfer from statement of financial performance		490 301	160 970
Add: Unauthorised expenditure for current year	10	131 814	6 488
Paid during the year		(167 458)	(608 161)
Closing balance		644 178	167 458

14.1 Prior period error

	Note	2014/15 R'000
Nature of prior period error		
Relating to 2014/15		22 063
The payments were in respect of school furniture that were procured for non-ASIDI schools disclosed as irregular expenditure amounting to R33.865 million. From the amount disclosed, the payment amounting to R11.802 million did not go through the system.		22 063
Total		22 063

15. Departmental revenue and NRF receipts to be surrendered to the Revenue Fund

	Note	2015/16 R'000	2014/15 R'000
Opening balance		997	9 651
Transfer from Statement of Financial Performance		18 254	57 572
Paid during the year		(13 259)	(66 226)
Closing balance		5 992	997

16. Payables – current

	Note	2015/16 R'000	2014/15 R'000
Advances received	16.1	983	104 598
Clearing accounts	16.2	140	1 445
Other payables	16.3	7	-
Total		1 130	106 043

16.1 Advances received

	Note	2015/16	2014/15
	16	R'000	R'000
Other institutions	<i>Annex 6B</i>	983	104 598
Total		983	104 598

16.2 Clearing accounts

	Note	2015/16	2014/15
	16	R'000	R'000
South African Revenue Services		127	1 449
Government Pension Funds		12	(3)
Bargaining Council		1	1
Medical Aid		(1)	(2)
Insurance Deductions		1	-
Total		140	1 445

16.3 Other payables

	Note	2015/16	2014/15
	16	R'000	R'000
Conditional Grant of 2014/15 surrendered by DoE KZN		1	-
Conditional Grant of 2014/15 surrendered by DoE NC		6	-
Total		7	-

17. Net cash flow available from operating activities

	Note	2015/16	2014/15
		R'000	R'000
Net surplus/(deficit) as per Statement of Financial Performance		469 116	221 222
Add back non-cash/cash movements not deemed operating activities		1 082 628	1 927 925
(Increase)/decrease in receivables – current		20 303	(14 189)
(Increase)/decrease in prepayments and advances		(37 086)	149 506
(Increase)/decrease in other current assets		-	-
Increase/(decrease) in payables – current		(104 913)	44 659
Proceeds from sale of capital assets		(22)	(301)
Expenditure on capital assets		1 387 743	2 426 455
Surrenders to Revenue Fund		(180 717)	(674 387)
Surrenders to RDP Fund/Donor		(2 680)	(3 818)
Net cash flow generated by operating activities		1 551 744	2 149 147

18. Reconciliation of cash and cash equivalents for cash flow purposes

	Note	2015/16	2014/15
		R'000	R'000
Consolidated Paymaster-General account		173 141	9 119
Cash on hand		18	18
Total		173 159	9 137

19. Contingent liabilities and contingent assets

19.1 Contingent liabilities

	Note	2015/16	2014/15
		R'000	R'000
Liable to Nature			
Housing loan guarantees Employees	Annex 2A	75	75
Claims against the Department	Annex 2B	268 190	127 947
Other	Annex 2B	3 498	2 497
Total		271 763	130 519

19.2 Contingent assets

	Note	2015/16	2014/15
		R'000	R'000
Nature of contingent asset			
Inyameko Trading (Dispute on guarantees payments)		1 536	1 536
Setheo Investment (Dispute on guarantees payments)		1 458	1 458
Bahlaping Keep Africa JV (Dispute on guarantees payments)		5 319	
Baiteredi (Dispute on guarantees payments)		4 466	
Karen Kula (Dispute on guarantees payments)		13 674	
Khuthala Consulting (Pty) Ltd (Dispute on guarantees payments)		4 188	
Luengo Enterprises (Pty) Ltd (Dispute on guarantees payments)		15 669	
Mebalabala Holdings (Pty) Ltd (Dispute on guarantees payments)		4 742	
Phumiredi (Dispute on guarantees payments)		3 371	
Shota Engineering (Dispute on guarantees payments)		1 887	
Sivubo Trading & Projects cc (Dispute on guarantees payments)		1 457	
Tarman BR Tsima Joint Venture (Dispute on guarantees payments)		2 636	
Total		60 403	2 994

Inyameko Trading:

The guarantee has not been paid to the Implementing Agent (IA) yet as there is a dispute between the IA and the insurance company that must pay the guarantee is claiming that the termination letter was not attached to the call of the guarantee, therefore the insurance company 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 the IA yet as there is a dispute between the IA and the insurance company concerned. The insurance brokers claim that they cannot pay the guarantee because the contractor failed to honour monthly payments and the guarantee therefore lapsed and terminated in April 2012.

20. Commitments

	Note	2015/16 R'000	2014/15 R'000
Current expenditure			
Approved and contracted		233 047	383 856
Approved but not yet contracted		-	-
		233 047	383 856
Capital expenditure			
Approved and contracted		1 144 234	1 560 687
Approved but not yet contracted		1 627 720	2 904 724
		2 771 954	4 465 411
Total Commitments		3 005 001	4 849 267

The commitments exclude operating lease commitments as disclosed on separate notes.

21. Accruals and payables not recognised

20.1 Accruals

			2015/16	2014/15
			R'000	R'000
Listed by economic classification				
	30 Days	30+ Days	Total	Total
Goods and services	37 077	266 539	303 616	197 318
Capital assets	102 455	144 188	246 643	469 184
Other	26	1 136	1 162	4 661
Total	139 558	411 863	551 421	671 163

Note	2015/16	2014/15
	R'000	R'000

Listed by programme level

Programme 1: Administration	13 039	13 247
Programme 2: Curriculum Policy, Support and Monitoring	239 057	168 932
Programme 3: Teachers, Education HR and Institutional Development	15 328	1 436
Programme 4: Planning, Information and Assessment	281 880	487 093
Programme 5: Educational Enrichment services	2 117	455
Total	551 421	671 163

Accruals and payables that exceed the payment term of 30 days as required in Treasury Regulation 8.2.3.

The bulk of the accruals is in respect of stipends for volunteer educators in Kha Ri Gude and ASIDI. The Department requested a roll-over for accruals of the 2014/15 financial year and it was not approved. The impact of non-approval of the roll-over has caused accrued payment of stipends to Kha Ri Gude project.

22. Employee benefits

Note	2015/16	2014/15
	R'000	R'000

Leave entitlement	16 559	14 778
Service bonus (thirteenth cheque)	9 619	8 971
Performance awards	6 102	5 533
Capped leave commitments	20 523	19 781
Other	481	80
Total	53 284	49 143

2015/16: The employee benefit amount excludes the negative leave credits amounting to R297 thousand.

2015/16: Long service awards is estimated at R480 thousand.

23. Lease commitments

23.1 Operating leases expenditure

2015/16

Not later than 1 year

Later than 1 year and not later than 5 years

Later than five years

Total lease commitments

Buildings and other fixed structures	Machinery and equipment	Total
	987	987
	408	408
	-	-
	1 395	1 395

2014/15

Not later than 1 year

Later than 1 year and not later than 5 years

Later than five years

Total lease commitments

Buildings and other fixed structures	Machinery and equipment	Total
	1 269	1 269
	1 009	1 009
	-	-
	2 278	2 278

23.2 Finance leases expenditure

2015/16

Not later than 1 year

Later than 1 year and not later than 5 years

Later than five years

Total lease commitments

Buildings and other fixed structures	Machinery and equipment	Total
	-	-
	-	-
	-	-
	-	-

2014/15

Not later than 1 year

Later than 1 year and not later than 5 years

Later than five years

Total lease commitments

Buildings and other fixed structures	Machinery and equipment	Total
	3	3
	-	-
	-	-
	3	3

24. Accrued departmental revenue

Sales of goods and services other than capital assets

Interest, dividends and rent on land

Transactions in financial assets and liabilities

Total

Note	2015/16	2014/15
	R'000	R'000
	496	962
	7 773	1 832
	3 233	32 307
	11 502	35 101

Sales of goods and services other than capital assets:

<i>Tender Document Revenue Due by:</i>	R'000
IDT EC W&S (Batch II)	479
COEGA KZN	17
	<u>496</u>

Interest, dividends and rent on land

<i>Interest Bank Account Due by:</i>	R'000
IDT KZN(2014/15)	28
IDT KZN	79
COEGA EC(2014/15)	6
COEGA EC	255
AAS KZN	26
DBSA (2013/14)	73
DBSA (2014/15)	1 677
DBSA	5 595
IDT EC W&S (Batch II) (2014/15)	14
IDT EC W&S (Batch II)	20
	<u>7 773</u>

Transactions in financial assets and liabilities

Replacement Contracts Guarantees (DBSA)	R'000
	<u>3 233</u>

24.1 Analysis of accrued departmental revenue

	Note	2015/16	2014/15
		R'000	R'000
Opening balance		35 101	45 030
Less: amounts received		(5 506)	(44 397)
Add: amounts recognised		9 208	34 468
Less: amounts written-off/reversed as irrecoverable		(27 301)	-
Closing balance		11 502	35 101

Accrued Tender fee revenue received in 2015/16	
	R'000
IDT FS (2013/14)	466
Total	466
Accrued interest received in 2015/16	
	R'000
AAS KZN	4
IDT LP (2014/15)	30
Total	34
Accrued Guarantees received in 2015/16	
	R'000
IDT FS(2013/14)	5 006
Total	5 006

25. Irregular expenditure

25.1 Reconciliation of irregular expenditure

Note	2015/16	2014/15
	R'000	R'000
Opening balance	1 641 265	914 716
Prior period error	(33 865)	-
As restated	1 607 400	914 716
Add: Irregular expenditure – relating to prior year	194 688	-
Add: Irregular expenditure – relating to current year	404 975	726 549
Closing balance	2 207 063	1 641 265

Analysis of awaiting condonation per age classification

Current year	404 975	726 549
Prior years	1 802 088	914 716
Total	2 207 063	1 641 265

- The Department appointed DBSA and Eskom as Implementing Agencies (IA) for the Management of ASIDI projects. The Department signed the MoA with the IAs on inception of the projects. The MoAs of DBSA and ESKOM expired on 30 September 2015 and 31 March 2015 respectively. The extensions on the MoAs were not renewed on time for the IAs. Therefore all expenditure on the IAs were regarded as irregular expenditure.
- 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 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.
- The Department appointed SAB&T as an implementing agent / service provider to manage the Kha Ri Gude programme. During the 2015/16 financial year, it was discovered that during evaluation, one of the stages was misinterpreted and where site visits should have being done to all bidders. Based on these, the management fee paid to the service provider was declared as irregular expenditure.
- The Department appointed DBSA, Department of Public Works: Eastern Cape and Coega Development Corporation as implementing agents for the building of schools in various provinces. During the audit of the Department, it was discovered that in some cases the DBSA and CDC: Eastern Cape did not comply with the supply chain processes as agreed per the Memorandum of Agreement signed with the Department. Therefore, the expenditure incurred for the appointment of contractors without following the SCM process was declared as irregular expenditure.
- The Department appointed Deloitte & Touche as secondments to assist with the coverage plan of the Internal Audit. As a Government Department tasked to not only provide quality education for all, but to also provide adequate facilities wherein schooling can take place via the ASIDI, the Kha Ri Gude Literacy Project and other related projects, the correct auditing of such programmes is imperative for the proper management of such a vast budget.
- Key gaps were identified in terms of infrastructure across the system and in all provinces. One of the glaring inequalities is in the provision of school libraries, which are crucial for quality teaching and learning in schools. Based on a number of competing demands on infrastructure budgets, the sector will need a concerted effort both in strategy and financial resources to address the provision of libraries. The Department took the initiative to provide at least two libraries in each of the nine provinces, utilising the ASIDI allocation.

The Department has requested National Treasury approval for condonement of the above irregular expenditure. Therefore pending the approval, the irregular expenditure amount will increase annually as and when the expenditure is incurred.

25.2 Details of irregular expenditure – current year

Incident	Disciplinary steps taken/ criminal proceedings	2015/16
		R'000
Deloitte & Touche		3 297
SAB&T		23 723
COEGA EC (NOMZAMO MADIKIZELA MANDELA PS)		1085
THE MVULA TRUST (SCM)		51 942
ESKOM (Contract expired 31/03/2015)		24 185
DBSA (HLABATSHANE SSS)		27 975
DBSA (DIKISO SS)		272
COEGA EC (NKOSINATHI JSS)		785
DBSA (VREDEFORT PRIMARY)		2 068
Adopt a School		7 033
DBSA (JENCE JSS)		17 790
DBSA (TIYIMELENI PS)		5 346
DBSA (NGEMA PS)		501
DBSA (contract expired 30/09/2016)		195 649
DBSA (FUDUMELA SPS)		106
DBSA (GOBIDOLO SPS)		19 949
DBSA (GOBINAMBA SSS)		14 454
DBSA (TOEVLUK PRIMARY)		8 815
Total		404 975

25.3 Prior period error

	Note	2014/15
		R'000
Nature of prior period error		
Relating to 2014/15		(33 865)
School furniture		(33 865)
Total		(33 865)

26. Fruitless and wasteful expenditure

26.1 Reconciliation of fruitless and wasteful expenditure

	Note	2015/16	2014/15
		R'000	R'000
Opening balance		28	-
Fruitless and wasteful expenditure – relating to current year		44 305	28
Closing balance		44 333	28

26.2 Analysis of awaiting resolution per economic classification

	Note	2015/16	2014/15
		R'000	R'000
Current		44 333	28
Capital		-	-
Total		44 333	28

26.3. Analysis of current year's fruitless and wasteful expenditure

Incident	Disciplinary steps taken/ criminal proceedings	2015/16
		R'000
During the audit, it was alleged that volunteers were paid stipends without learners in class. The matter is currently being investigated.		44 305
Total		44 305

During the 2015/16 audit of the Department, it is alleged that volunteers for the Kha Ri Gude classes were paid stipends for learners with a lower number than as indicated on the claims forms. The matter is being investigated, to establish whether the Volunteers Educators were not paid based on the scale as determined by the Department. The total amount paid for the duration of the classes has been disclosed as fruitless and wasteful expenditure pending the outcome of the investigation.

27. Related party transactions

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.

28. Key management personnel

	No. of Individuals	2015/16 R'000	2014/15 R'000
Political office bearers	2	4 211	4 036
Officials:			
Level 15 to 16	11	14 450	16 872
Level 14 (incl. CFO if at a lower level)	16	17 836	18 165
Family members of key management personnel	-	-	-
Total		36 497	39 073

29. Public Private Partnership

	Note	2015/16 R'000	2014/15 R'000
Contract fee paid		159 672	151 325
Fixed component		61 750	61 750
Indexed component		97 922	89 575
Analysis of indexed component		97 922	89 575
Goods and services (excluding lease payments)		97 922	89 575
Interest		-	-
Other		5 461	3 541
Other obligations		5 461	3 541

Public-Private Partnership (PPP) Agreement

Background

On 20 April 2007, the Department of Basic Education (DBE) entered into a Public-Private Partnership (PPP) agreement for the financing, construction, operation and maintenance of office accommodation for the Department. Construction commenced in May 2007. The construction of the building was completed at the end of 2009 and the relocation of staff was finalised in February 2010.

Finance

This agreement makes provision for the financing, construction and maintenance of the building for a service period of 25 years. This implies that the Private Party, Sethekgo Pty Ltd, has designed, constructed, and is maintaining and servicing the new building. In return, the Department will pay Sethekgo a monthly unitary fee with effect from the day that it occupies the building until the end of the contract.

The monthly unitary fee covers the capital cost of the building (including furniture) as well as the operational cost for the maintenance of the building. The monthly unitary fee is based on a baseline amount which is escalated yearly using the previous year December CPI rate. The 2015/16 unitary fee was therefore calculated using the December 2014 rate.

No availability or performance penalties have been raised in the 2015/16 financial year.

The agreement also states that the Private Party only bears the risk of a utility tariff increase up to a maximum 0.8% above CPI. An increase in excess of this constitutes a pass through cost to the Department. The recent escalation in utility pricing constitutes a major increase in expenditure.

Service specifications

The service specifications, as contained in Schedule 3, Part 2 of the agreement, contain the various service categories which refers to the project deliverables. These are:

- Accommodation provision
- Security provision
- Portering and churn management
- Energy management and utilities supply
- Building fabric and service maintenance
- Cleaning services
- Landscape maintenance
- Pest control
- Waste management
- Fire and emergency management
- Helpdesk and information management
- Internal plants
- Management of FF&E
- Conference facilities
- Parking.

Management

The management of the PPP falls within the responsibilities of the Directorate: Security and Asset Management.

Regular meetings are being conducted where contractual and operational issues are discussed.

- In the weekly operational meetings, issues are discussed that pertain to the output specifications and how these are being implemented by the various service providers responsible for the restaurant, landscaping, security and cleaning.
- The monthly Steering Committee meeting discusses financial issues such as the payment of the unitary fee and penalties. The monthly report is also discussed. Ad hoc operational issues that have not been resolved during the weekly meeting with Tirasano are also discussed.

Usage

The DBE head office building also accommodates the examinations unit of the Department of Higher Education and Training. After the split of the Department of Education, the building was not big enough to accommodate the DBE and the Department of Higher Education and Training and it was decided that only the DBE would take over the PPP contract and occupy the building. Since part of the building was custom-designed for the examination section of the Department of Education, the examination sections of both departments are now being accommodated in the building. This however creates its own difficulties in terms of growth of the DBE, security arrangements and the sharing of the printing facility.

Finance Lease Commitment

2015/16

Buildings and other fixed structures	Machinery and equipment	Total
R'000	R'000	R'000
53 537	-	53 537
214 149	-	214 149
749 523	-	749 523
1 017 209	-	1 017 209

2014/15

Buildings and other fixed structures	Machinery and equipment	Total
R'000	R'000	R'000
53 537	8 212	61 749
214 149	-	214 149
803 060	-	803 060
1 070 746	8 212	1 078 958

30. Provisions

	Note	2015/16	2014/15
		R'000	R'000
Department of Education- Eastern Cape		60 615	60 615
Fever Tree Consulting		-	88
Old Department of Education		196	504
Total		60 811	61 207

30.1 Reconciliation of movement in provisions – 2015/16

	DOE-EC	Fever Tree	Old DoE	Total provisions
	R'000	R'000	R'000	R'000
Opening balance	60 615	88	504	61 207
Settlement of provision without cost to the Department	-	(88)	(308)	(396)
Closing balance	60 615	-	196	60 811

Reconciliation of movement in provisions – 2014/15

	DOE-EC	Fever Tree	Old DoE	Total provisions
	R'000	R'000	R'000	R'000
Opening balance	65 615	88	955	66 658
Settlement of provision	(5 000)	-	(451)	(5 451)
Closing balance	60 615	88	504	61 207

Department of Education-Eastern Cape

A service was rendered on behalf of the Eastern Cape Provincial Department in respect of National Technical Examinations by the South African centre for Educational Technology (SACET) as well as agency service during the process of provincialisation of education. The Department of Basic Education is intending to write-off this debt however outflow of economic benefit is unknown due to financial constrain experienced by the Department although savings will be utilised if they occur.

Old Department of Education

The Department intends to write off old debts which occurred before separation of the Department of Basic Education and Department of Higher Education and Training. This debt will be written off upon experiencing savings.

31. Movable Tangible Capital Assets

MOVEMENT IN MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2016

	Opening balance	Additions	Disposals	Closing Balance
	R'000	R'000	R'000	R'000
MACHINERY AND EQUIPMENT	52 149	3 718	(2 486)	53 381
Transport assets	3 768	681	(850)	3 599
Computer equipment	39 457	2 330	(1 517)	40 270
Furniture and office equipment	3 944	275	(110)	4 109
Other machinery and equipment	4 980	432	(9)	5 403
TOTAL MOVABLE TANGIBLE CAPITAL ASSETS	52 149	3 718	(2 486)	53 381

Movable Tangible Capital Assets under investigation

Number	Value
	R'000

Included in the above total of the movable tangible capital assets per the asset register are assets that are under investigation:

Machinery and equipment

- -

31.1 Additions

ADDITIONS TO MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2016

	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	12 980		(7 752)	(1 510)	3 718
Transport assets	681				681
Computer equipment	3 830			(1 500)	2 330
Furniture and office equipment	8 104		(7 752)	(77)	275
Other machinery and equipment	365		-	67	432
TOTAL ADDITIONS TO MOVABLE TANGIBLE CAPITAL ASSETS	12 980		(7 752)	(1 510)	3 718

31.2 Disposals

DISPOSALS OF MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2016

	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	(210)	(2 276)	(2 486)	22
Transport assets	(159)	(691)	(850)	15
Computer equipment	(45)	(1 472)	(1 517)	7
Furniture and office equipment	(6)	(104)	(110)	
Other machinery and equipment		(9)	(9)	
TOTAL DISPOSAL OF MOVABLE TANGIBLE CAPITAL ASSETS	(210)	(2 276)	(2 486)	22

31.3 Movement for 2014/15

MOVEMENT IN TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2015

	Opening balance	Prior period error	Additions	Disposals	Closing Balance
	R'000	R'000	R'000	R'000	R'000
MACHINERY AND EQUIPMENT	46 720	-	7 368	(1 939)	52 149
Transport assets	4 703		769	(1 704)	3 768
Computer equipment	34 017		5 651	(211)	39 457
Furniture and office equipment	3 321		623	-	3 944
Other machinery and equipment	4 679		325	(24)	4 980
TOTAL MOVABLE TANGIBLE CAPITAL ASSETS	46 720	-	7 368	(1 939)	52 149

31.4 Minor assets

MOVEMENT IN MINOR ASSETS PER THE ASSET REGISTER FOR THE YEAR ENDED AS AT 31 MARCH 2016

	Intangible assets	Machinery and equipment	Total
	R'000	R'000	R'000
Opening balance	204	7 977	8 181
Additions	9	416	425
Disposals		(124)	(124)
TOTAL MINOR ASSETS	213	8 269	8 482

	Intangible assets	Machinery and equipment	Total
	R'000	R'000	R'000
Number of R1 minor assets	52	4 227	4 279
Number of minor assets at cost	79	5 752	5 831
TOTAL NUMBER OF MINOR ASSETS	131	9 979	10 110

Minor Capital Assets under investigation

Number	Value
	R'000

Included in the above total of the minor capital assets per the asset register are assets that are under investigation:

Machinery and equipment - -

MOVEMENT IN MINOR ASSETS PER THE ASSET REGISTER FOR THE YEAR ENDED AS AT 31 MARCH 2015

	Intangible assets	Machinery and equipment	Total
	R'000	R'000	R'000
Opening balance	157	7 323	7 480
Prior period error		-	-
Additions	47	869	916
Disposals	-	215	215
TOTAL MINOR ASSETS	204	7 977	8 181

	Intangible assets	Machinery and equipment	Total
Number of R1 minor assets	-	-	-
Number of minor assets at cost	-	-	-
TOTAL NUMBER OF MINOR ASSETS	-	-	-

31.5 Movable assets written off

MOVABLE ASSETS WRITTEN OFF FOR THE YEAR ENDED AS AT 31 MARCH 2016

	Machinery and equipment	Total
	R'000	R'000
Assets written off	-	-
TOTAL MOVABLE ASSETS WRITTEN OFF	-	-

MOVABLE ASSETS WRITTEN OFF FOR THE YEAR ENDED AS AT 31 MARCH 2015

	Machinery and equipment	Total
	R'000	R'000
Assets written off	192	192
TOTAL MOVABLE ASSETS WRITTEN OFF	192	192

32. Intangible Capital Assets

MOVEMENT IN INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2016

	Opening balance	Additions	Disposals	Closing Balance
	R'000	R'000	R'000	R'000
SOFTWARE	6 623	-	-	6 623
PATENTS, LICENCES, COPYRIGHT, BRAND NAMES, TRADEMARKS	60	-	-	60
TOTAL INTANGIBLE CAPITAL ASSETS	6 683	-		6 683

32.1 Additions

ADDITIONS TO INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2016

	Cash	Non-Cash	(Development 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
PATENTS, LICENCES, COPYRIGHT, BRAND NAMES, TRADEMARKS	-				-
TOTAL ADDITIONS TO INTANGIBLE CAPITAL ASSETS	-				-

32.2 Movement for 2014/15

MOVEMENT IN INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2015

	Opening balance	Prior period error	Additions	Disposals	Closing Balance
	R'000	R'000	R'000	R'000	R'000
SOFTWARE	6 623		-	-	6 623
PATENT, LICENCES, COPYRIGHT	-	-	60		60
TOTAL INTANGIBLE CAPITAL ASSETS	6 623	-	60	-	6 683

33. Immovable Tangible Capital Assets

MOVEMENT IN IMMOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2016

	Opening balance	Prior period error	Additions	Disposals	Closing Balance
	R'000	R'000	R'000	R'000	R'000
BUILDINGS AND OTHER FIXED STRUCTURES	2 778 713	253 704	1 255 501	-	4 287 918
Non-residential buildings	2 228 318	235 722	1 130 912	-	3 594 952
Other fixed structures	550 395	17 982	124 589	-	692 966
HERITAGE ASSETS	3 600				3 600
Heritage assets	3 600				3 600
TOTAL IMMOVABLE TANGIBLE CAPITAL ASSETS	2 782 313	253 704	1 255 501	-	4 291 518

33.1 Additions

ADDITIONS TO IMMOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2016

	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	1 374 762	1 476 909	(1 374 762)	(221 408)	1 255 501
Non-residential buildings	1 227 235	1 329 450	(1 227 235)	(198 538)	1 130 912
Other fixed structures	147 527	147 459	(147 527)	(22 870)	124 589
TOTAL ADDITIONS TO IMMOVABLE TANGIBLE CAPITAL ASSETS	1 374 762	1 476 909	(1 374 762)	(221 408)	1 255 501

33.2 Movement for 2014/15

MOVEMENT IN IMMOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2015

	Opening balance	Prior period error	Additions	Disposals	Closing Balance
	R'000	R'000	R'000	R'000	R'000
BUILDINGS AND OTHER FIXED STRUCTURES	-	-	2 778 713	-	2 778 713
Non-residential buildings	-	-	2 228 318	-	2 228 318
Other fixed structures	-	-	550 395	-	550 395
HERITAGE ASSETS	3 600				3 600
Heritage assets	3 600				3 600
TOTAL IMMOVABLE TANGIBLE CAPITAL ASSETS	3 600	-	2 778 713	-	2 782 313

33.3 Assets subjected to transfer of S24 of the PFMA-2015/16

	No. of Assets	Value of Assets
	R'000	R'000
BUILDING AND OTHER FIXED STRUCTURE	73	20 454
Non-residential building	-	-
Other fixed structures	73	20 454
Total	73	20 454

Assets subjected to transfer of S42 of the PFMA-2014/15

	No. of Assets	Value of Assets
	R'000	R'000
BUILDING AND OTHER FIXED STRUCTURE	73	20 454
Non-residential building	-	-
Other fixed structures	73	20 454
Total	73	20 454

34. Agent-principal arrangements

34.1 Department acting as the principal

	2015/16	2014/15
	R'000	R'000
Adopt-A-School Foundation	4 618	2 508
Coega Development Corporation	3 388	11 390
Council for Scientific and Industrial Research	1 155	1 312
Development Bank of Southern Africa	78 809	48 810
The Independent Development Trust	15 593	11 626
The Mvula Trust	1 594	8 415
Mhlathuze Water	1 055	1 520
SAB & T	23 756	21 941
Total	129 968	107 522

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 did not have such services in all provinces. Significant judgment applied, significant terms and conditions, any significant risks and benefits relating to the arrangements with the agents.

The service provider, SAB&T delivers professional human resource, procurement and financial management services for the Kha Ri Gude Project based on a 4.99% management fee.

35. STATEMENT OF CONDITIONAL GRANTS PAID TO THE PROVINCES

NAME OF PROVINCE/ GRANT	GRANT ALLOCATION			TRANSFER			SPENT			2014/15	
	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	R'000	%	R'000
Summary by province											
Eastern Cape	2 808 205	-	(127 528)	2 680 677	2 151 128	-	(530 000)	2 151 128	2 221 360	103%	2 219 398
Free State	1 128 091	-	(3 731)	1 124 360	1 124 360	-	-	1 124 360	1 106 299	98%	891 452
Gauteng	1 721 928	-	(8 297)	1 713 631	2 113 631	-	400 000	2 113 631	2 093 091	99%	1 410 395
KwaZulu-Natal	3 389 383	-	-	3 389 383	3 389 383	-	-	3 389 383	3 436 421	101%	2 746 452
Limpopo	1 907 781	-	(38 793)	1 868 988	1 948 537	-	80 000	1 948 537	1 914 529	98%	2 115 047
Mpumalanga	1 462 261	-	(9 432)	1 452 829	1 452 829	-	-	1 452 829	1 432 136	99%	1 179 219
Northern Cape	617 118	-	(465)	616 653	616 653	-	-	616 653	602 342	98%	489 938
North West	1 428 028	-	(36 408)	1 391 620	1 391 620	-	-	1 391 620	1 484 166	107%	1 021 082
Western Cape	1 393 690	-	(60)	1 393 630	1 443 630	-	50 000	1 443 630	1 456 410	101%	1 243 331
	15 856 485	-	(224 714)	15 631 771	15 631 771	-	-	15 631 771	15 746 754	101%	13 316 314

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NAME OF PROVINCE / GRANT	GRANT ALLOCATION				TRANSFER			SPENT		2014/15	
	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	R'000	%	R'000
Summary by grant											
Maths, Science and Technology	347 185	-	(30 243)	316 942	316 942	-	-	316 942	318 462	100%	102 677
Education Infrastructure Grant	9 517 555	-	(163 112)	9 354 443	9 354 443	-	-	9 354 443	9 411 676	101%	7 326 584
HIV and Aids (Life Skill Education) Grant	221 030	-	(12 300)	208 730	208 730	-	-	208 730	221 758	106%	212 138
National School Nutrition Programme Grant	5 703 715	-	(18 334)	5 685 381	5 685 381	-	-	5 685 381	5 712 478	100%	5 461 915
Occupation Specific Dispensation	67 000	-	(725)	66 275	66 275	-	-	66 275	82 380	124%	213 000
	15 856 485	-	(224 714)	15 631 771	15 631 771	-	-	15 631 771	15 746 754	-	13 316 314

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NAME OF PROVINCE / GRANT	GRANT ALLOCATION				TRANSFER			SPENT		2014/15
	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	
	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	%
1. Maths, Science and Technology										
Eastern Cape	45 059	-	(8 473)	36 586	36 586	-	-	36 586	26 350	72%
Free State	32 145	-	(456)	31 689	31 689	-	-	31 689	21 524	68%
Gauteng	47 842	-	(678)	47 164	47 164	-	-	47 164	47 842	101%
KwaZulu-Natal	59 998	-	-	59 998	59 998	-	-	59 998	62 522	104%
Limpopo	40 979	-	(11 955)	29 024	29 024	-	-	29 024	35 590	123%
Mpumalanga	39 136	-	(7 651)	31 485	31 485	-	-	31 485	42 408	135%
Northern Cape	22 113	-	(430)	21 683	21 683	-	-	21 683	23 466	108%
North West	33 378	-	(600)	32 778	32 778	-	-	32 778	32 225	98%
Western Cape	26 535	-	-	26 535	26 535	-	-	26 535	26 535	100%
	347 185	-	(30 243)	316 942	316 942	-	-	316 942	318 462	100%
										102 677

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NAME OF PROVINCE / GRANT	GRANT ALLOCATION			TRANSFER			SPENT			2014/15	
	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	Division of Revenue Act
	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000
2. Education Infrastructure Grant											
Eastern Cape	1 703 877	-	(109 405)	1 594 472	1 064 923	-	(530 000)	1 064 923	1 139 634	107%	1 177 914
Free State	762 552	-	-	762 552	762 552	-	-	762 552	749 130	98%	554 313
Gauteng	935 725	-	(5 817)	929 908	1 329 908	-	400 000	1 329 908	1 283 038	96%	623 602
KwaZulu-Natal	1 978 684	-	-	1 978 684	1 978 684	-	-	1 978 684	1 978 683	100%	1 385 781
Limpopo	805 128	-	(12 303)	792 825	872 374	-	80 000	872 374	863 797	99%	1 108 625
Mpumalanga	857 247	-	(221)	857 026	857 026	-	-	857 026	821 520	96%	623 602
Northern Cape	446 998	-	(26)	446 972	446 972	-	-	446 972	430 277	96%	346 445
North West	995 107	-	(35 340)	959 767	959 767	-	-	959 767	1 050 605	109%	623 602
Western Cape	1 032 237	-	-	1 032 237	1 082 237	-	50 000	1 082 237	1 094 992	101%	882 700
	9 517 555	-	(163 112)	9 354 443	9 354 443	-	-	9 354 443	9 411 676	101%	7 326 584

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NAME OF PROVINCE / GRANT	GRANT ALLOCATION			TRANSFER			SPENT		2014/15		
	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	R'000	%	R'000
3. HIV and Aids (Life Skills Education) Grant											
Eastern Cape	37 086	-	(2 582)	34 504	34 504	-	-	34 504	35 331	102%	37 023
Free State	10 462	-	(518)	9 944	9 944	-	-	9 944	11 834	119%	11 570
Gauteng	29 945	-	(1 016)	28 929	28 929	-	-	28 929	29 073	100%	30 195
KwaZulu-Natal	50 588	-	-	50 588	50 588	-	-	50 588	55 376	109%	61 988
Limpopo	30 875	-	(7 824)	23 051	23 051	-	-	23 051	24 239	105%	12 434
Mpumalanga	19 631	-	-	19 631	19 631	-	-	19 631	18 500	94%	19 404
Northern Cape	5 281	-	-	5 281	5 281	-	-	5 281	5 457	103%	5 059
North West	17 531	-	(320)	17 211	17 211	-	-	17 211	22 317	130%	17 388
Western Cape	19 631	-	(40)	19 591	19 591	-	-	19 591	19 631	100%	17 077
	221 030	-	(12 300)	208 730	208 730	-	-	208 730	221 758	106%	212 138

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NAME OF PROVINCE / GRANT	GRANT ALLOCATION			TRANSFER			SPENT		2014/15		
	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	R'000	%	R'000
4. National School Nutrition Programme Grant											
Eastern Cape	1 020 116	-	(7 059)	1 013 057	1 013 057	-	-	1 013 057	1 017 979	100%	984 548
Free State	317 157	-	(2 757)	314 400	314 400	-	-	314 400	318 036	101%	299 205
Gauteng	678 974	-	(219)	678 755	678 755	-	-	678 755	688 308	101%	640 541
KwaZulu-Natal	1 287 034	-	-	1 287 034	1 287 034	-	-	1 287 034	1 326 761	103%	1 237 534
Limpopo	1 030 799	-	(6 711)	1 024 088	1 024 088	-	-	1 024 088	990 903	97%	991 153
Mpumalanga	545 910	-	(1 560)	544 350	544 350	-	-	544 350	549 371	101%	524 913
Northern Cape	142 724	-	(8)	142 716	142 716	-	-	142 716	143 142	100%	134 645
North West	381 566	-	-	381 566	381 566	-	-	381 566	378 578	99%	366 890
Western Cape	299 435	-	(20)	299 415	299 415	-	-	299 415	299 400	100%	282 486
	5 703 715	-	(18 334)	5 685 381	5 685 381	-	-	5 685 381	5 712 478	101%	5 461 915

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NAME OF PROVINCE / GRANT	GRANT ALLOCATION			TRANSFER			SPENT			2014/15	
	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	R'000	%	R'000
5. Occupation Specific Dispensation											
Eastern Cape	2 067	-	(9)	2 058	2 058	-	-	2 058	2 066	100%	6 571
Free State	5 775	-	-	5 775	5 775	-	-	5 775	5 775	100%	18 358
Gauteng	29 442	-	(567)	28 875	28 875	-	-	28 875	44 830	155%	93 599
KwaZulu-Natal	13 079	-	-	13 079	13 079	-	-	13 079	13 079	100%	41 581
Limpopo	-	-	-	-	-	-	-	-	-	-	-
Mpumalanga	337	-	-	337	337	-	-	337	337	100%	1 072
Northern Cape	2	-	(1)	1	1	-	-	1	-	0%	7
North West	446	-	(148)	298	298	-	-	298	441	148%	1 417
Western Cape	15 852	-	-	15 852	15 852	-	-	15 852	15 852	100%	50 395
	67 000	-	(725)	66 275	66 275	-	-	66 275	82 380	124%	213 000

The Department hereby certifies that all transfers were deposited into the primary bank account of the provinces for the 2015/16 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		2014/15
	Adjusted Appropriation	Roll Overs	Adjustments	Total Available	Actual Transfer	% of Available funds Transferred	
	R'000	R'000	R'000	R'000	R'000	%	R'000
Education Training and Development Practices-SETA	185			185	602	325%	177
National Student Financial Aid Scheme	991 084			991 084	991 084	100%	947 499
Umalusi	112 705			112 705	112 705	100%	107 354
Human Sciences Research Council (HSRC)	-		-	-	-	-	500
	1 103 974		-	1 103 974	1 104 391		1 055 530

In terms of the directive from DPSA, 30% of the training budget has to be transferred to the ETDP SETA. The amount transferred to the entity was higher than projected.

ANNEXURE 1B

STATEMENT OF TRANSFERS TO FOREIGN GOVERNMENT AND INTERNATIONAL ORGANISATIONS

FOREIGN GOVERNMENT/ INTERNATIONAL ORGANISATION	TRANSFER ALLOCATION			EXPENDITURE		2014/15 Appropriation Act
	Adjusted Appropriation Act	Roll overs	Adjustments	Total Available	Actual Transfer	% of Available funds Transferred
	R'000	R'000	R'000	R'000	R'000	%
Transfers						
Association for the Development of Education in Africa (ADEA)	33	-	-	33	153	464%
Guidance, Counselling and Youth Development Centre for Africa: Malawi	118	-	-	118	157	133%
United Nations Educational, Scientific and Cultural Organisation (UNESCO)	13 191	-	-	13 191	17 552	133%
Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ)	3 136	-	-	3 136	3 136	100%
Total	16 478	-	-	16 478	20 998	16 733

The Department is required to annually transfer membership fees to UNESCO and ADEA. UNESCO and ADEA are foreign transfers which are influenced by the fluctuation of the Rand/Dollar exchange rate. The payment of UNESCO and ADEA are made in Dollars and Euros. At the time of transfers, the value of the SA rand was low.

ANNEXURE 1C

STATEMENT OF TRANSFERS TO NON-PROFIT INSTITUTIONS

	TRANSFER ALLOCATION				EXPENDITURE		2014/15
	Adjusted Appropriation Act	Roll overs	Adjustments	Total Available	Actual Transfer	% of Available funds Transferred	
	R'000	R'000	R'000	R'000	R'000	%	R'000
NON-PROFIT INSTITUTIONS							
Transfers							
Childline South Africa	55		-	55	55	100%	53
National Education Collaboration	60 000		-	60 000	60 000	100%	63 000
Total	60 055	-	-	60 055	60 055		63 053

ANNEXURE 1D

STATEMENT OF TRANSFERS TO HOUSEHOLDS

HOUSEHOLDS	TRANSFER ALLOCATION				EXPENDITURE		2014/15 Appropriation Act R'000
	Adjusted Appropriation Act R'000	Roll overs R'000	Adjustments R'000	Total Available R'000	Actual Transfer R'000	% of Available funds Transferred %	
Transfers							
Employee Social Benefits	1 299	-	-	1 299	1 341	103%	964
Claims against State (cash)	1	-	-	1	-	0%	824
Reimbursement as Act of Grace	-	-	6	6	6	100%	-
Total	1 300	-	6	1 306	1 347		1 788

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ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS
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ANNEXURE 1E

STATEMENT OF GIFTS, DONATIONS AND SPONSORSHIPS RECEIVED

NAME OF ORGANISATION	NATURE OF GIFT, DONATION OR SPONSORSHIP	2015/16	2014/15
		R'000	R'000
Received in kind			
Vodacom Foundation	National Senior Certificate Exams	-	350
MTN Foundation	National Senior Certificate Exams	50	250
Paarl Media	National Teaching Awards	-	500
Industrial Development Corporation (IDC)	National Senior Certificate Exams	60	-
Via Afrika	South African School Choral Eisteddfod (SASCE)	350	-
AVBOB Foundation	South African School Choral Eisteddfod (SASCE)	317	-
School Net SA	National Teaching Awards	100	-
AVBOB Foundation	National Teaching Awards	360	-
South African Airlink	National Teaching Awards	209	120
Vodacom	National Teaching Awards	500	500
Airports Company South Africa (ACSA)	National Teaching Awards	480	-
Legacy Hotel	National Teaching Awards	96	-
Road Accident Fund (RAF)	National Teaching Awards	120	-
Investec	National Senior Certificate Exams	-	135
Telkom Foundation	National Senior Certificate Exams	-	220
Massmart Walmart	National Teaching Awards	49	60
Via Afrika	National Senior Certificate Exams	-	151
AVBOB Foundation	National Senior Certificate Exams	45	50
Massmart Walmart	National Senior Certificate Exams	90	70
Pearson Group	Mathematics Self-Diagnostic Assessment	58	-
SABC Education	National Senior Certificate Exams	3 521	-
SABC Foundation	National Senior Certificate Exams	300	-
Vodacom	National Senior Certificate Exams	800	-
TOTAL		7 505	2 406

ANNEXURE 1F

STATEMENT OF AID ASSISTANCE RECEIVED

NAME OF DONOR	PURPOSE	OPENING BALANCE	REVENUE	EXPENDITURE	CLOSING BALANCE
		R'000	R'000	R'000	R'000
Received in cash					
European Union Donor	Primary Education Sector Policy Support Programme	2 425	150 000	191 864	(39 439)
Flemish Government Donor	National Education Evaluation and Development Unit	255	-	255	-
TOTAL		2 680	150 000	192 119	(39 439)

ANNEXURE 1G

STATEMENT OF GIFTS, DONATIONS AND SPONSORSHIPS MADE AND REMISSIONS, REFUNDS AND PAYMENTS MADE AS AN ACT OF GRACE

NATURE OF GIFT, DONATION OR SPONSORSHIP	2015/16	2014/15
	R'000	R'000
Made in kind		
Compensation made to volunteers who sustained injuries on duty as Seababaleng Secondary School	6	-
Total	6	-

ANNEXURE 2A

STATEMENT OF FINANCIAL GUARANTEES ISSUED AS AT 31 MARCH 2016 – LOCAL

Guarantor institution	Guarantee in respect of	Original guaranteed capital amount	Opening balance 1 April 2015	Guarantees draw downs during the year	Guarantees repayments/ cancelled/ reduced/ released during the year	Revaluations	Closing balance 31 March 2016	Guaranteed interest for year ended 31 March 2016	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
	Housing								
Standard Bank	Employee	485	66				66		
FirstRand Bank	Employee	47	9				9		
	TOTAL	532	75				75		

ANNEXURE 2B

STATEMENT OF CONTINGENT LIABILITIES AS AT 31 MARCH 2016

Nature of Liability	Opening Balance 1 April 2015 R'000	Liabilities incurred during the year R'000	Liabilities paid/ cancelled/reduced during the year R'000	Liabilities recoverable (Provide details hereunder) R'000	Closing Balance 31 March 2016 R'000
Claims against the Department					
Magna FS v the Minister of Basic Education (interest at 15.5% as from 28/11/2011)	6 567				6 567
Edu Solutions v MEC for Education, Limpopo and Minister of Basic Education (interest at 15.5% as from 26/05/2013)	121 380				121 380
Santhya Learning Private Ltd v Minister of Basic Education and two Others	-	95 720		-	95 720
Fever Tree Consulting v Minister of Basic Education and Others	-	4 478	-	-	4 478
Komape v Minister of Basic Education and Other	-	2 988	-	-	2 988
Bvelela Engineering v Basic of Education	-	725	-	-	725
Isaac Shabangu Publishers v Minister of Basic Education	-	1 071	-	-	1 071
Kgoro Sipho v Minister of Basic Education	-	1 300	-	-	1 300
Tywaku v Minister of Basic Education	-	4 000	-	-	4 000
Yolanda Solomons v Minister of Education	-	1 100	1 100	-	-
M Nyaturiki v Minister of Basic Education	-	68	-	-	68
Petrus van Heerden v Minister of Basic Education	-	64	-	-	64
Konani v Minister of Basic Education	-	29 640	-	-	29 640
CVB Trading v Minister of Basic Education	-	189	-	-	189
Sub-total	127 947	141 343	1 100	-	268 190
Other					
Variance on Tranche Balance between DBE and ESKOM	509	(509)	-	-	-
Variance on Tranche Balance between DBE and CSIR EC	1 988	(1 988)	-	-	-
Sivubo Trading & Projects cc v DBSA (DBE)	-	3 498			3 498
Sub-total	2 497	1 001	-	-	3 498
TOTAL	130 444	142 344	1 100	-	271 688

ANNEXURE 3

CLAIMS RECOVERABLE

Government Entity	Confirmed balance outstanding		Unconfirmed balance outstanding		Total		Cash in transit at year end 2015/16 *	
	31/03/2016	31/03/2015	31/03/2016	31/03/2015	31/03/2016	31/03/2015	Receipt date up to six (6) working days after year end	Amount
	R'000	R'000	R'000	R'000	R'000	R'000		R'000
Departments								
National Department of Higher Education and Training	-	-	650	146	650	146		
National Department of Education (Former)	-	-	197	504	197	504		
National Department of International Relations and Cooperation	-	-	34	-	34	-		
Education, Training and Development Practices – SETA	-	-	1 212	-	1 212	-		
National Department of Justice	-	-	1 511	-	1 511	-		
National Department of Defence	-	-	-	52	-	52		
National Department of Rural Development and Land Reform	-	-	-	14	-	14		
National Department of Government Printers	-	-	-	19	-	19		
KwaZulu-Natal Department of Education	-	292	243	-	243	292		
Limpopo Department of Education	-	-	1 939	-	1 939	-		
Western Cape Education Department	-	-	-	2	-	2		
Eastern Cape Department of Education	-	-	60 614	60 614	60 614	60 614		
Gauteng Department of Education	-	-	55	17	55	17		
	-	292	66 455	61 368	66 455	61 660		
Other Government Entities								
South African Revenue Services	-	-	4 431	33 200	4 431	33 200		
	-	-	4 431	33 200	4 431	33 200		
Private Enterprises								
Adopt-A-School KZN	-	-	29 361	7 846	29 361	7 846		
Coega Development Corporation EC	-	-	31	31	31	31		
Coega Development Corporation KZN	-	-	85	-	85	-		

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Government Entity	Confirmed balance outstanding		Unconfirmed balance outstanding		Total		Cash in transit at year end 2015/16 *	
	31/03/2016	31/03/2015	31/03/2016	31/03/2015	31/03/2016	31/03/2015	Receipt date up to six (6) working days after year end	Amount
	R'000	R'000	R'000	R'000	R'000	R'000		R'000
Council for Scientific and Industrial Research (CSIR)	-	-	-	-	-	-	-	-
Development Bank of Southern Africa	-	-	-	2 342	-	2 342	-	-
Drake and Schull	-	-	5	4	5	4	-	-
Fedicks	-	-	4	4	4	4	-	-
Independent Development Trust EC Structure	-	-	69	11 616	69	11 616	-	-
Independent Development Trust EC Structure ACT	-	-	-	204	-	204	-	-
Independent Development Trust EC W/S	-	-	4 077	4 122	4 077	4 122	-	-
Independent Development Trust EC W/S Batch II	-	-	-	131	-	131	-	-
Independent Development Trust FS	-	-	2 633	7 576	2 633	7 576	-	-
Independent Development Trust KZN	-	-	4 317	1 976	4 317	1 976	-	-
Independent Development Trust Limpopo (Batch I)	-	-	4 448	4 732	4 448	4 732	-	-
Independent Development Trust Limpopo (Batch II)	-	-	68	47	68	47	-	-
Public Works EC	-	-	242	218	242	218	-	-
SAB & T	-	-	1 759	-	1 759	-	-	-
Rennies	-	-	-	7	-	7	-	-
Taste of Africa	-	-	6	2	6	2	-	-
Travel with Flair	-	-	-	7	-	7	-	-
Eskom	-	-	36	149	36	149	-	-
Mvula Trust	-	-	-	440	-	440	-	-
Human Sciences Research Council (HSRC)	-	-	-	500	-	500	-	-
Tsebo	-	-	3	8	3	8	-	-
TOTAL	-	-	47 144	41 962	47 144	41 962	-	-
	-	292	118 030	136 530	118 030	136 822	-	-

ANNEXURE 4

INVENTORIES

Inventory	Note	Quantity	2015/16 R'000	Quantity	2014/15 R'000
Opening balance		974 882	6 430	3 840 783	87 116
Add/(Less): Adjustments to prior year balance		(21)	4 976	12 818	(1 641)
Add: Additions/Purchases - Cash		63 291 075	696 247	67 357 801	968 687
Add: Additions - Non-cash		-	-	125	1 404
(Less): Disposals		-	-	(105 990)	(64 998)
(Less): Issues		(63 566 232)	(699 721)	(70 128 879)	(984 163)
Add/(Less): Adjustments		(14 824)	1 109	(1 776)	25
Closing balance		684 880	9 042	974 882	6 430

ANNEXURE 5

MOVEMENT IN CAPITAL WORK IN PROGRESS

MOVEMENT IN CAPITAL WORK IN PROGRESS FOR THE YEAR ENDED 31 MARCH 2016

	Opening balance	Prior year adjustment	Current Year Capital WIP	Completed Assets	Closing balance
	R'000	R'000	R'000	R'000	R'000
MACHINERY AND EQUIPMENT					
Furniture and office equipment	28 528	-	7 752	-	36 280
Other machinery and equipment	28 524	-	7 752	-	36 276
	4	-	-	-	4
BUILDINGS AND OTHER FIXED STRUCTURES					
Non-residential buildings	2 328 784	(253 704)	1 374 762	(1 476 909)	1 972 933
Other fixed structures	1 274 789	(235 722)	1 227 235	(1 329 450)	936 852
	1 053 995	(17 982)	147 527	(147 459)	1 036 081
Total	2 357 312	(253 704)	1 382 514	(1 476 909)	2 009 213

MOVEMENT IN CAPITAL WORK IN PROGRESS FOR THE YEAR ENDED 31 MARCH 2015

	Opening balance		Current Year Capital WIP	Completed Assets	Closing balance
	R'000		R'000	R'000	R'000
MACHINERY AND EQUIPMENT					
Furniture and office equipment	21 569		6 959	-	28 528
Other machinery and equipment	21 569		6 955	-	28 524
	-		4	-	4
BUILDINGS AND OTHER FIXED STRUCTURES					
Non-residential buildings	2 225 868		2 413 700	(2 310 784)	2 328 784
Other fixed structures	1 123 789		2 000 570	(1 849 570)	1 274 789
	1 102 079		413 130	(461 214)	1 053 995
Total	2 247 437		2 420 659	(2 310 784)	2 357 312

ANNEXURE 6A

INTER-ENTITY ADVANCES PAID (note 11)

ENTITY	Confirmed balance outstanding		Unconfirmed balance outstanding		TOTAL	
	31/03/2016	31/03/2015	31/03/2016	31/03/2015	31/03/2016	31/03/2015
	R'000	R'000	R'000	R'000	R'000	R'000
NATIONAL DEPARTMENTS						
Department of International Relations and Cooperation	-	-	1 211	959	1 211	959
Government Communication Information System	-	-	269	-	269	-
Sub-total	-	-	1 480	959	1 480	959
PROVINCIAL DEPARTMENTS						
Department of Roads and Public Works EC	1 722	55	-	-	1 722	55
Sub-total	1 722	55	-	-	1 722	55
OTHER INSTITUTIONS						
Adopt-A-School KZN	1 626	32	-	-	1 626	32
Coega Development Corporation EC	855	-	-	-	855	-
Coega Development Corporation KZN	3 239	5 877	-	-	3 239	5 877
CSIR EC	-	-	-	2 366	-	2 366
DBSA	-	-	24 914	-	24 914	-
ESKOM	-	-	-	509	-	509
Independent Development Trust - EC STRUCTURE(Batch I)	10 608	4 280	-	-	10 608	4 280
Independent Development Trust - EC STRUCTURE ACT(Batch II)	49 803	15 443	-	-	49 803	15 443
Independent Development Trust - EC Water & Sanitation	9 084	1 266	-	-	9 084	1 266
Independent Development Trust FS	1 487	-	-	-	1 487	-
Independent Development Trust KZN	-	-	-	-	-	-
Independent Development Trust - LIMPOPO(Batch I)	2 533	2 745	-	-	2 533	2 745
Independent Development Trust - LIMPOPO (Batch II)	32 682	42 568	-	-	32 682	42 568
Mhlathuze Water KZN	50	2 669	-	-	50	2 669

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ENTITY	Confirmed balance outstanding		Unconfirmed balance outstanding		TOTAL	
	31/03/2016	31/03/2015	31/03/2016	31/03/2015	31/03/2016	31/03/2015
	R'000	R'000	R'000	R'000	R'000	R'000
SAB&T Business Innovation Group	1 377	2 343	-	40 141	1 377	42 484
NAPTOSA	-	-	1 776	-	1 776	-
NATU	-	-	3 000	-	3 000	-
PEU	-	-	1 485	-	1 485	-
SATDU (JET)	-	-	9 000	-	9 000	-
SAOU	-	-	1 585	-	1 585	-
Sub-total	113 344	77 223	41 760	43 016	155 104	120 039
Total	115 066	77 278	43 240	43 975	158 306	121 253

ANNEXURE 6B

INTER-ENTITY ADVANCES RECEIVED (note 12)

ENTITY	Confirmed balance outstanding		Unconfirmed balance outstanding		TOTAL	
	31/03/2016	31/03/2015	31/03/2016	31/03/2015	31/03/2016	31/03/2015
	R'000	R'000	R'000	R'000	R'000	R'000
OTHER INSTITUTIONS						
United Nations Educational, Scientific and Cultural Organisation (UNESCO)	-	-	876	1 372	876	1 372
Development Bank of Southern Africa (DBSA)	-	99 995	-	-	-	99 995
Coega Development Corporation EC	-	7	-	-	-	7
Independent Development Trust EC W&S Batch II	-	131	-	-	-	131
Independent Development Trust FS	-	3 079	-	-	-	3 079
Independent Development Trust KZN	107	14	-	-	107	14
Total	107	103 226	876	1 372	983	104 598



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