

ANNUAL REPORT 2011/12



basic education

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REPUBLIC OF SOUTH AFRICA

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Enquiries to:

Department of Basic Education

222 Struben Street

Pretoria

Tel: 012 357 3686

Fax: 012 324 4484

Private Bag X895

Pretoria

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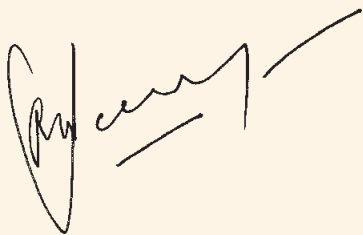
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DEPARTMENT OF BASIC EDUCATION ANNUAL REPORT 2011/12

Mrs Angie Motshekga

Minister of Basic Education

I have the honour of submitting the annual report of the Department of Basic Education for the period 1 April 2011 to 31 March 2012.



Mr PB Soobrayan

Director-General



MRS ANGIE MOTSHEKGA, MP
Minister of Basic Education



MR ENVER SURTY, MP
Deputy Minister of Basic Education



MR BOBBY SOOBRAYAN
Director-General of Basic Education

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1

General information

1.1 Vision, Mission and Values

1.1.1 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.

1.1.2 Mission

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

1.1.3 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**

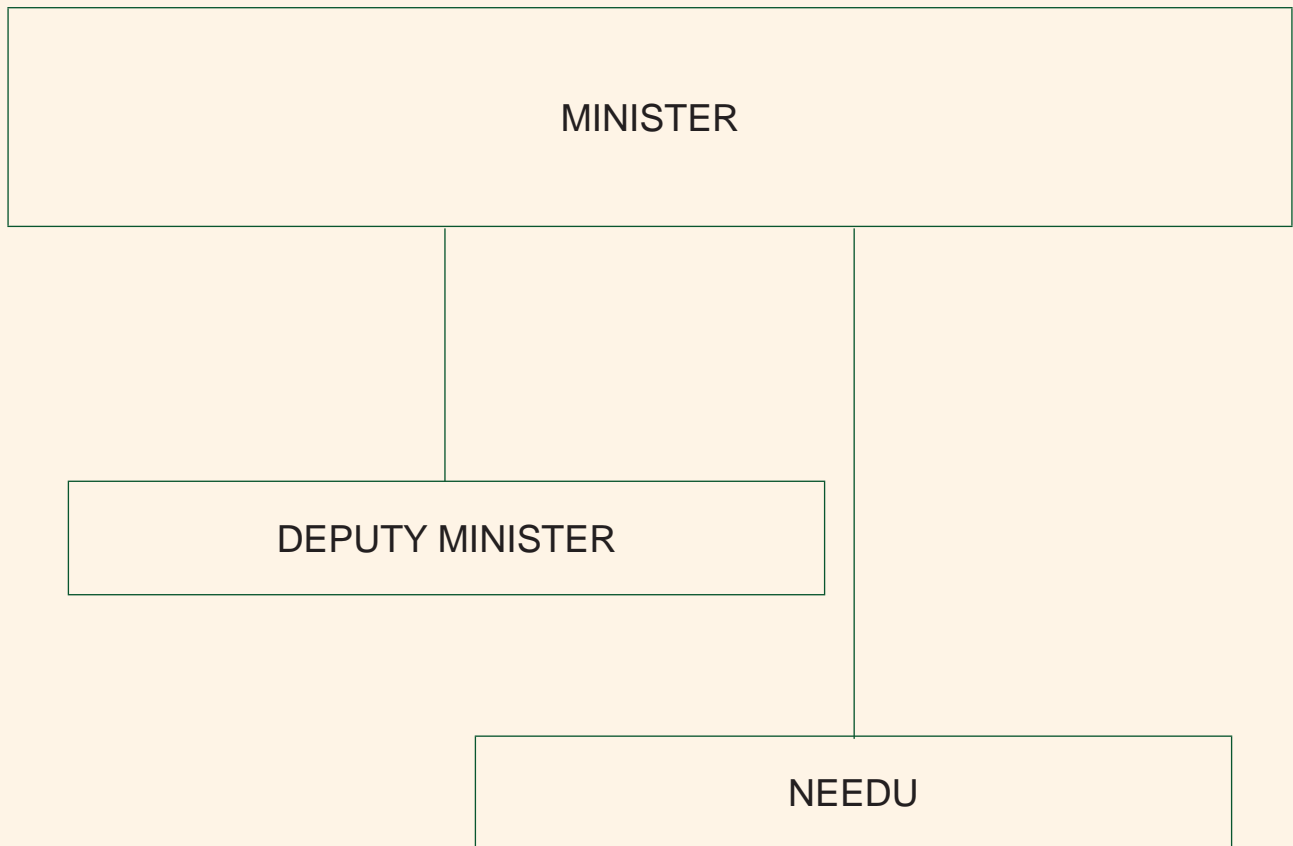
Creating a learning organisation in which staff members seek and share knowledge and information while committing themselves to personal growth.

- **Innovation**

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

1.2 ORGANISATIONAL STRUCTURE

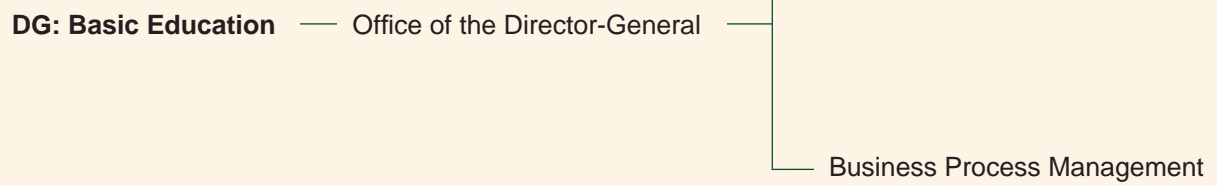
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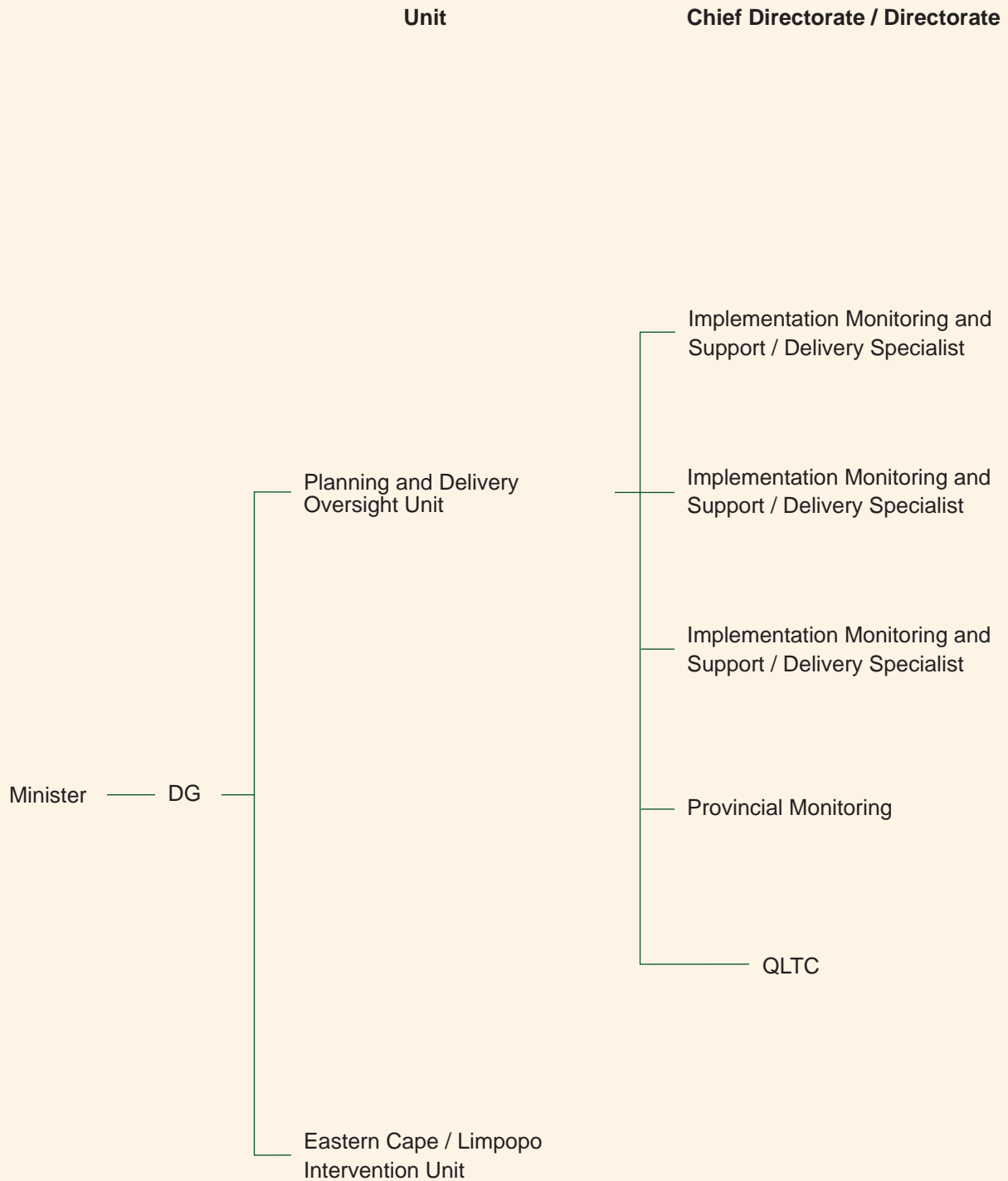


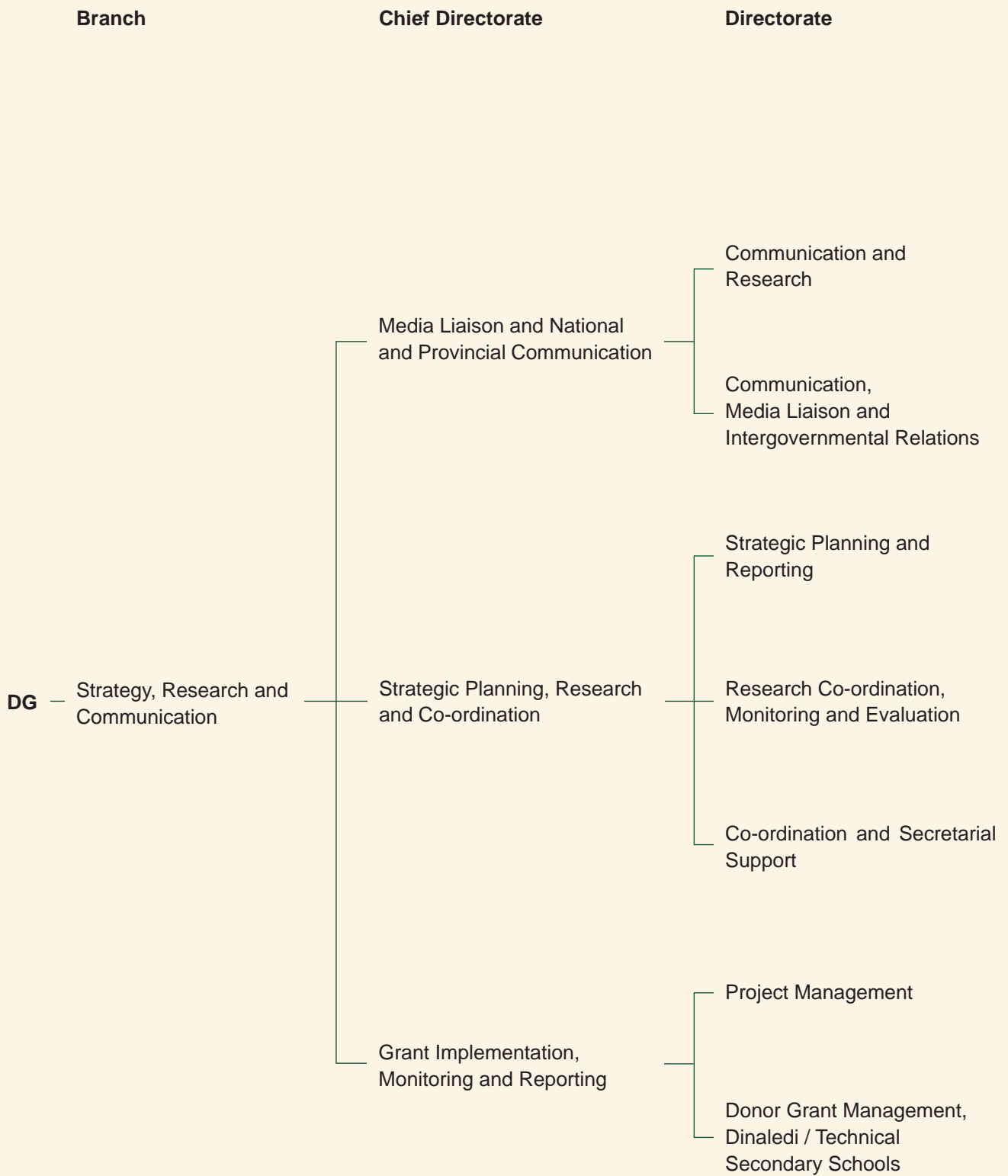
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Chief Directorate

Directorate



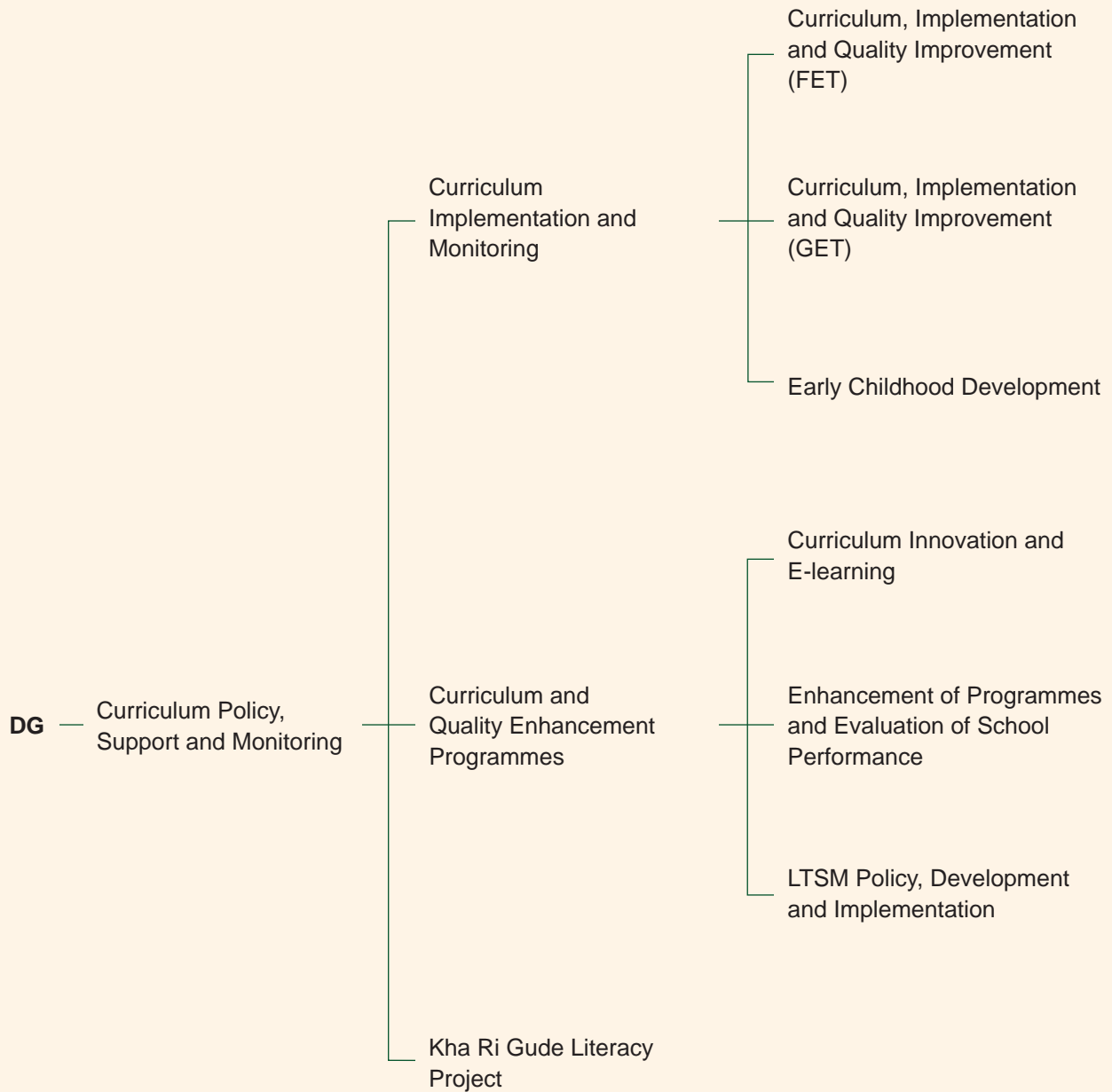


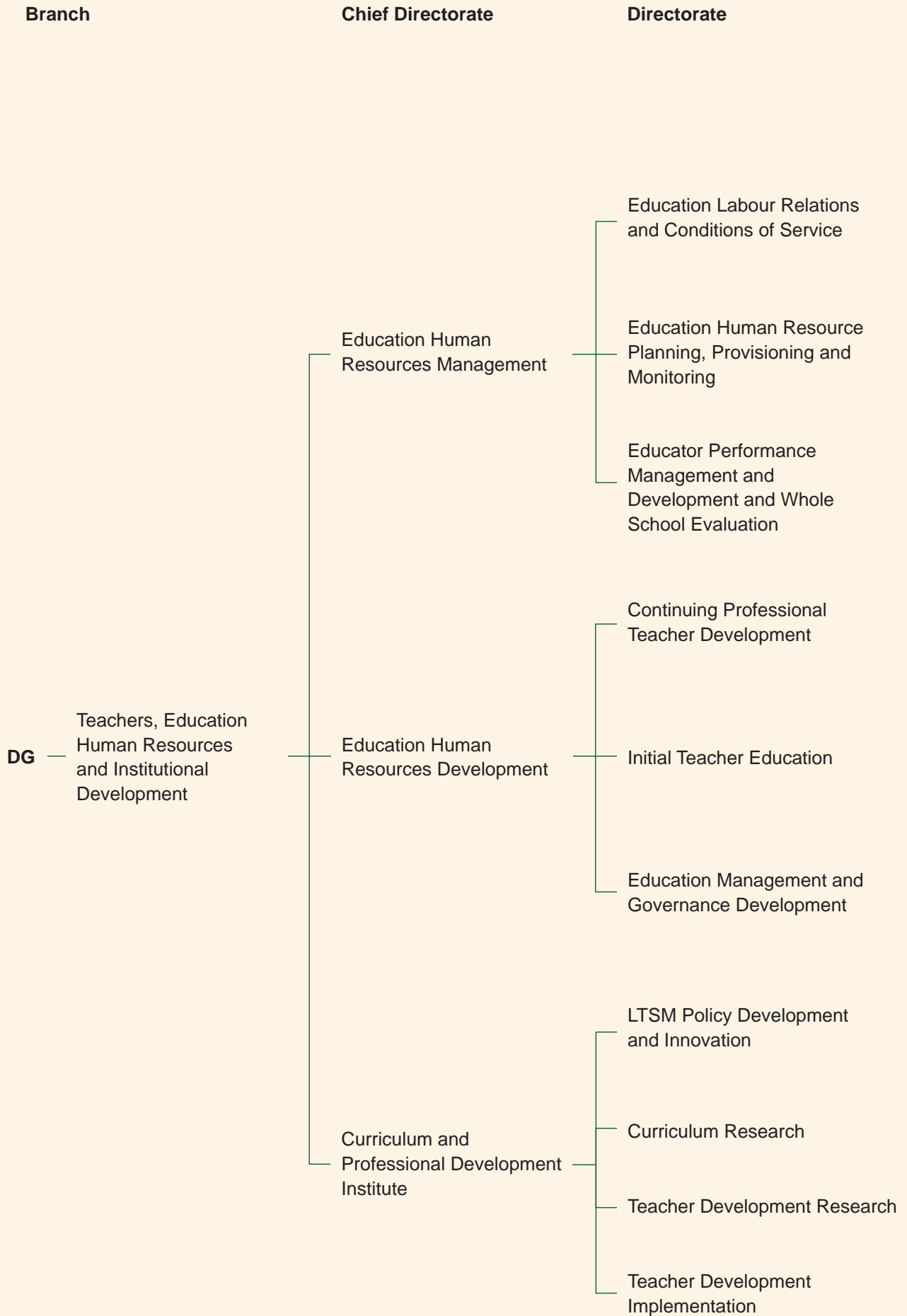


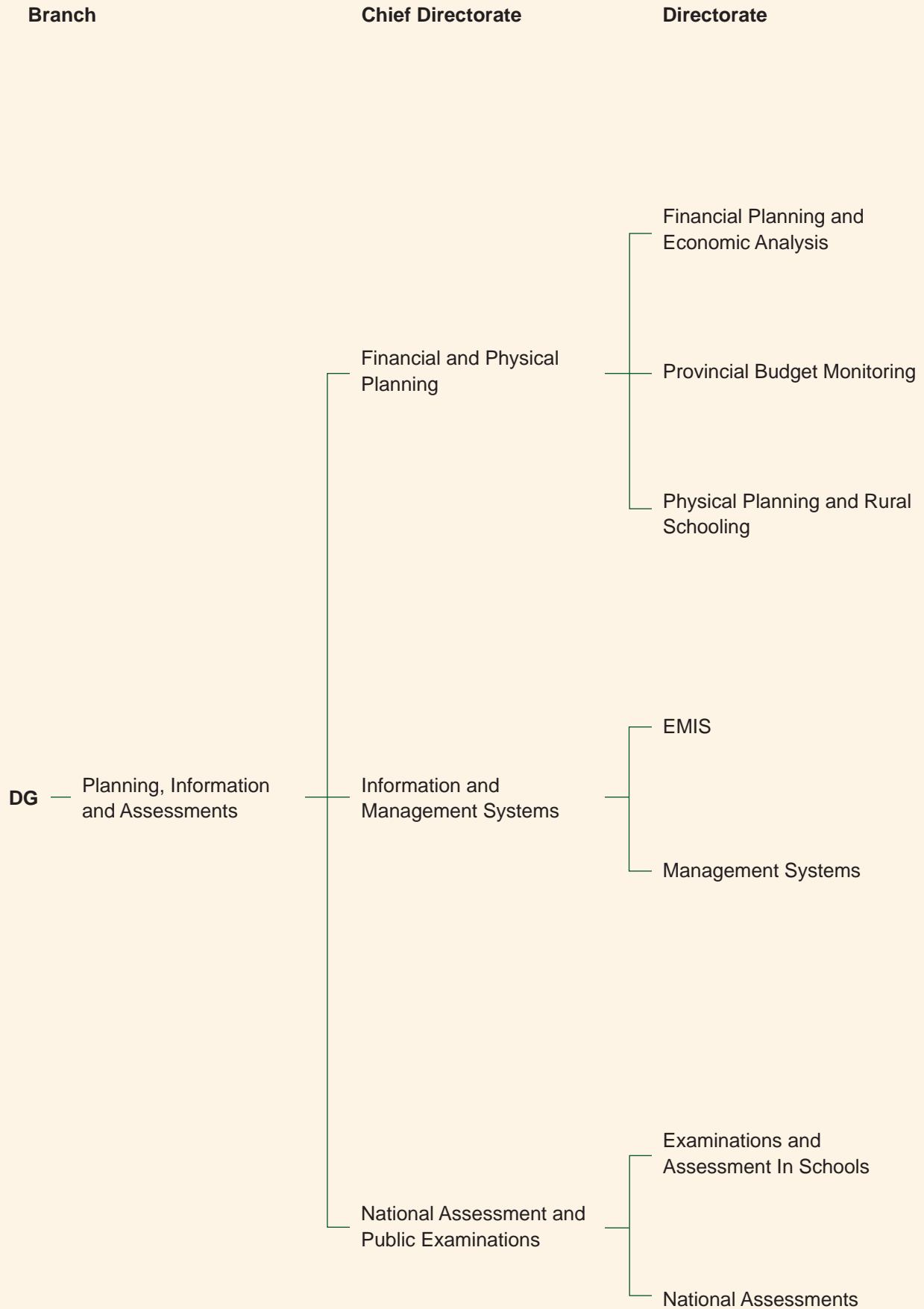
Branch

Chief Directorate

Directorate



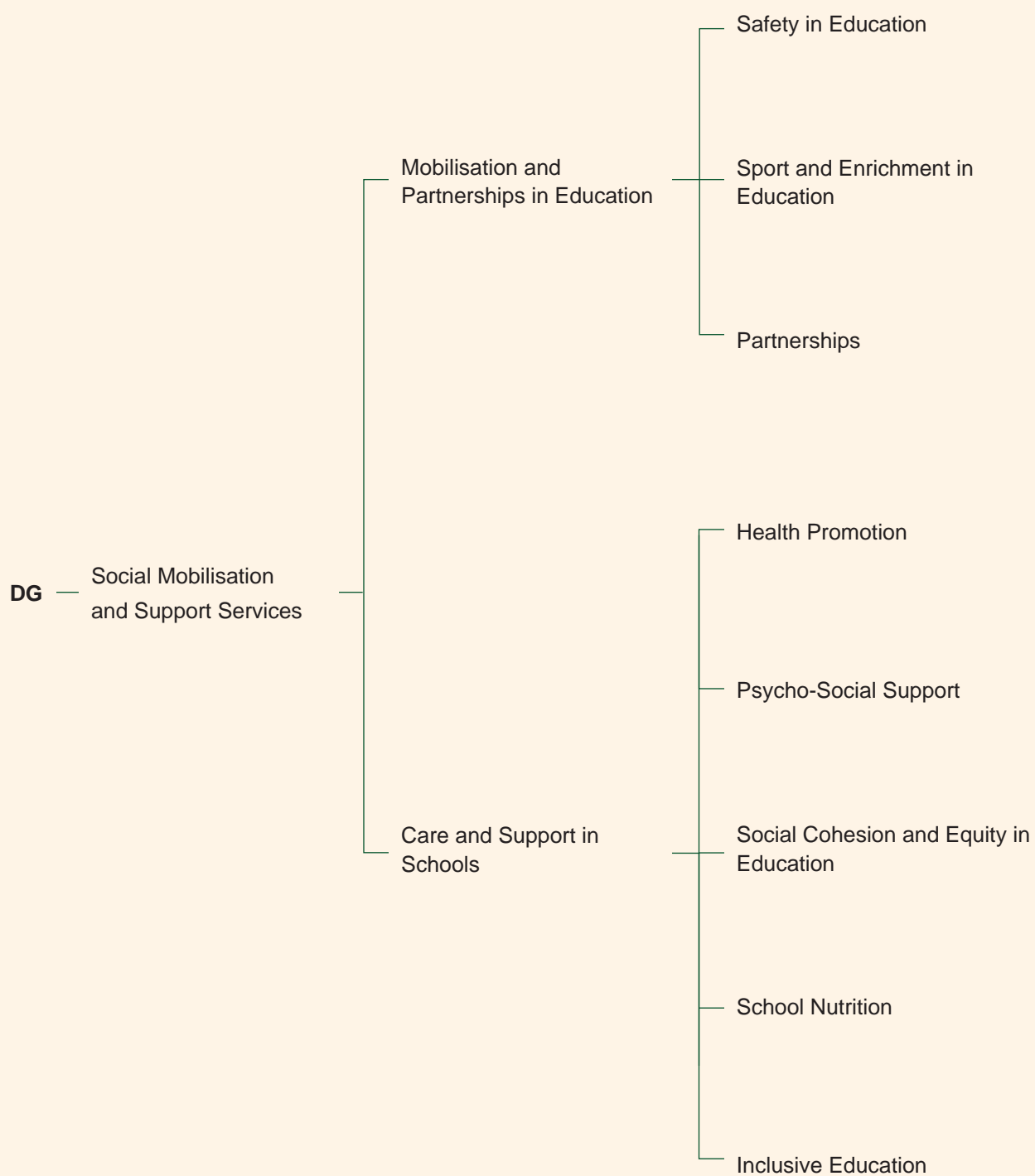


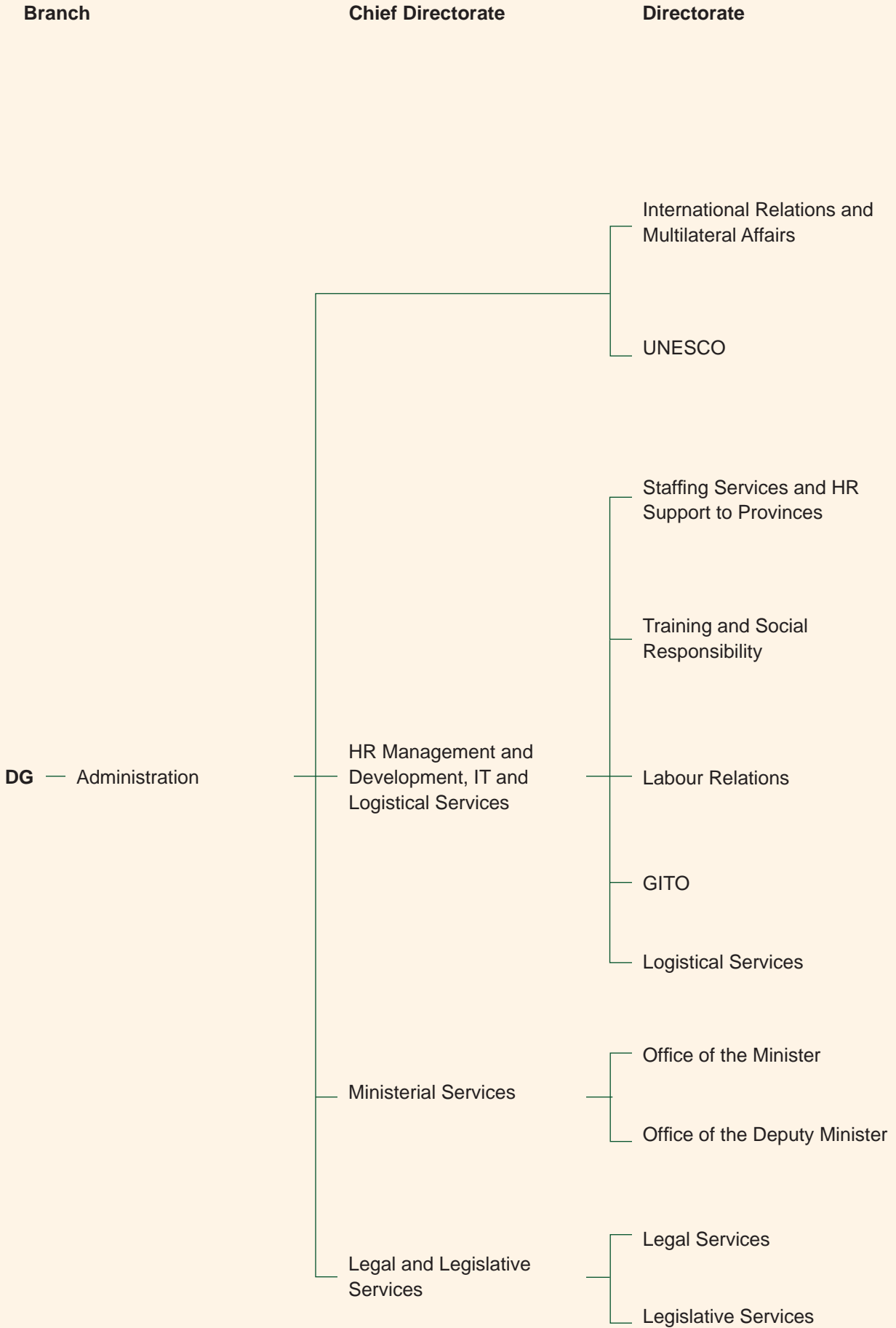


Branch

Chief Directorate

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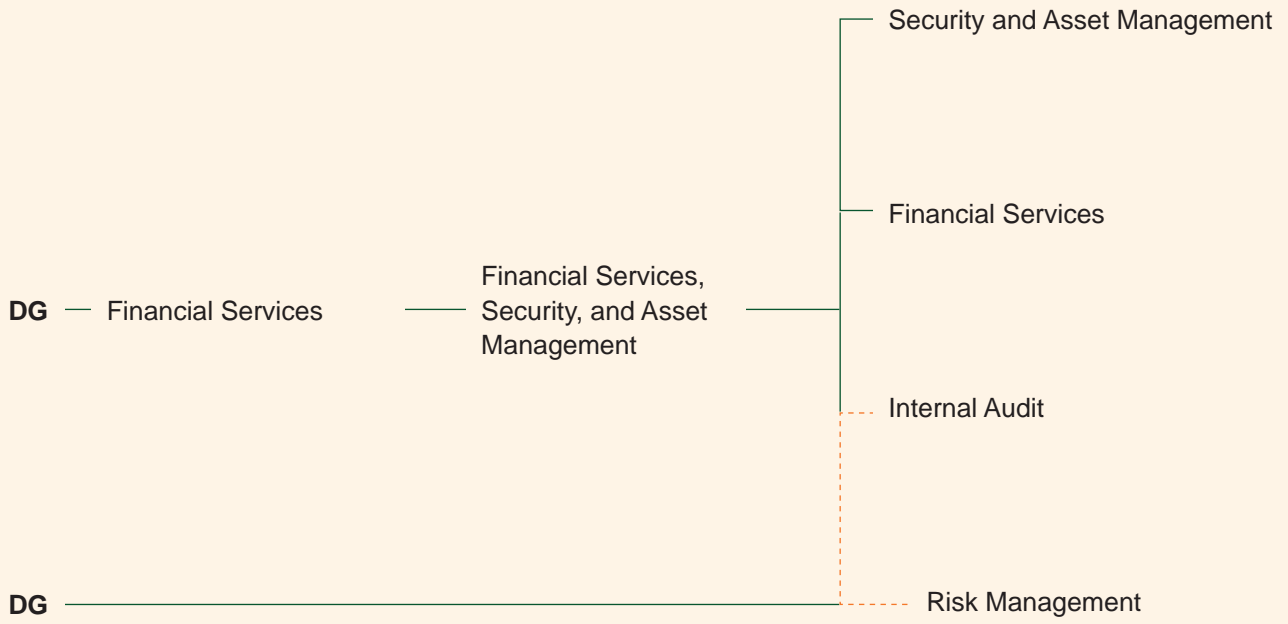




Branch

Chief Directorate

Directorate



1.3 Legislative Mandate

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:

- 1.3.1 The Constitution of the Republic of South Africa (1996) requires education to be transformed and democratised in accordance with the values of human dignity, equality, human rights and freedom, non-racism and non-sexism. It guarantees access to basic education for all, with the provision that everyone has the right to basic education, including adult basic education.
- 1.3.2 The fundamental policy framework of the Ministry of Basic Education is stated in the Ministry's first White Paper: *Education and Training in a Democratic South Africa: First Steps to Develop a New System (February, 1995)*. This document adopted as its point of departure the 1994 Education Policy Framework of the African National Congress. After extensive consultation, negotiations and revision, it was approved by Cabinet and has served as a fundamental reference for subsequent policy and legislative development.
- 1.3.3 The National Education Policy Act (Act 27 of 1996) (NEPA) inscribed into law the policies for the national system of education, the legislative and monitoring responsibilities of the Minister of Education, as well as the formal relations between national and provincial authorities. It laid the foundation for the establishment of the Council of Education Ministers (CEM), as well as the Heads of Education Departments Committee (HEDCOM), as inter-governmental forums that would collaborate in the development of a new education system. NEPA therefore made provision for the formulation of national policy in general, and further education and training policies for, *inter alia*, curriculum, assessment, language, quality assurance. NEPA embodies the principle of cooperative governance, elaborated upon in Schedule Three of the Constitution.
- 1.3.4 The South African Schools Act (Act 80 of 1996) (SASA) promotes access, quality and democratic governance in the schooling system. Its purpose is to ensure that all learners have the right of access to quality education without discrimination, and makes schooling compulsory for children aged 7 to 15. It makes provision for two types of schools namely independent schools and public schools. The provision in the Act for democratic school governance, through school governing bodies, is now effected in public schools countrywide. The school funding norms, outlined in SASA, prioritise redress and target poverty with regard to the allocation of funds for the public schooling system. SASA has been amended by the Education Laws Amendment Act (Act 24 of 2005), which authorises the declaration of schools in poverty-stricken areas as "no-fee schools", and by the Education Laws Amendment Act (Act 31 of 2007), which provides, amongst others, for the functions and responsibilities of school principals, and matters pertaining to the control of substance abuse. In addition, the Basic Education Laws Amendments (BELA) Act (Act 15 of 2011) provided a legal mechanism to ban party-political activities in public schools and control the use of school property for education purpose. This also ensures that governing bodies do not enter into contracts (including loans) that have far reaching consequences for the schools without the permission of the provincial MEC for Education.
- 1.3.5 A whole spectrum of legislation, including the Employment of Educators Act (Act 76 of 1998), was promulgated to regulate the professional, moral and ethical responsibilities of educators, as well as the competency requirements for teachers. The Employment of Educators Act and the resultant professional council, the South African Council of Educators (SACE), now regulate the historically divided teaching corps.

- 1.3.6 The Curriculum and Assessment Policy Statements embody the vision for general education to move away from a racist, apartheid, rote model of learning and teaching, to a liberating, nation-building and learner-centred outcomes-based initiative. At the centre of its vision are learners who will be inspired by the values of a society based on respect for democracy, equality, human dignity, life and social justice. The curriculum seeks to create a lifelong learner who is confident and independent, literate, numerate, multi-skilled and compassionate, with respect for the environment and the ability to participate in society as a critical and active citizen. Teachers are seen as key contributors to the transformation of education and South Africa.
- 1.3.7 The Education White Paper on Early Childhood Development (2000) provides for the expansion and full participation of five-year-olds in pre-school Reception Grade education by 2010, as well as for an improvement in the quality of programmes, curricula and teacher development for 0 to four-year-olds and six to nine-year-olds.
- 1.3.8 The Education White Paper 6 on Inclusive Education (2001) describes the intention of the Department of Education to implement inclusive education at all levels in the system by 2020. Such an inclusive system will facilitate the inclusion of vulnerable learners and reduce the barriers to learning, through targeted support structures and mechanisms that will improve the participation and retention levels of learners in the education system, particularly learners who are prone to dropping out.
- 1.3.9 The General and Further Education and Training Quality Assurance Act (Act 58 of 2001), provides for the establishment of Umalusi. Umalusi is responsible for the provision of quality assurance in general and further education and training, issuing of certificates at the various exit points, control over norms and standards of curricula and assessment, as well as conducting actual assessment.

1.4 Entities Reporting to the Minister

There are three public entities that report to the Minister:

Name of Entity	Legislation	Nature of Business
Education Labour Relations Council (ELRC)	Labour Relations Act (Act 66 of 1995)	The main functions of the Council are to negotiate agreements on matters of mutual interest and to settle disputes between parties in the Council.
South African Council for Educators (SACE)	South African Council for Educators Act (Act 31 of 2000)	The core functions of SACE are registration, promotion and professional development of educators, as well as setting, maintaining and protecting the ethical and professional standards of educators
Umalusi	National Qualifications Framework Act (Act 67 of 2008)	Umalusi is responsible for developing and maintaining a sub-framework of qualifications for general and further education and training: NQF Levels 1 - 4.

1.5 Statement from the Ministry of Basic Education

The 2011/12 financial year provided the Department of Basic Education (DBE) with an opportunity to introduce and build on strategies that have a direct impact on strengthening teaching and learning in our schools. Central to all our interventions and strategies has been a focus on mobilising the entire system to work towards improving learner performance. We are convinced that our interventions, driven by our determination to improve the quality of basic education, will yield the positive results that we have highlighted in both the *Basic Education Delivery Agreement* and the *Action Plan to 2014: Towards the Realisation of Schooling 2025*.

Improving quality schooling in the democratic dispensation required an equalisation of investment, spending and resourcing schools across the country. One and a half decades later, we recognise that the levels of spending in our schools are not commensurate with the expected levels of performance. This is particularly the case if comparisons are made in respect of impact between learners from different backgrounds, or with schooling systems in neighbouring countries. We have made substantial interventions to begin the process of identifying and closing the gaps which militate against quality schooling.

We are pleased with the first phase implementation of the Curriculum and Assessment Policy Statements (CAPS) in the foundation phase and in Grade 10 and we have no doubt that CAPS will address the gaps and challenges that were identified in our National Curriculum Statement (NCS). In the year under review, the roll out of the CAPS in the foundation phase (Grade 1-3) and in Grade 10 was completed with extensive training in partnership with teacher unions in all provinces. The CAPS training emphasised changes anticipated in teaching according to the new and the older curriculum frameworks. In addition, the training emphasised expectations of curriculum coverage, management and delivery. During these sessions, emphasis was also placed on the use of existing texts available in schools. Teachers have responded positively to this training and their evaluation will assist in expanding the roll out of CAPS to all grades by 2014. We are certain that by 2014, CAPS would have been implemented fully across all grades in the schooling system.

The Ministry of Basic Education, in an unprecedented initiative, initiated the diagnostic assessments of learner performance at critical stages in the schooling cycle. The first Annual National Assessment (ANA) held in February 2011 yielded critical indicators of where the problems are in our schools. This assessment is the first of its kind and it yielded information about poor levels of learner performance. Feedback on results and high quality test exemplars were distributed to teachers across the country as a result of the low levels of performance, to strengthen support for teaching and learning in the system. The ANA reports, released in June 2011, identified gaps that need our focused attention on the acquisition of critical foundational skills of numeracy and literacy.

We are pleased with the 70.2% pass rate in the 2011 National Senior Certificate (NSC) examination which subsequently increased to 72.7% after the release of the March 2012 supplementary examination results. We salute the class of 2011, the teachers, supportive parents and communities and commit to working together for a better rate in future.

In addition to providing workbooks for six million learners in Grade 1-6, workbooks were adapted to Braille to ensure that our interventions are inclusive. Over 4 million supplementary textbooks for Physical Science and Mathematics were developed by the DBE in partnership with the Shuttleworth Foundation and distributed to all Grade 10 to 12 learners at the beginning of 2012.

The Ministry noted that the expenditure on books is not justifiable taking into account poor learner performance and we therefore initiated the development of the National Textbook Catalogue in 2011. This has resulted in transparency in the pricing of books, lower costs in many cases, and a rationalisation of book choices in relation to the requirements of the curriculum. In the period under review, substantive work on expanding the catalogue was completed. Media reports during the later part of the period under review stated that many learners were without textbooks country wide. This was especially reported for the Eastern Cape and Limpopo. In considering such reports, it is important to distinguish clearly between:

- (a) The development and distribution of DBE-developed workbooks by the end of the first quarter of the academic year, and which the department introduced since 2011;

- (b) The delivery of supplementary textbooks for Physical Science and Mathematics that were distributed to all Grade 10 to 12 learners (developed by the DBE in partnership with the Shuttleworth Foundation); and
- (c) The procurement and delivery of textbooks based on provincial selection and procurement processes, and the presence and application of school-based textbook retrieval systems.

In 2011/12, fifty-five schools were provided with water, a hundred and fifteen schools were provided with sanitation and forty-eight schools were provided with electrification. Despite all the inroads and successes we have made, we acknowledge the serious challenges and backlogs regarding the delivery of proper and safe infrastructure in some of our schools. We are encouraged that the Presidential Infrastructure Co-ordinating Committee, announced by the President of the Republic in his 2012 State of the Nation Address provides a mechanism to improve delivery and provision in this area of under-provision in different sectors nationally including the schooling sector.

We are pleased with the regular standing interactions with District Directors because we regard districts and district offices as nerve centres for the implementation and improvement of the quality of basic education.

Through our pro-poor policies and programmes, aimed at learner well-being, we were able to dent the dire socio-economic challenges in our schools, exacerbated by poverty, unemployment and inequality. While we are encouraged by the strides we have made in ensuring access to basic education, we remain concerned about the drop-out rates in the final grades of schooling.

The Department has continued to support the Limpopo and Eastern Cape provincial education departments, currently under Section 100 (1)(b) of the Constitution, to restore stability and ensure service delivery.

Community participation in the form of School Governing Bodies received a boost with the hitch-free election of new School Governing Bodies at all schools throughout the country in March 2012, and the efforts of district and circuit managers and all who support schools directly have been focused on prioritising learner performance improvement and curriculum coverage, improving attendance, reducing repetition, increasing teacher development, and better school management and curriculum and lesson planning. The expansion of the Quality Learning and Teaching Campaign (QLTC) and the national launch of the *NEDLAC Accord on Basic Education and Partnerships with Schools* in 2011 focused on consolidating community support for learner performance improvement.

Notwithstanding a number of challenges faced by the basic education sector, the Department remains optimistic that it is making a difference in the entire schooling sector. We thank the dedicated team of DBE officials for their efforts and hard work towards the delivery of quality basic education in our country.

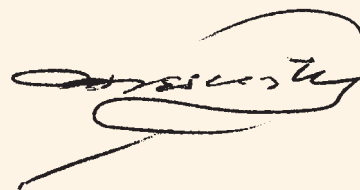
We appreciate and acknowledge the immense contribution by our dedicated teachers and teacher unions, principals' associations, School Governing Body associations, Learner Representative Councils, learner formations, civil society, parents and guardians of learners and the business sector in helping us to improve the quality of basic education in our country.

We hereby present this Annual Report of the Department of Basic Education for the 2011/12 financial year to the National Assembly.



Mrs Angie Motshekga, MP

Minister



Mr Enver Surty, MP

Deputy Minister

1.6 Accounting Officer's Overview

The Annual Report focuses on the progress made by the Department of Basic Education towards meeting the targets set in the 2011/12 Annual Performance Plan. The Strategic and Annual Performance Plans of the Department are anchored in the *Action Plan to 2014: Towards the Realisation of Schooling 2025* and the commitment towards achieving Outcome 1: Improved quality of basic education.

In the year under review, the main focus was on the Action Plan goals, priorities and activities in respect of interventions in the sector. During the year under review, the Department was realigned in response to a renewed focus on learner performance in the system. Curriculum content, coverage and outcomes were prioritised with the introduction of English First Additional Language to enable the early mastery of English Language by second language speakers, and the consolidation of the expansion of Grade R. This resulted in the encouraging statistics collected in households across the country in 2011, which showed that 8 in 10 learners in Grade 1 had been, exposed to Grade R in schools across our country. It is important to note that this is an increase of more than 45 percentage points since 2002.

During 2011/12, landmark agreements with teacher unions were made in respect of teacher development and training. Training for the implementation of the Curriculum and Assessment Policy Statements (CAPS) for Grades 1 to 10 was completed with these partners using nationally standardised training materials in provinces across the country. Following the successful preparation of teachers of Grades 1-3 and 10 for the CAPS implementation at the start of the 2012 school year, CAPS will be implemented in Grades 4-6 and 11 at the start of the school year in 2013, and the orientation of subject advisors for the second phase of implementation has already started.

A total of 23 million Grades R to 6 (Volume 1 and 2) Language and Mathematics workbooks were printed and delivered to 18 854 public primary schools in all nine provinces in 2011, and workbook coverage will increase to include Grades 7 to 9 in 2012. In order to support teaching and learning in newly established Grade R classes, appropriately developed resource packs for Grade R were provided in all official languages. According to an independent sample survey carried out in the last quarter of the 2011 school year, 8 in 10 Grade 6 learners indicated that for the whole school year, they had access to workbooks and textbooks in schools across the country.

To improve the quality of textbooks and to expand their reach, the National Catalogue was expanded to include more titles in more subjects. This process includes a rigorous screening process to ensure that the best quality materials are acquired at a fair and reasonable price in sufficient quantities. In addition, the Council of Education Ministers (CEM) and the Head of Education Departments Committee (HEDCOM) agreed to improve provincial supply chain management processes, as well as the efficiency and effectiveness of provincial delivery, provision and monitoring of Learning and Teaching Support Material (LTSM). This is to ensure that the provincial education departments are able to procure textbooks in time for the start of the 2013 school year.

E-education, supported by business partners and relevant government departments is gaining momentum in the areas of professional teacher development, curriculum support and the provision of ICT infrastructure. Sustainable and appropriate technology and connectivity in our schools will facilitate effective and efficient communication, as well as improve teaching and learning.

The Annual National Assessments (ANA) is part of the Department's drive to improve literacy and numeracy. After the release of the ANA reports in 2011, work was intensified on strategies to improve learner performance in the earlier grades of school. Detailed preparations were put in place to prepare the system for the 2012 ANA, which will be written from 18–21 September 2012. These preparations include improved teacher guidance on subject-specific improvements, the distribution of ANA exemplars and better training on the use of assessments in improving learner outcomes.

The 2011 National Senior Certificate (NSC) examinations proceeded without incident and the pass rate improved by 2.4 percentage points from 67.8% in 2010 to 70.2% in 2011. The NSC pass rate subsequently increased to 72.7% after the completion of the March supplementary examinations. We remain concerned, however, that too few learners write the NSC examinations especially in gateway subjects such as Mathematics and Science, and according to our analyses, learner performance in the earlier grades is not sufficiently robust to deal with this challenge, without renewed efforts in improving the quality of teaching and learning at all levels.

Although our teaching workforce is well qualified, we see evidence of areas for strengthening teacher development - especially in relation to examination results and learner performance assessments. With regards to the workforce, challenges around the compensation of employees continue to compound budget pressures in this sector. A public expenditure review is underway to investigate and detail recommendations for alleviating budget pressures and improving the effectiveness of the schooling sector.

The Funza Lushaka Bursary Scheme, a joint initiative with the Department of Higher Education and Training (DHET) is yielding results and just over 1 800 new graduates were appointed into vacant posts in schools in the academic year and of these, 82% were aged 30 years and younger. In addition to measures introduced to reduce attrition of qualified teachers, we continue to work to boost the supply of new teachers especially in African Languages in the Foundation Phase, as well as in Mathematics, Science and Technology.

Measures taken to reduce drop-out and repetition rates among learners are yielding results and the National Income Dynamics Survey results released in 2011 shows a decline in drop-out rates between the 2007/8 and 2009/10 school years. The data shows an encouraging decline in these rates in the foundation phase, and in most secondary grades. There has also been a decrease in the number of young people aged 7 to 18 years who are not attending educational institutions, from 670 000 in 2009, to 590 000 in 2011, although 4 in 5 of these young people were in the 16 to 18 year age group. Of the 111 041 children aged 7 to 15 years, who were not attending educational institutions, a quarter were disabled, according to the 2011 General Household Survey statistics released by Statistics South Africa.

In March 2012, School Governing Body (SGB) elections were conducted throughout the country. Effective SGBs play a crucial role in creating a conducive environment in schools for teaching and learning and in strengthening parental participation in education.

The Department continues to focus on strengthening and improving accountability. One of the main initiatives was the establishment of the National Education Evaluation and Development Unit (NEEDU) in 2011. This forms part of a broader sectoral effort targeted at improving accountability in the sector locally, nationally and even internationally in terms of our international obligations as a country. NEEDU reports directly to the Ministry and will be used to assess systemic issues affecting the quality of teaching and learning in schools across all provinces.

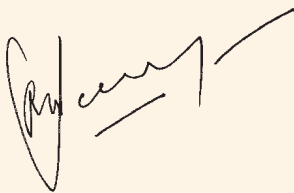
The Department has continued to strengthen its pro-poor programmes and by October 2011, more than 256 000 learners had undergone School Health Screening to address health-related barriers to learning. Learning and Teaching Support Material (LTSM) on sexual and reproductive health programmes for learners were delivered to schools, forming part of the strengthening of the Department's campaign to promote healthy lifestyles. The expansion of the National School Nutrition Programme (NSNP) to incorporate Quintile 3 secondary schools in April 2011, contributed to 8 850 208 learners benefitting from the programme nationally, thus exceeding the target by 217 113 learners. In order to encourage healthy living schools were encouraged to register in school sport league programmes.

With respect to planning, management and implementation of infrastructure projects, extensive work was done to leverage on the substantial growth in infrastructure investment in the schooling sector with the establishment of the Infrastructure Planning and Support Unit (PSU). The Department finalised guidelines for planning for school infrastructure and for boarding facilities, including standardised designs and cost models to assist in resource management and allocation, and a guideline on school infrastructure maintenance was also developed. Short-term technical assistance support was appointed to assess infrastructure plans in order to assist provinces with long-term infrastructure planning.

In the period under review, the Province of Limpopo was placed under administration by the Cabinet using the provision of Section 100 (1) (b) of the Constitution of the Republic of South Africa, in addition to the intervention in the Eastern Cape. This placed a considerable strain on the DBE's institutional capacity and required a re-engineering of the work of the DBE in terms of sectoral and present priorities and the requirements for the oversight of provincial implementation and policy compliance. Considerable effort was invested in maintaining labour and financial stability in this period.

This Annual Report includes detailed reports on these and other sectoral interventions aligned to *Action Plan to 2014: Towards the Realisation of Schooling 2025* in support of improving the quality of basic education.

I hereby present this Annual Report to the Minister of Basic Education, Mrs AM Motshekga, MP and to the Deputy Minister, Mr ME Surty, MP and invite them to table it in Parliament.



Mr PB Soobrayan

Director-General

2

Information on Predetermined Objectives

2.1 Overall Performance

2.1.1 Voted Funds

Main Appropriation R'000	Adjusted Appropriation R'000	Actual Amount Spent R'000	(Over)/Under Expenditure R'000
13 868 134	14 080 466	12 900 914	1 179 552
Responsible Minister	Minister of Basic Education		
Administering Department	Department of Basic Education		
Accounting Officer	Director-General of Basic Education		

2.1.2 Aim of vote

The aim of the Department of Basic Education is to develop, maintain and support a South African school education system for the 21st century.

2.1.3 Strategic Outcome Oriented Goals (Outputs)

Government's review of the state of education in 2009, resulted in the identification of a number of challenges standing in the way of improving the quality of basic education. The review concluded that poverty remained the largest predictor of learner performance in South African society. However, in addition to poverty, a number of other challenges, which impact on learner performance, were identified. These are the following:

- Quality learner outcomes are not optimally achieved across all grades.
- Limited teacher knowledge, coupled with low levels of accountability.
- The quality and quantity of learner and teacher support materials are not adequate to support quality learning.
- The quality of school-based tests and examinations is not of the required standard and is not being moderated or benchmarked either.
- The quality of support from districts has not been constructive or responsive to the needs of schools.

To deal with these challenges and to improve education outcomes, government elevated education to "Outcome 1", the apex priority of government's Programme of Action. Government agreed on 12 outcomes as the key focal areas of work across all sectors of government between now and 2014. Each of the 12 Outcomes has a Delivery Agreement which, in most cases, involves all spheres of government and a range of partners outside government. Combined, these agreements reflect government's delivery and implementation plans for its foremost priorities. Each outcome has a limited number of measurable outputs with set targets. Each output is linked to a set of activities that will facilitate achieving the targets and contribute to the outcome.

The Strategic Plan of the Department of Basic Education (DBE) reflects this commitment from government, namely to undertake activities effectively and on time to produce the agreed-upon outputs that will, in turn, contribute to achieving Outcome 1: *Improved quality of basic education*. The Strategic Plan of the Department is also anchored to the Action Plan to 2014: *Towards the realisation of schooling 2025*. The Action Plan to 2014 is, in many ways, the country's first comprehensive long-term sector plan for schools. The Action Plan comprises 27 goals. Goals 1 to 13 deal with outputs to be achieved in relation to learning and enrolments. Goals 14 to 27 deal with how these outputs will be achieved. The key goals for basic education, relating to learner performance, are as follows:

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

To achieve these goals and to address the challenges identified, the Department, worked collaboratively with PEDs and stakeholders, and focused on the following key improvement levers, as outlined in the Action Plan to 2014 and in the Delivery Agreement for Outcome 1:

- Improve the quality of teaching and learning;
- Undertake regular assessment to track changes;
- Improve early-childhood development; and
- Ensure a credible, outcomes-focused planning and accountability system.

Each output comprises two sub-outputs. The following table summarises the relationship between outcome, outputs and sub-outputs.

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

The activities towards achieving the outputs outlined in the Action Plan and the Delivery Agreement for Outcome 1, involve the Department working with and through provinces and schools, as well as providing strategic support. A summary of the main activities and how these contributed to progress made in each of the outputs, are reflected below.

a. Output 1: Improve the quality of teaching and learning

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

The Curriculum and Assessment Policy Statements (CAPS) were approved by the Minister by issuing Government Gazette No. 34 600 of 12 September 2011. The training of subject advisors, working at the provincial and district levels, was cascaded to the training of teachers, using nationally developed and approved training materials and utilising conditional grant financing of training through a partnership with teacher organisations. The trained teams of subject advisors were able to present workshops to teachers in Grades R-3 and 10. The Curriculum and Assessment Policy Statements are being incrementally implemented, starting with Grades R-3 and 10 in 2012.

The Integrated Strategic Planning Framework for Teacher Education and Development was launched by the Ministers of Basic and Higher Education and Training. The framework will guide teacher education and support in the system. The Strategic Planning Framework for Teacher Education and Development will help to address many of the challenges and quality issues plaguing the education system. Targets for teacher development include: consistently attracting increased numbers of young qualified teachers; filling vacant posts; achieving the appropriate number of hours teachers spend in professional development activities; reducing teacher absenteeism and ensuring full coverage of the curriculum.

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

The Department provided workbooks for 6 million learners in Grades R-6 for Mathematics and mother-tongue language, at no cost, to schools or parents. These workbooks helped teachers to manage their teaching time and monitor the progress and performance of their learners. For 2011/12, the National Workbook Programme was extended to Grades 7, 8 and 9 in all schools. A total of 23 million workbooks for Grades R-9 were printed and allocated for distribution. Supplementary textbooks in Mathematics and Physical Science were developed. Approximately 1 million Mathematics and 900 000 Physical Science textbooks for Grades 10-12 were printed. As from 2012/13, Mathematics and Physical Science textbooks will be distributed to approximately one million learners in Grade 10. This follows an agreement between the Department and the Shuttleworth Foundation.

b. Output 2: Undertake regular assessment to track progress

Without sufficient monitoring of what learners learn, it is not possible for parents, teachers and district officials to know what actions should be taken to support learners. In line with best practices in other countries, the Department introduced universal and standardised testing in Grades 1-6, within the ANA programme. Grade 9 will commence writing the ANA from September 2012.

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

The purpose of ANA is to track learner performance every year in Literacy and Numeracy, as the Department works towards the goal of improving learner performance in line with commitments made by government. The first cycle of ANA was written in February 2011. Following the finalisation of the official ANA Report in June 2011, work started on improving the utility of the data, aimed at an improvement in teaching and learning, and accountability for learner performance within the system. In preparation for the next cycle of ANA, the process of test development commenced in July 2011. Test development was preceded by the development of appropriate test blueprints. Test developers then developed draft tests for Grades 1-6 and these were submitted for moderation. Two sets of each test in Literacy/Language and Numeracy/Mathematics were completed. ANA exemplars were developed and released to support preparation for the second cycle of ANA that is scheduled to be written in September 2012.

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

South Africa's active participation in a number of international testing programmes over the past decade has provided important experiences that have guided the design of the Systemic Evaluation and ANA Programmes. More specifically, South Africa participated in the following international programmes: Southern and East Africa Consortium for Monitoring Education Quality (SACMEQ); Trends in International Mathematics and Science Studies (TIMSS) and Progress in International Reading Literacy Study (PIRLS). Through all the internal and external evaluation processes, the Department will be able to know where under-performance occurs and the underlying reasons for this, so that timely and well-targeted interventions could be made.

The SACMEQ III Project was completed in 2011. A Country Report was signed off by the Minister and released. The SACMEQ IV Project was initiated in 2012. The national research team participated in the development of test instruments and questionnaires. A pilot programme will be conducted in July 2012, with the main study planned for September 2013. The TIMSS study was administered in 2011 and the HSRC, as the appointed service provider, is writing the Country Report. The expected release date is December 2012. The PIRLS study was administered in 2011 and the CEA (University of Pretoria), as the appointed service provider is compiling the Country Report. The expected date of release is December 2012.

c. Output 3: Improve early childhood development**Output 3: Sub-output 1: Universalise access to Grade R**

Considerable success was achieved in expanding access to Grade R. The target is to have all pre-Grade 1 children attending Grade R by 2014. An integrated plan for ECD, developed jointly by the Departments of Social Development and Basic Education was approved and is being implemented after completion of a technical review supported by UNICEF. The GHS has revealed that currently 83% of Grade 1 learners that are in the public ordinary schools have had access to a formal Grade R programme.

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

Activities towards improving the quality of Grade R and ECD in general will extend beyond 2014. Focal activities include capacity-building, directed at teachers, as well as the gradual improvement of the formal qualifications of teachers. The Department initiated an evaluation of the utilisation and effectiveness of the Grade R resource pack and workbooks that had been distributed to Grade R classes during January 2011. Results of the evaluation will be used to guide the development of materials in 2012. The Department is currently developing a draft national curriculum and programmes based on the National Early Learning and Development Standards (NELDS) for utilisation by teachers in ECD sites (for pre-Grade R). This will also assist with the finalisation of the work on the development and alignment of Grade R teaching qualifications.

d. Output 4: Ensure a credible, outcomes-focused planning and accountability system**Output 4: Sub-output 1: Strengthen school management and promote functional schools**

Integrated Quality Management System (IQMS) moderators visited 8 407 schools for the purpose of monitoring the quality of IQMS implementation, school effectiveness, as well as district engagement with schools. School visits included classroom observations and support to teachers where necessary. In March 2012, SGB Elections were held throughout the country. The full participation of parents through SGB platforms contributed towards making learning a societal issue and also promoted good governance in schools. Quality Teaching and Learning Campaign (QLTC) committees were established in more than 3 000 schools. These committees were tasked with protecting teacher contact time and consolidating learning. A total of 1 485 principals participated in the Advanced Certificate in Education programme for 2011. At school level, the impact of poverty on learning is being mitigated through incremental expansion of the learner-well-being programmes, such as the National School Nutrition Programme and the Integrated School Health Screening Programme. More than eight million learners in 21 000 primary and secondary schools were provided with nutritious meals daily.

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

Education district offices play a pivotal role in ensuring that all learners have access to education of high quality. District offices form crucial links between provincial education departments, schools and the general public. For this reason the DBE has quarterly engagements with district directors to advocate their contribution to the outputs of Action Plan to 2014: *Towards the realisation of schooling 2025*. The Department identified the need for more research and guidelines on the role of districts. The *Guidelines on the organisation, roles and responsibilities of education districts* were published for comment and will be finalised after careful consideration of the responses received. These guidelines express a national vision for education districts in the transformation of the education system; they determine a standard nomenclature for district offices and personnel and provides a normative guideline for the management and operation of district offices, including the support they render to schools.

e. Output 5: Improvements in the capacity of the Department of Basic Education

In order to achieve effective education delivery and quality learning, the DBE strives towards the continuous improvement of organisational efficiency. The restructuring of the Department was completed and appointments to key management posts were finalised. To promote efficiency in the system, mechanisms to support a centralised textbook procurement process, having nationally distributed workbooks and infrastructure improvements through ASIDI are being institutionalised. These Departmental initiatives contributed towards improved cost control measures in the sector and ultimately to more cost-effective programme delivery.

2.1.4 Overview of the service delivery environment for 2011/12

During 2011/12, the service delivery environment of the education sector included 12 283 875 learners in ordinary public and independent schools, who attended 25 851 schools and were served by 420 608 educators. The DBE is mainly responsible for developing and maintaining national policy, norms and standards for the sector as well as monitoring and evaluating the implementation of the policy by working closely with the nine provincial education departments. Central to the work of the Department is improved learner performance.

On 2 March 2011, the National Cabinet decided to intervene in the Eastern Cape Education Department, in terms of section 100 (1)(b) of the Constitution. It was for the first time in the history of the DBE that an intervention in terms of section 100(1)(b) of the Constitution had ever been implemented in any provincial education department. Consequently there was no legal framework on which to anchor the intervention in the Eastern Cape Education Department. There were many challenges that arose from misinterpretations of the section 100(1)(b) of the Constitution, especially where the authority on the areas of the intervention was vested. The Department was required to provide additional support and oversight to address the identified challenges. A number of DBE teams were deployed to the province to work with provincial and district officials.

On 5 December 2011, Cabinet announced a section 100 (1)(b) intervention of the National Government in the Limpopo Education Department. The challenges in the Limpopo Education Department were due to over-expenditure, accruals, accumulated, unauthorised expenditure and the management of the human resources function with a significant number of excess teachers, as well as teachers who were registered on the system but physically unaccounted for. The Minister, in conjunction with the Department of Higher Education and Training, led a delegation to the Limpopo Department and there was broad agreement on the terms of engagement for cooperation.

Currently, the NSC results rank among the more important indicators of the performance of the schooling system. The results, over the past four years, illustrates that the system is not only stabilising, but actually showing progress. In 2008 the pass rate was 62,5%, in 2009 it was 60,6% and in 2010 it rose to 67,8%. The pass rate for the 2011 National Senior Certificate was 70,2%. This represents an increase of 7,8 % on the 2008 results.

The DBE also continued to consolidate the advances it had made to improve learner performance in the basic education sector. In addition to the focus on Teachers, Textbooks and Time (3Ts), strategic interventions are being carried out by the issuing of the CAPS, by conducting ANA, by issuing workbooks and by improving the infrastructure to maximise learner performance. Key systemic improvements were consolidated around these strategic interventions for the period 2011/12.

The CAPS constitutes one of the major steps to improve the curriculum. Every subject in each Grade now has a single concise CAPS which provides specific content on what teachers ought to teach and assess on a grade-by-grade and subject-by-subject basis. The CAPS were implemented in Grades 1-3 and Grade 10 with the commencement of the new academic year for schools in 2012. What will be important in going forward will be to monitor and support the implementation of the CAPS.

The extent to which educational outcomes are achieved is monitored through the administration of the ANA. The purpose of the ANA is to make a decisive contribution towards improved learning in schools. Under-performance in schools, especially schools serving the poorest communities, is a widely acknowledged problem. The ANA cannot bring about improvements on its own and should be seen as part of the wider range of service delivery interventions undertaken to promote quality schooling. At national level, the ANA is a vital instrument intended to measure progress towards the targets set by President Jacob Zuma in his 2009 State of the Nation Address. These targets state that by 2014, a total of 60% of learners in Grades 3, 6 and 9 should perform at an acceptable level in Languages and Mathematics. The information obtained from the ANA is also required for many other purposes at the national level. For instance, it is needed to diagnose in which specific areas teachers need the most support and how the learning materials

used by learners need to be improved. Learners from Grades 1-6 in were involved in writing the ANA during the first cycle to establish the baseline. The second cycle of the ANA is scheduled to take place in September 2012. Furthermore, the Integrated National Literacy and Numeracy Strategy was finalised and is being implemented in 2012. The strategy is the DBE's response to the need for urgency in addressing the low achievement levels of learners in Literacy and Numeracy. This strategy will help to improve school performance and learners' ability to read, write and calculate.

In 2011/12 the DBE developed workbooks in all the official languages which include:

- Home Language workbooks for Grades 1-6
- Mathematics workbooks for Grades 1-9
- Life Skills workbooks for Grades 1-3
- First Additional Language (FAL) workbooks for Grades 1-6
- Grade R workbooks containing Life Skills, Mathematics and Language exercises

The DBE is working closely with provincial education departments and district offices to support the delivery process of workbooks in schools. In going forward it will be important to monitor the utilisation as well as measure the impact of the workbooks.

In addition, FET (Grades 10-12) schools received supplementary textbooks in Physical Science and Mathematics, which were developed by the DBE in partnership with the Shuttleworth Foundation. A central textbook procurement process is being introduced to ensure affordable pricing and improving textbook content and quality. A National Catalogue of Textbooks for Grades 1-3 and Grade 10 aligned with CAPS was released.

There has been some progress in addressing school infrastructure issues since the commencement of implementation of the Accelerated School Improvement and Development Initiative (ASIDI). During the 2011/12 financial year, the following infrastructure projects were being implemented : 1 648 classrooms; 316 sanitation blocks; water supply to 63 schools; electricity supply to 540 schools and fencing of 96 schools. However, delivery on school infrastructure remains challenging. Some of the challenges experienced include the following:

- a. Substantial variances exist in the cost of building schools across provinces, which is compounded by a lack of uniformity in provincial planning, budgeting, design, procurement processes and implementation procedures to meet infrastructural targets.
- b. The competency of contractors and consultants, the dispersed nature of the projects, a myriad of small contracts that have to be managed, inadequate project management and few quality assurance staff members contribute to the slow pace of infrastructure provisioning.
- c. On-going maintenance and operations are not receiving adequate funding and attention, thus contributing to the increasing deterioration of existing infrastructure.
- d. Furniture shortages in schools exacerbate the problem.

About R66.6 billion will be required to bring all ordinary schools up to the level of optimum functionality (excluding preliminaries, contingencies, escalations, professional fees and VAT). It is envisaged that the inclusion of the ASIDI in the Presidential Infrastructure Coordinating Committee (PICC) will accelerate the implementation of the programme. The approach to the ASIDI programme was also revised to supplement the existing implementing agents with additional agents as well as to pursue alternative delivery models. Consequently, a mixed delivery model was adopted and several sub-programmes were included. A Memorandum of Agreement between DBE and the Development Bank of Southern Africa (DBSA) was signed on 6 July 2011, for implementation of the ASIDI for the 2011/14 MTEF period. The DBSA was appointed as implementing agent for three main key areas, namely:

- a. Establishment of a Project Support Unit within the DBE.
- b. Programme and project planning for the 2011/12-13/14 financial years.
- c. The building of 50 new schools in the Eastern Cape.

Education district offices have a key role to play in improving learner performance. The reality is that educational opportunity and educational success are unequally distributed and the intensity and quality of service delivery vary considerably from education district to education district across the provinces. The disparities between high and low achieving districts are gross and unacceptable in a democratic South Africa. The disparities are particularly severe in rural districts, especially those that for generations had formed part of rural homelands that lacked an economic resource basis other than subsistence agriculture, animal husbandry and remittances from absent migrant workers in towns or on mines. Such districts probably constitute the majority of education districts in South Africa. The condition of district offices is not uniform throughout all provinces or within provinces. Some district offices understand their roles well and perform them at a high level of efficiency, while many others do not. In recent years, provincial education departments gave increased priority to their district offices and undertook major restructuring to make them more effective. Until now, however, there has been no common formulation of what a district education office should be or do. As a means to address this, the *Guidelines on the organisation, roles and responsibilities of education districts* was released for comment and should be implemented during the 2012/13 period. The roles and functions of a district office have one overriding purpose, namely to advance the implementation of quality education and improve service delivery in all education institutions.

As part of continued efforts to improve district functionality, the Minister's meetings with district directors addressed key issues on improving the quality of schooling. Some of the key issues that were addressed included the distribution, availability and utilisation of workbooks and textbooks; post provisioning norms and overcrowded classrooms; the utilisation of the ANA data; the roll-out of CAPS and parental involvement in schools.

Strong leadership in schools has a positive impact on quality learning in the classroom. Negotiations on the Teacher Performance Appraisal (TPA) and Education Management Services (EMS) for school-based educators continued at the Education Labour Relations Council (ELRC) during December 2011. The finalisation of these agreements will require school managers to commit to performance agreements. As at the end of the period under review, an agreement on the TPA and EMS documents could not be reached in the ELRC. The bargaining process will continue in 2012. In the meantime, educators will continue to be assessed in terms of the IQMS.

There is a growing realisation by the nation that government alone cannot address all the challenges presented by the educational system and there needs to be a space for social partners. The President called upon the nation to join hands in improving the education system and making partnerships a priority to achieve this. In this regard, the DBE and organised labour came together to pledge their commitment to quality education with the signing of the Accord on Basic Education. This is significant for the education sector as it marks the beginning of a new era, in which all education role-players, stakeholders and social partners will commit their organisations to support the drive to achieve quality teaching and learning in the country. Education is a societal issue and requires all role-players to contribute diligently.

2.1.5 Overview of the organisational environment for 2011/12

The DBE completed its organisational reconfiguration process during June 2011 and the new organisational structure was implemented at the end of November 2011. The transition from the old structure to the new structure was a seamless process, undertaken to improve capacity and enhance service delivery in order to meet the strategic intent of the Department as far as the implementation of the Action Plan to 2014 is concerned. During the organisational restructuring process key appointments were made to ensure efficient service delivery. These included amongst others, the appointments of the Chief Financial Officer, the Chief Director for Strategic Planning and Reporting, the Chief Director for the Planning and Delivery Oversight Unit, the Chief Director for the Ministry and Chief Director for Kha Ri Gude. Three directors were also appointed at Internal Audit, the Planning and Delivery Oversight Unit as well as for Examinations. Interviews for the key posts of Deputy Director-General: Finance and Administration and Deputy Director-General: Planning, Information and Assessment were also held during March 2011. There were two key resignations, namely, the CEO of the National Education Evaluation and Development Unit (NEEDU) and the Head of the Planning and Delivery Oversight Unit. Internal re-organisation has ensured that the post of the Head of the Planning and Delivery Oversight Unit was swiftly filled, while a suitable candidate was headhunted for the post of CEO of NEEDU. The DBE has started the process of filling all resultant vacancies.

The revised organisational structure has helped to bolster the systems and processes of the Department. The information technology capacity of the Department has been improved and supports the systems and processes of the Department effectively.

The DBE continues to strive towards redressing the imbalances of the past and ensuring equity in the provision of education across the country, with particular attention paid to gender equity. The Department already boasts a very good level of representivity in its offices.

In response to natural attrition at middle and senior management level, the Department put in place a development plan to address the issues related to career- pathing and succession planning. To this end, 264 officials attended courses during the financial year for professional and personal development.

The past year was a relatively peaceful one, with the absence of strikes on the labour front, and neither were there any cases of corruption reported in the Department.

2.1.6 Key policy developments and legislative changes

The following key legislation developments took place during the period under review:

a. **The Basic Education Laws Amendment Act, 2011 (Act 15 of 2011)**

The Basic Education Laws Amendment Bill, 2010, was passed by Parliament and signed into law by the President. The Bill is now an Act of Parliament and is referred to as the Basic Education Laws Amendment Act 15 of 2011.

The Basic Education Laws Amendment Act amends specific provisions contained in the following legislation:

- South African Schools Act (Act 80 of 1996)
- National Education Policy Act (Act 27 of 1996)
- Employment of Educators Act (Act 76 of 1998)
- South African Council for Educators Act (Act 31 of 2000)
- General and Further Education and Training Quality Assurance Act (Act 58 of 2001)

The Act contains technical and substantive amendments and aims to align the above legislative framework with the new education dispensation that came into existence during 2009, when the Department of Education was split into two distinct yet interrelated departments. Amongst others matters, the Act amends sections of the above laws regarding the prohibition of political activities during school time, the extended financial responsibility of principals, non-discrimination in respect of official languages at schools and the provision of distinct categories of public schools.

b. National Education Evaluation and Development Unit (NEEDU) Bill, 2011

The NEEDU Bill was published in the *Government Gazette* of 15 December 2011 for public comment. Comments were received from various organisations and individuals and these have been incorporated into the Bill in accordance with their merits. The Bill was legally certified by the Office of the State Law Advisor, and the study conducted on the Bill (Regulatory Impact Assessment Report) was approved by the Presidency. It will serve before the Cabinet Committee after further consultation with National Treasury and thereafter be referred to the National Assembly for processing.

c. Regulations in terms of Section 38a of SASA: Prohibition of payment of unauthorised remuneration or giving of financial benefits or benefit in kind to certain employees

The Regulations in terms of section 38a of SASA were published for comment and the responses received. The comments are being collated and considered. The Regulations served before the HEDCOM and CEM in August 2011. The Regulations were published on 15 December 2011 in *Government Gazette* No. 9645. Subsequently, court applications have been lodged by organisations to have the Regulations declared invalid.

d. Regulations in terms of Section 5a of SASA: Norms and standards for school infrastructure

The Regulations in terms of Section 5a of SASA were drafted. HEDCOM adopted a resolution to the effect that the draft regulations should only be published as guidelines. The Minister then referred these regulations back to the CEM for further consideration, where it was resolved that draft regulations should be preserved as guidelines. The regulations were as such published as guidelines. However, litigation has been lodged by Equal Education to compel the Minister to institute regulations in this regard.

2.1.7 Departmental revenue, expenditure, and other specific topics

Collection of departmental revenue

	2010/11 Actual R'000	2011/12 Target R'000	2011/12 Actual R'000	% deviation from target
Sales of goods and services other than capital assets	1 270	9 200	12 148	
Fines, penalties and forfeits			2	
Interest, dividends and rent on land	379	3	100	
Financial transactions	11	50	481	
TOTAL DEPARTMENTAL RECEIPTS	1 660	9 253	12 731	138%

2.1.8 Departmental expenditure

	Appropriation per programme									
	2011/12					2010/11				
	Adjusted Appropriation R'000	Shifting of Funds R'000	Virement R'000	Final Appropriation R'000	Actual Expenditure R'000	Variance R'000	Expenditure as % of Final Appropriation %	Final Appropriation R'000	Actual Expenditure R'000	
1. Administration										
Current payments	282 698	-	(15 845)	266 853	264 118	2 735	99.0%	238 584	232 567	
Transfers and subsidies	11 026	-	471	11 497	11 081	416	96.4%	10 429	9 526	
Payments for capital assets	5 568	-	10 144	15 712	12 535	3 177	79.8%	10 157	10 010	
	299 292	-	(5 230)	294 062	287 734	6 328		259 170	252 103	
2. Curriculum Policy, Support and Monitoring										
Current payments	1 568 035	-	(52 841)	1 515 194	1 421 083	94 111	93.8%	1 265 078	672 323	
Transfers and subsidies	280 518	-	240	280 758	278 615	2 143	99.2%	80 101	64 567	
Payments for capital assets	380	-	366	746	606	140	81.2%	1 141	446	
	1 848 933	-	(52 235)	1 796 698	1 700 304	96 394		1 346 320	737 336	
3. Teachers, Education Human Resources and Institutional Development										
Current payments	75 899	-	55 029	130 928	87 866	43 062	67.1%	69 773	61 301	
Transfers and subsidies	449 440	-	75	449 515	449 513	2	100.0%	425 000	425 000	
Payments for capital assets	418	-	(148)	270	189	81	70.0%	514	341	
	525 757	-	54 956	580 713	537 568	43 145		495 287	486 642	
4. Planning, Information and Assessment										
Current payments	181 488	-	(369)	181 119	154 798	26 321	85.5%	155 177	127 991	
Transfers and subsidies	5 696 724	-	10	5 696 734	5 329 521	367 213	93.6%	23 324	23 325	
Payments for capital assets	700 594	-	2 887	703 481	79 540	623 941	11.3%	1 362	1 306	
	6 578 806	-	2 528	6 581 334	5 563 859	1 017 475		179 863	152 622	
5. Educational Enrichment Services										
Current payments	49 074	-	(1 555)	47 519	41 268	6 251	86.8%	39 170	34 274	
Transfers and subsidies	4 778 130	-	1 600	4 779 730	4 769 865	9 865	99.8%	3 851 428	3 851 428	
Payments for capital assets	474	-	(64)	410	316	94	77.1%	761	672	
	4 827 678	-	(19)	4 827 659	4 811 449	16 210		3 891 359	3 886 374	
Total	14 080 466	-	-	14 080 466	12 900 914	1 179 552	91.6%	6 171 999	5 515 077	

Appropriation per programme									
2011/12					2010/11				
	Adjusted Appropriation R'000	Shifting of Funds R'000	Virement R'000	Final Appropriation R'000	Actual Expenditure R'000	Variance R'000	Expenditure as % of Final Appropriation %	Final Appropriation R'000	Actual Expenditure R'000
Reconciliation with Statement of Financial Performance									
Add:									
Departmental receipts				12 731				1 660	
Direct exchequer receipts				3 093				-	
Aid assistance				157 060				63 000	
Actual amounts per Statement of Financial Performance (Total Revenue)				14 253 350				6 236 659	
Add: Aid assistance					146 788				72 815
Actual amounts per Statement of Financial Performance (Total Expenditure)					13 047 702				5 587 892

2.1.9 Transfer payments

a) Sector Education and Training Authority (SETA)

In terms of the Skills Development Act, 1998, and the Skills Development Levies Act, 1999, an amount of R157 000 was transferred to the Education Training and Development Practices Sector Education and Training Authority.

b) Association for the Development of Education in Africa (ADEA)

ADEA was designed to reinforce the leadership capacity of education ministries in Africa as they work with funding agencies, to make these agencies aware that their practices should be adapted to the needs of nationally driven education policies, programmes and projects, as well as to develop a consensus between ministries and agencies on approaches to major issues facing education in Africa.

c) United Nations Educational, Scientific and Cultural Organisation (UNESCO)

An amount of R10.455 million was transferred to UNESCO as South Africa's annual membership fee.

d) Childline South Africa

A Memorandum of Agreement between the Department and Childline South Africa was signed to ensure that Childline South Africa will receive calls on behalf of the Department relating, *inter alia*, to cases of abuse in schools and to provide counselling services to victims as required. An amount of R50 000 was transferred to Childline South Africa as a monetary contribution. Details on the achievements of this Entity can be found in the Accounting Officer's Report section of this report.

2.1.10 Public Entities

a) Education Labour Relations Council (ELRC)

The ELRC was established in terms of the Labour Relations Act, 1995. The main functions of the Council are to provide an independent and impartial forum for the resolution of disputes in the sector and to provide a forum for negotiations and consultations pertaining to matters of mutual interest in the sector at both national and provincial levels. The ELRC also analyses the education situation in the country and keeps abreast of relevant international developments and trends. The entity does not receive government funding, but relies on contributions from educators and the employer for its revenue as well as interest on investments. Details of the achievements of this entity can be found in the Accounting Officer's Report section of this report.

b) South African Council for Educators (SACE)

The SACE was established in terms of the South African Council for Educators Act, 2000. Its core functions are the registration, promotion and professional development of educators, as well as setting, maintaining and protecting the ethical and professional standards of educators. SACE does not receive direct transfers from Government, but relies for its revenue on employees' registration fees and interest on investments. However, an amount of R7.295 million was transferred to SACE during the 2011/12 financial year for the development of the Continuing Professional Teacher Development Management System. Details on the achievements of this entity can be found in the Accounting Officer's Report section of this report.

c) Umalusi

Umalusi is one of three quality councils established in terms of the National Qualifications Framework Act of 2008 - the other two being the Council on Higher Education (CHE) and the Quality Council for Trades and Occupations (QCTO). It is responsible for developing and maintaining a sub-framework of qualifications for general and further education and training NQF levels 1-4 and, as such, it must ensure continuous quality improvements in the delivery and outcomes of the general and further education and training sector of the national education and training system through the following: setting and monitoring of standards; conducting research to support its approaches and positions; developing and evaluating qualifications and curricula; accrediting private providers and monitoring and reporting on public providers; assuring the quality of learner assessments at exit points; issuing certificates; and advising the Minister on matters related to the sub-framework of qualifications in its care. Its mandate is further detailed in the General and Further Education and Training Quality Assurance Act, 2001 (as amended, 2008). During the 2011/12 financial year, an amount of R18.391 million was transferred to Umalusi. Other revenue comprised of fees charged for services (accreditation, certification and verification services), and interest on investments. Details on the achievements of this entity can be found in the Accounting Officer's Report section of this report.

2.1.11 Conditional grants and earmarked funds

Five conditional grants were allocated to the Department during the period under review, namely, the HIV and Aids Life Skills Programme, the National School Nutrition Programme (NSNP), Dinaledi Schools, Technical Secondary Schools Recapitalisation and the Education Infrastructure Grant (EIG). In addition to the conditional grants, the Department received a School Infrastructure Backlogs Indirect Grant allocation amounting to R700 million. Before conditional grant funds were transferred to the provinces, the Department ensured that all the requirements of the Division of Revenue Act, 2011, were met. Details on the achievement of this entity can be found in the Accounting Officer's Report section of this report.

2.1.12 Capital investment, maintenance and asset management plan

a) Asset management

- **Progress with regard to capturing assets in the asset register**

All old and new assets were captured on the asset register.

- **Indication of the extent of compliance with the minimum requirements**

The asset register complies fully with the asset management requirements.

- **Indication of the extent of compliance with the Asset Management Reforms Milestones**

All assets were recorded in the asset register. The asset register complies fully with the asset management requirements.

- **Indication of problems experienced with the asset management reform**

The recording of assets in the asset register is done according to components, while the payments of assets on the financial statements are treated as a unit. Due to this recording discrepancy, the minor and major assets in the asset register do not balance with the minor and major assets in the financial system. A policy on the reconciliation of the asset register and the financial system (basic accounting system) was developed.

b) Public Private Partnerships (PPP)

The Department of Education entered into a PPP agreement for the financing, construction, operation and maintenance of office accommodation for the Department on 20 April 2007, and construction started in May 2007. This agreement made provision for the construction of the building and for a service period of 25 years thereafter. The construction of the building was completed as scheduled in February 2010. After the splitting of the Department of Education, the building was not big enough to accommodate the two departments and it was decided that only the DBE would take over the PPP contract and occupy the building. The DBE relocated to the new building and has already made unitary payments from February 2010 to March 2012. In view of the fact that part of the building was custom-designed for the examination section of the Department of Education, the entire section of both departments is currently being accommodated in the DBE building.

2.2 Programme Performance

2.2.1 PROGRAMME 1: ADMINISTRATION

a. Purpose

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

b. Strategic Objectives

- Improve the capacity of the Department of Basic Education (Development)
- Strengthen partnerships with all stakeholders resulting in education becoming a national priority

c. Programme summary and performance information

Sub-programme: Human Resource Management and Development

This sub-programme has made a significant contribution by ensuring a smooth and seamless transition from the old organisational structure to the new reconfigured structure of the Department of Basic Education (DBE). The organisational structure was approved by the Minister and is being implemented. Appointments were made in the key posts of Chief Financial Officer, Deputy Directors-General for Finance and Administration; as well as for Planning, Information and Assessments. Other key posts have been advertised and will be filled during the course of the first quarter of the new financial year.

The DBE reviewed the following policies in order to support improved organisational functioning:

- Performance and Management Development System
- Policy on Resettlement Expenditure
- Bereavement Policy
- Policy on Job Evaluation
- Policy on Acting Allowances
- Policy regarding remunerative work outside the Public Service
- Management of Precautionary Suspension
- Succession Planning Policy
- Recruitment and Selection Policy

The DBE received a number of queries related to pension and salary payments which were addressed to the Minister and the Director-General. Most of these queries have been successfully addressed as is indicated in the report. Those cases that are pending have been referred to provincial education departments (PEDs) for resolution as these queries pertain to matters of provincial competence.

The Department has exceeded the target set for the resolution of personnel cases as indicated in the report. This is attributed to a good working relationship between the DBE and its provincial counterparts, but also with the Government Employees Pension Fund (GEPF).

The strategic thrust of this sub-programme is improving the capacity of the DBE to attain the goals of the Action Plan to 2014. To this end 264 officials were sent for professional development courses where skills gaps were identified through the Performance Management and Development Scheme (PMDS) in the following areas:

Name of Course	Number of Officials
Assessor and Moderator	80
STATA	8
Policy Management, Implementation and Analysis	30
Mathematics and Science editing and proofreading, plain English language and power use of MS Word courses	5
Human Resource Planning	20
Anti-corruption	1
Emerging Management Development Programme	15
Creative Writing	1
Payroll Tax Reconciliation	1
Quantitative Research Methodology	23
Business Process, Modeling and Mapping	2
Business Process Management Course	2
Security Management Course	17
Excellent Customer Service	13
Mail Management	5
Job Evaluation (Initial)	2
Gender Mainstreaming	20
Risk Base Audit	1
Financial Audit	1
Risk Management and Corporate Governance	2
PERSAL Management	5

With regards to Skills Development and Training Programmes, the Department exceeded the predetermined target by providing professional development opportunities to 264 officials.

Two induction workshops were conducted during the period under review. The first workshop took place on 26 and 27 May 2011, and the second on 23 and 24 February 2012. A total of 47 newly appointed employees attended these sessions.

In support of job creation initiatives, 63 interns were placed at the DBE to gain valuable job experience. With regard to the internship programme, the Department exceeded its target by 21% (13 interns). The DBE organogram was reconfigured during the second and third quarters of 2011/12 and more interns were brought in to assist with administrative functions within directorates where a dire need had been identified.

This programme supports the achievement of Outcome 1: *Improved quality of basic education* and the goals of the Action Plan to 2014, by ensuring that the DBE has adequate staff to execute the responsibilities associated with the achievement of quality education, and that staff are fully capacitated to deliver on this mandate.

Sub-programme: Legal and Legislative Services

The Legal and Legislative Services Chief Directorate is responsible for providing the Minister, the Deputy Minister, the Department, the PEDs with strategic direction and advice on education legislation and education laws.

Legal services : The work done by the Legal Services Directorate depends on the number of court cases that take place and that are submitted to the Directorate. The directorate cannot forecast the number of court cases that will have to be dealt with in any given review period.

The Legal Services Directorate received 37 court cases in the period under review and managed to successfully resolve 22 of these. The remaining 15 cases are still in progress. In some cases, the judgments delivered by courts of law were in favour of the Minister or the Department, while other cases were settled out of court.

The Legal Services Directorate managed the litigation in the following cases against the Minister and the Department:

First Quarter : Court Cases	Status
1. Siyabonga Zamokwakhe Zama and another vs. MEC for Education (KwaZulu-Natal) and 2 Other	Finalised
2. Afrikaanse Hoërskool, Kroonstad	Finalised
3. Lilian Mothagosebatho Mereki vs. Ntombikayise Dlamini	Finalised
4. NL Manyama vs. Home Affairs and Others	Finalised
5. Combined summons, Maatlagomo Kodumela Trading Enterprise CC vs. Minister of Education and Department of Education	Finalised
6. The Afrikaanse Taalraad and the Minister of Basic Education	Finalised
7. Welkom High School and Harmony High School vs. the Free State Department of Education and Others	Finalised

Second Quarter : Court Cases	Status
1. Nigerian Union of South Africa vs. Bishop, Francis Petzer, Karin Classmart (Pty) Ltd and the Minister of Basic Education	Finalised
2. PJ Olivier High School and Others vs. MEC for Education in the Eastern Cape and Others	On-going
3. The implications of the Welkom High School vs. HoD Free State Education Department	Finalised
4. Johannes Shangole Maluleka vs. Minister of Education and Samuel Harry Thoka	On-going
5. S R Kubheka and Others vs. Department of Education: KwaZulu-Natal and Others / TC Vilakazi and Others / SADTU	On-going
6. M D Knot vs. Minister of Education	Finalised
7. Marjorie Noma-Indiya Mkencele vs. MEC DBE Eastern Cape, HoD DBE Eastern Cape, The Minister DBE and DG DBE	Finalised
8. ABSA Technology Finance Solutions (PTY) LTD vs. Ndzundza Mabhoko Secondary School	Finalised
9. S. Zibi & Others vs. MEC for Education	On-going
10. Mr MM Mazwayi vs. Neliswa Viwe Xiniwe	Finalised

Third Quarter : Court Cases	Status
1. Ms Sharon Maasdorp – Persal Number. 50423762 vs. the Department of Education (Eastern Cape).	Finalised
2. Isaac Mnisi vs. Thomas Kutumela	Finalised
3. Northern Gauteng High Court B - Pretoria No:33547/11	Finalised
4. Magistrate's Court : Bafokeng: EG Thapane vs. Minister of Basic Education, MEC: North West Education Department and Government Employees Pension Fund	On-going
5. Lingua Franca Publishers vs. Minister of Basic Education.	On-going
6. Samkelo Malima vs. Minister of Basic Education.	On-going
7. Singh R vs. MEC for Education (KwaZulu-Natal)	On-going
8. Matokazi P vs. MEC for Education (Eastern Cape)	On-going
9. IECS: Out-of-scope services – final demand for overdue payment	Finalised

Fourth Quarter : Court Cases	Status
1. Meyile N.G vs. MEC for Education	Finalised
2. Rasmeni N.P vs. MEC for Education	Finalised
3. Kharithome Training and Consulting CC vs. Department of Basic Education	Finalised
4. Mafanele John Hlugwani vs. Department of Education	On-going
5. Giyani College of Technology and Management vs. Minister of Basic Education and MEC for Education, Limpopo	Finalised
6. SADTU vs. MEC for Education, Eastern Cape	Finalised
7. Procon Fischer (Pty) Ltd vs. Minister of Education (High Court Case No.19/2012)	On-going
8. Slater J.A vs. MEC for Education	Finalised
9. Appeal to the National Minister: Christians vs. Dale Junior	On-going
10. Johannes Shangole Maluleke vs. Minister of Education	On-going
11. SAOU JM vs. MEC of Education in Limpopo	On-going
12. Save Our Schools in Community Hoerskool Hans Strijdom vs. Minister of DBE and 3 others	On-going

Legislative services: Legislation may take up to three years to draft and be signed into law, as the process involves consultation with stakeholders and adherence to parliamentary processes. Nevertheless, four pieces of legislation were drafted. The pieces that have been passed as law are (i) the Basic Education Laws Amendment Act, 2011 (Act No. 15 of 2011), which was finalised and signed into law on 15 December 2011; and (ii) the Regulations Relating to the Prohibition of the Payment of Unauthorised Remuneration or the Giving of Financial Benefit or Benefit in Kind to Certain State Employees (the so-called section 38a Regulations), which was signed into law on 23 December 2011. The National Education Evaluation and Development Unit (NEEDU) Bill, 2011, has already been published for comments and been adapted to accommodate comments that had merit. The “Pregnancy Regulations” are to be presented to HEDCOM and the CEM on 21 May 2012.

From time to time, the Directorate assists other units in dealing with their policies and/or regulations. The following are some of the policies that are in development in which the Directorate participated during the reporting period:

- Children's Act (transfer of schools of industry to social development).
- Sexual Offences Act (review and commentary).
- Assent and Consent forms for School HIV Counselling and Testing Campaign.
- TRC Basic Education Victims Assistance Regulations.
- Learner Pregnancy Regulations (draft).
- South African Law Reform Commission (comment on obsolete provisions that must be removed from our statutes).
- Legal advice on the LTSM (submission, evaluation and adoption of LTSM).
- National Guidelines for School Library and Information Service.
- Policy on Annual National Assessment.
- Revised School Calendar Policy.
- Review of Personnel Administration Measures.

The provision of legal advice is on-going and availed as and when requested, although mainly on an *ad hoc* basis.

The legal section contributes to the achievement of 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.

Sub-programme: International Relations and Multilateral Affairs

The consultative process for the development and approval of bilateral agreements and memoranda of understanding with other countries is a lengthy process, as it is deeply dependent on political variables. As a result, the targeted number of agreements for the reporting period could not be realised. For the period under review, three agreements were being implemented. The following activities illustrate some of the work done in the field of education in conjunction with other countries.

A presentation was made to newly appointed ambassadors at the Department of International Relations and Cooperation on 23 August 2011. The purpose of the presentation was to brief the Ambassadors on the DBE, its objectives as well as on the Action Plan 2014.

The process of drafting a bilateral agreement between the Republic of South Africa and the People's Republic of China, pertaining to cooperation in the field of basic education was completed. The President has authorised the Minister to sign the agreement with her counterpart in the People's Republic of China.

An agreement was reached with the Japan International Cooperation Agency for provision of a specialist in Mathematics to support DBE's processes of curriculum development for the Foundation and Intermediate Phases. The specialist assumed duty on 23 March 2012, and will serve for a period of two years.

The DBE facilitated the appointment (12 September 2011) of a new German Language Advisor.

The drafting of a Memorandum of Understanding between the Government of the Republic of South Africa and the Government of the United Kingdom of Great Britain and Northern Ireland has been completed and is awaiting input from the Department of Justice and Constitutional Development. Upon approval, this relationship will provide an opportunity for cooperation in the field of the English Language.

The DBE is currently finalising the drafting process of an agreement in the field of basic education between the Republic of South Africa and the Government of Serbia.

A delegation from Swaziland was hosted from 19 to 29 July 2011. The Swazi counterparts undertook the study tour in order to benchmark their curriculum implementation; school supervision and support; explore the possibility of an Advanced Subsidiary Curriculum versus Matric, since the Higher General Certificate of Secondary Education (HIGCSE); as well as to explore linkages between the N level ranks and the South African grading system.

The South Africa-Mauritania Senior Officials Meeting took place in Nouakchott on 7 and 8 June 2011, Mauritania. Following the recommendations of the meeting, the Minister invited a delegation of senior officials of the Mauritania Ministry of Education to undertake an educational study tour to South Africa.

The South Africa-Nigeria Senior Officials meeting was held in Pretoria on 15 September 2011. The South African delegation consisted of 12 departments, including the DBE. The meeting was led by the Ambassador of South Africa and the Chief Director for West Africa in the Department of International Relations and Cooperation. The Nigerian delegation was represented by five Ministries.

A request for the second tranche of funding from the European Union (EU), in support of the Primary Education Sector Policy Support Programme (PrimEd SPSP) was approved and payment has been received. Financial support was received from USAID for the provision of technical assistance services in order to develop an HIV strategy for the schooling system, to test an implementation model for peer education programmes, and to develop relevant sexual and reproductive health education policies/strategies.

The DBE participated in the Southern African Development Community (SADC) Essay Competition, aimed at providing learners with the opportunity to participate in regional integration affairs.

UNESCO: SACMEQ IV Project. The DBE participated in the working committee meeting on the design and development of instruments (tests, questionnaires, and manuals) for the SACMEQ IV Project, held in Nairobi, Kenya, from 19 to 23 March 2012. Following the successful completion of SACMEQ's third large-scale research project in 2011, the SACMEQ Assembly of Ministers meeting was held at the UNESCO International Institute for Educational Planning (IIEP) in Paris on 23 October 2011. The meeting decided that new research-based information should be collected by embarking on the fourth SACMEQ large-scale research project during 2012 to 2014. The SACMEQ IV Project will enable SACMEQ education systems to generate new information and to report on progress relating to the implementation of Education for All (EFA) and the Millennium Development Goals by 2015 i.e. the target year.

UNESCO – IIEP Policy Seminar: The DBE participated in the IIEP and UNICEF organised policy seminar entitled *“Improving school financing: the use and usefulness of school grants”* which took place in Ethiopia from 14-16 March 2012. The objective of the seminar was to discuss the findings of research conducted in 2010/11 in Eastern and Southern Africa on the design and implementation of school grant policies, and to identify strategies that would improve their design and implementation, so that they would have a stronger impact on equity and quality.

Sub-programme: Media Liaison (National and Provincial Communication)

The National and Provincial Communication and Media Liaison Chief Directorate aims to strengthen the Basic Education communication system for effectiveness and provincial alignment. The communication approach was based on developmental communications, so as to ensure that all education stakeholders were informed of developments within the sector.

The following tools and platforms were utilised to disseminate DBE information:

- Providing communication support for DBE campaigns and programmes:
 - A communication strategy was developed for the Integrated Schools Health Programme.
 - A communication strategy was developed for the SGB elections.
 - *Curriculum News*, a newsletter that informs teachers about curriculum developments was published and distributed.
- The utilisation of external publications for communication of education issues to the public including *Public Service Manager* and *Vuk'uzenzele* took place.
 - *Public Service Manager*: Two articles, one featuring the Minister and the other featuring the Director-General, were published in the February edition.
 - *Vuk'uzenzele*: Fourteen articles were published in the 2011/12 financial year.
- Design and layout support to branches: A total of 118 printed materials were produced.
- Supporting DBE events through branding, photography, and reports for the website to strengthen public relations took place. A total of 62 events were organised, co-ordinated and covered.
- The Communications Chief Directorate communicated and informed the public and stakeholders on an on-going basis on the policies, programmes and interventions of the Department *via* regular media questions. A total of 201 media queries and 41 interview requests were attended to. A total of 54 media releases and 56 speeches were published and uploaded onto the DBE website.
- Monitoring of the DBE media presence *via* the following methods:
 - GCIS national quantitative tracking research, and
 - Weekly environmental reports were compiled.
- Strengthening of the DBE web presence through increased utilisation of social media such as the DBE website, Facebook, Twitter and MXit:
 - *MXit*: Current registered users total more than 33 million (The main market consists of younger members of population). The DBE Portal review reports came to 110 378, which was an increase of 10 925, from 99 453 during the previous quarter.
 - *Twitter*: A total of 1 975 followers, which is an increase of 914 from the third quarter.
 - *Facebook*: A total of 1 961 followers, which is an increase of 900 from the third quarter.
 - *DBE website visitors*: To date 858 232 website visitors have been logged.
 - *DBE website views*: To date there have been 8 902 997 website views in the 2011/12 period.

As illustrated in the preceding information, significant work was accomplished in the communications field at national level. The cancellation of some provincial platforms attributed to the predetermined target not being achieved.

Sub-Programme: Planning and Delivery and Oversight Unit

Strengthening the capacity of districts: The focus has been on 15 underperforming districts located as follows: 11 in Eastern Cape; 1 in KwaZulu-Natal; 1 in Mpumalanga, 1 in Northern Cape and 1 in Limpopo. The primary focus was on district improvement plans (DIPs) with clear, realistic targets and strategies to achieve such targets. By the end of February 2012, 10 of the underperforming districts submitted plans. In the Eastern Cape, this was followed, with meetings in the 11 districts to refine these plans and to highlight essential elements of the DIPs.

To date 13 of the 15 underperforming districts have submitted district improvement plans. Obonjeni (KwaZulu-Natal) and Bushbuckridge (Mpumalanga) are still outstanding.

Focus on the Teachers Time and Textbooks (TTT): An assessment of teaching and learning resources was done as well as of the availability of qualified teachers. This was linked to school functionality and time on task. The availability of curriculum support documents for teachers was assessed. Where shortages were identified, documents were supplied to both curriculum advisors and teachers. These support materials included past question papers and memoranda as well as subject guidelines. The support focused on the 15 underperforming districts.

An assessment of vacant posts at Grade 12 has been completed. In the Eastern Cape, the province was referred to a data base of unplaced Funza Lushaka graduates to source teachers in order to close the gaps.

Identifying blockages to effective and efficient curriculum delivery in the classroom is a key vehicle towards achieving quality in the system. During the last quarter, the focus was on district processes to support schools, as well as the provision of critical support materials to both teachers and learners which laid an essential building block for effective teaching and learning in schools.

Provincial Monitoring: Some 60% of the admission cases that were referred to the National and Provincial Coordination Directorate were resolved and learners were placed in schools. The publication of the 2013 school calendar was finalised and the internal processes of the 2014 school calendar design were completed. In February 2012, a success rate of 80.4% was achieved in terms of Presidential Hotline responses and the turnaround time of referrals to DBE.

PROGRAMME I : ADMINISTRATION				
Performance Indicators	Baseline	Actual Performance against Target		Reason for Variance
		Target	Actual	
The number of officials attending induction programmes for new entrants in the Department.	24	30	47	<ul style="list-style-type: none"> Increased appointments resulted in more officials attending the induction sessions.
The number of internships implemented for unemployed graduates in the Department.	47	50	63	<ul style="list-style-type: none"> The Department of Basic Education organogram was reconfigured during the second and third quarters of the year and more interns were brought in to assist with administrative functions within Directorates where a dire need was identified.
The number of training/professional development opportunities for DBE official.	243	257	264	<ul style="list-style-type: none"> None
The number of multilateral cooperation agreements being implemented.	-	8	3	<ul style="list-style-type: none"> The necessary, <i>albeit</i>, lengthy process prescribed for the development and approval of bilateral agreements and memoranda of understanding resulted in a delay in finalising agreements that the Department of Basic Education is working on.
The percentage of court cases successfully resolved.	-	50%	59%	<ul style="list-style-type: none"> Not applicable
The number of basic education legislation drafted and signed into law.	-	4	3	<ul style="list-style-type: none"> The policy on learner pregnancy is still being discussed by the CEM.
The percentage of functional national and provincial communication platforms.	-	70%	61 %	<ul style="list-style-type: none"> HEDCOM sub-committee meetings with provincial communicators were not held for third and fourth quarters. The schedule of HEDCOM sub-committee meetings with provincial communicators and report-backs to HEDCOM for 2012/13 financial year were formalised in order to strengthen co-ordination of national and provincial communication.
The percentage of queries from provincial education departments successfully resolved.	-	70%	67%	<ul style="list-style-type: none"> None

Changes to planned targets:

Indicator	Amendment
The number of induction programmes for new entrants in the Department	This indicator was included to measure the number of newly appointed officials undergoing induction. The original indicator measured the number of induction programmes. The indicator has been rephrased as: The number of officials attending induction programmes for new entrants in the Department. The number of officials participating in induction programmes better contributes to organisational functioning than the number of induction programmes conducted.

2.2.2 PROGRAMME 2: CURRICULUM POLICY, SUPPORT AND MONITORING

a. Purpose

The purpose of Programme 2 is to develop policies and programmes to support and monitor the implementation of the National Curriculum Policy and support programmes that enhance curriculum outcomes in the basic education system from Grades R-12.

b. Strategic objectives

- Improve teacher capacity and practices (e-Education; Curriculum and FET)
- Increase access to high-quality learning materials (Workbooks and Libraries)
- Improve the quality of early childhood development (ECD)
- Strengthen the capacity of district offices

c. Programme summary and performance information

Sub-programme: Curriculum Implementation and Monitoring of Grade R to 12

The sub-programme, *Curriculum Implementation and Monitoring of Grade R-12* supports and monitors the implementation of the National Curriculum Policy. This includes the monitoring of, and responding to curriculum implementation, early childhood development and inclusive education. Key priorities of the sub-programme are to improve the quality of teaching and learning, and as such, impact on learner performance by improving the way in which teachers teach, plan and assess.

Curriculum, implementation and quality improvement (GET and FET)

Curriculum: The Curriculum and Assessment Policy Statements (CAPS) comprise of a single, comprehensive and concise policy document, which will replace the current Subject and Learning Area Statements, Learning Programme Guidelines and Subject Assessment Guidelines for all the subjects listed in the National Curriculum Statement (NCS): Grades R - 12. The CAPS were approved by the Minister by the issuing of *Government Gazette* No. 34600 on 12 September 2011. Implementation thereof will be incremental, commencing with Grades R-3 and 10 in 2012. A total number of 2 591 subject advisors were trained in the implementation of CAPS during this cycle. Each province was provided with compact discs containing the training materials in order to train teachers. The target of the number of subject advisors trained in CAPS was exceeded. This was largely due to more subjects advisors attending certain subjects than was initially anticipated.

To support the training of teachers in the Foundation Phase, and to model a good teaching approach and methodology, a digital video disc (DVD) was produced that will be sent to every school, as well as be made available on the DBE website for use by any provider involved with teacher development and support. The implementation of the CAPS in the Foundation Phase is being monitored in a sample of schools. Feedback from the monitoring has been used to plan support materials for Mathematics and languages.

In preparation for the implementation of CAPS in Grades 4-6 in 2013, all district officials responsible for teacher training and support in these grades were orientated to the changes in the CAPS Subject Statements. This took place from 6 February until 25 March 2012. The only province that still needs to be taken through the orientation programme is the Eastern Cape, which will be done in May 2012. A total of 968 district officials were taken through the orientation programme in the Intermediate Phase.

The Directorate: Curriculum Implementation and Quality Improvement (FET) conducted Grade 11 CAPS orientation in February 2012 to March 2012. The DBE identified subject advisors from different provinces to establish a National Training Team (NTT) who assisted with the Grade 11 CAPS orientation. The orientation started with a dry-run, which took place from 6-8 February 2012, in preparation for the actual orientation.

National Senior Certificate (NSC) Examinations: The results of the 2011 NSC examinations indicated that there had been an overall improvement of learner performance from 67.8% in 2010 to 70.2% in 2011. This national examination also provided data on the Bachelor target set and the extent to which the DBE fell short of the target. This examination identified subjects where there had been an improvement and those subjects where no improvement were noted. Of greater significance was the diagnostic report on learner performance, which analysed performance in the 12 key subjects, on a per question basis. This report will be used by all subject teachers to focus on the key areas of weakness and to implement the remedial measures proposed in the report.

The number of learners who qualified to enter a Bachelor's programme came to 120 767 in 2011. Given the importance of Physical Science and Mathematics, ambitious targets were set for these subject. The number of passes in Mathematics came to 104 033 and to 96 441 in Physical Science. The number of candidates who sat for the matriculation examination in 2011 came to 496 090 compared to 537 543 in 2010 - a decrease of 41 453. The decreased enrolment contributed to the lower achievement against predetermined targets.

Performance of the youth in FET: The FET level is the responsibility of both the DBE, which must establish policy for Grades 10-12 in public and independent schools, and the Department of Higher Education and Training (DHET), which deals with both public and private FET colleges. Getting more youths to obtain at least one relevant FET qualification, continues to be a significant challenge in addressing unemployment and disillusionment amongst the youth. Action Plan to 2014: Goal 13 aims to improve access by the youth to further education and training. In this regard, the percentage of youths who obtained a National Senior Certificate came to 49%, exceeding the predetermined target by 5%.

Data to measure the percentage of youths who obtained any FET qualification is currently unavailable. This is an indicator of concern to both the DBE and the DHET. The General Household Survey (GHS), as administered by Statistics South Africa, provides the data needed for this indicator. The FET enrolment, as recorded in the latest GHS, was very low and, as a result, this indicator cannot be authentically measured currently.

Improving teaching and learning is a key lever in attaining the outcome of improved quality of basic education. The following are some of the curriculum contributions to achieving Outcome 1:

- CAPS documents were distributed to schools and districts.
- Subject advisors were trained in the CAPS.
- Question and Answer booklets were distributed to schools.
- Self-Study Guides in selected subjects were distributed to schools.
- Support materials on Thutong were transferred to CDs and distributed to schools.
- Subject advisors in all subjects of the Intermediate Phase were orientated to CAPS.
- Support for the implementation of CAPS in the Foundation Phase was provided using the Foundation Phase DVD on good practice.
- Assessment in Grades 7-9 was strengthened with the provision of Assessment Item Banks that teachers will use either for assessment or to model their own school-based assessment.
- An additional 3 500 Assessment Item Bank files were printed and distributed to schools offering the Senior Phase.

Early Childhood Development (ECD)

The distribution of 15 000 Grade R resource packs to district offices for distribution to Grade R classes, particularly newly established Grade R classes continues to be well received by teachers. These resource packs were made available in all official languages. A total of 900 000 Grade R workbooks in all official languages were distributed to all Grade R learners in public schools. Together with the DHET, selected university programme guidelines for offering the new Level 6 qualification for Grade R practitioners are being developed.

A survey was conducted to establish whether schools had received the resource packs and whether they were using them effectively in the classroom. A total of 46 classes were visited. While the majority of schools had received the packs, only a few were effectively using the materials and had utilised the required portion of the materials. The findings of the survey will guide the realignment of the resource pack with the CAPS for utilisation in schools in 2013.

A service provider was appointed to develop a draft National Curriculum and programmes based on the National Early Learning and Development Standards for utilisation at ECD sites. The development of a curriculum framework for children, aged from birth to four years, will contribute significantly to improving the quality of education received by children in ECD centres.

Efforts to improve access of children to quality ECD below Grade 1 [Action Plan to 2014: Goal 11] were successful because the percentage of Grade 1 learners who attended Grade R was 83%, which is well within the target range for the reporting period.

Inclusive education

The Inclusive Education Directorate successfully coordinated the development of a South African Sign Language (SASL) curriculum for Grades R-12. English and Afrikaans workbooks for numeracy and literacy were adapted to Braille in Grades 1-4. Insertions were successfully coordinated into the CAPS documents through the Inclusive Education Reference Group (IERG). The Inclusive Education Strategy was developed and used to contribute to the development of the National Strategy on Learner Attainment Framework.

The Guidelines for Responding to Learner Diversity formed part of the CAPS orientation programme for the Intermediate Phase and Grades 10 and 11.

No training by the DBE took place on the identification and support of special needs. This was due to the prioritisation of the implementation of the CAPS in 2012. The 2011/12 financial year was specifically set aside for the refinement and finalisation of the Screening, Identification, Assessment and Support (SIAS) tool, which is going to be used for training and for the implementation of White Paper 6. The framework for the refinement of SIAS was developed in November 2011. The rewriting of SIAS took place in January 2012.

However, the Directorate continued to facilitate and monitor the training on the existing SIAS tool in provinces. The following levels of progress at provincial level can be reported:

- From 1 April 2011 to 31 March 2012, PEDs trained teachers in 151 full service schools, using the existing SIAS instrument.
- From 1 April 2011 to 31 March 2012, PEDs had trained teachers in 126 special schools (excluding KwaZulu Natal and Gauteng) on the existing SIAS instrument.

The Guidelines for Full-service Schools were not implemented as the training manual had not been developed.

Sub-Programme: Curriculum and Quality Enhancement Programmes

Curriculum innovation and e-learning

The main focus of the work done by this unit is to support curriculum implementation through the use of Information and Communication Technology (ICT). This is achieved through work done in the areas of professional teacher development, curriculum support and ICT infrastructure development.

In the area of *professional teacher development* the following progress made has been reported as follows:

- A total of 23 Foundation Phase teachers and relevant district officials were trained in the effective utilisation of IBM KidSmart Foundation Phase ICT units for numeracy and literacy in the Sekhukhune district (Limpopo province).
- A total of 150 unemployed youths were deployed to provide technical support in Proof of Concept schools in North-West, the Eastern Cape, the Free State and Mpumalanga provinces under the PNC e-Cadre project.
- The Director-General signed a Memorandum of Understanding between DBE and IBM South Africa.
- Teachers in various provinces were trained in ICT competencies.

In the area of *curriculum support* progress made has been reported as follows:

- Digitised IT content was distributed to 450 schools offering IT and CAT as subjects for Grades 10-12. DVDs are also available to schools on request.
- A Chemistry Home Experiment DVD was developed for Grade 12.
- A total of 125 IBM KidSmart numeracy and literacy software packages were provided to 75 primary schools in the Sekhukhune district (Limpopo).
- *www.digitalclassroom* was developed to connect the nine centres and the 180 selected Mathematics and Science schools. The website provides support to teachers and also serves as a content repository for teacher professional development material. Mindset, Intel and Microsoft made their content available in support of the initiative.

In the area of *infrastructure* progress was reported as follows:

- Nine provincial ICT Resource Centres, with the required infrastructure (45 laptops and interactive whiteboards and an LCD screen), in the Proof of Concept districts were established in various provinces. The Western Cape and KwaZulu Natal are in the final stages of renovations and will be completed by 31 May 2012.
- The Vodacom Foundation provided 40 secondary schools within the Proof of Concept districts with ICT infrastructure for Mathematics and Science training by an identified service provider.
- A total of 231 computers were provided to the Limpopo Department of Education.
- Mpumalanga provided 525 schools with a satellite dish and decoders.
- A total of 345 schools were provided with a satellite dish and decoders for broadcasting purposes.
- The Gauteng Education Department established a Dell ICT and STIC Centre with 120 laptops.
- Gauteng Education Department has a total of 1 574 schools with Gauteng-on-line computer laboratories.
- The Free State Education Department provided 33 schools with computer laboratories and 60 other technologies for teaching and learning.
- The Western Cape Education Department provided 120 schools with computer laboratories.

Plans to address connectivity challenges are underway. They include:

- The Deputy Ministers Forum requested the Meraka Institute to do the costing of the Connectivity Plan for schools (all 27 000) by consulting with all state-owned connectivity entities. The cost of Phase 2 of the Connectivity Plan for schools will be presented at the next Deputy Ministers Forum meeting.
- The Director-General and provincial Heads of Department signed the Telkom Masters Services Agreement on 27 March 2012 for Phase I which is the implementation of the Connectivity Plan. This initiative will provide connectivity to 1 650 schools for a period of 3 years. The agreement will also see the development of an educational virtual private network (VPN) hosted by Telkom, as well as access to Britannica by all selected schools.
- The Vodacom Foundation will support 180 selected secondary schools within the Proof of Concept districts with connectivity, ICT infrastructure and Mathematics and Science training by an identified service provider. Thus far, Mpumalanga and Gauteng have been completed with 50% progress achieved in North West province.

Progress in the area of e-Education is particularly dependent on effective collaboration between a number of different stakeholders. Accordingly, the predetermined targets for ICT in the areas of professional teacher development, curriculum support and infrastructure development were exceeded. This was due to the special focus on ICT as a national priority during the period under review, which inspired strong private sector support for ICT implementation at provincial and national levels.

Enhancement of programmes and evaluation of school performance

Workbooks provide organised work in the form of worksheets for every child in Mathematics and Languages. The aim of the workbook project is to provide every child with two books of worksheets – one for numeracy/Mathematics and one for literacy/language in the child's mother tongue.

In 2011, a total of 23 million Grades R-6 (Volume 1 and 2) Language and Mathematics workbooks were printed and delivered to 18 854 public primary schools in nine provinces. A total of 12 million Volume 2 workbooks were delivered to all schools, for work to be covered in the second half of the year.

In 2012, schools were informed about the distribution of workbooks in an effort to improve the delivery process. Grade R-9 workbooks were distributed to all targeted schools and offices. Project team members were established in all districts and the teams monitored the delivery of workbooks at district level. Curriculum advisors were requested to monitor and assist teachers with the use of workbooks. Additional consignments were delivered to districts to address shortages and wrong deliveries. All the schools monitored were found to be in possession of the workbooks. It has been found that teachers are excited about the workbooks and are using them in daily lessons. It has been found that learners are completing tasks in the workbooks either as homework or class work.

Proof of deliveries for all Volume 1 and Volume 2 workbooks was provided as follows by the service provider and verified by an external auditor for payment:

- 98.74% of Grade R-9 Volume 1 workbooks as per the order ;
- 97.25% of Grade 1-9 Volume 2 workbooks as per order; and
- 97.36% of FET schools Physical Science and Mathematics supplementary textbooks as per order.

The workbooks are regarded as an important step in the achievement of Goal 19 of the Action Plan to 2014, viz. to ensure that every learner has access to the minimum set of textbooks and workbooks required in accordance with national policy. This contributes significantly towards the achievement of Goals 1, 2, 3, 7, 8 and 9 aimed at improved learner performance in Language (literacy) and Mathematics (numeracy). Workbooks contain quality tasks that learners are expected to complete, resulting in improved competencies.

LTSM policy, development and implementation

Based on the recommendations of the Ministerial Committee for LTSM, the *2011: Invitation to Submit Learner and Teacher Support Material for Evaluation and Adoption in the National Catalogue* was developed. The 2011 invitation clearly defined the requirements and parameters within which publishers were to submit their material for evaluation; the screening process; the composition of the screening panels and the appeals process. A customised electronic system was developed, which allowed publishers to register their submissions; receive their reports; lodge appeals and finally to generate the catalogue.

The evaluation of textbooks was conducted using a credible process involving approximately 500 screeners from Higher Education Institutions (HEIs), schools and national, provincial and district offices. Officials participating in the evaluation were trained on the screening process and writing of reports. The Grades 1-3 and Grade 10 National Catalogue of Textbooks aligned with the CAPS was developed and released to the provinces. Following the release of the catalogue, a call for re-submissions was made for subjects for which no quality materials had been sourced from the screening process. This resulted in an addendum catalogue being produced for four Grade 10 subjects which was also released to provinces. Resource materials were developed internally and distributed to schools for Agricultural Technology and Afrikaans Second Additional Language as there were no suitable books sourced in the screening process.

The release of the National Catalogue of Textbooks for Grades 1-3 and Grade 10, which is CAPS aligned will enable schools to provide teachers and learners with books to implement CAPS. All materials in the National Catalogue met the criteria for quality in terms of compliance with the CAPS, curriculum coverage, level and pedagogy.

To improve access to quality learning and teaching support material (LTSM), guidelines on the minimum LTSM requirements (minimum school bag) to effectively support the implementation of CAPS in all grades and subjects have become necessary. CAPS documents for all subjects and grades so as to determine the required LTSM combinations, were reviewed and draft lists of the minimum LTSM for each grade and subject were specified. The intended outcome is to establish a full model of essential resources needed for each subject and learner, which would act as a guide for school management and teachers, provide the basis for budget forecasts, and guide teacher training initiatives by making clear what resources teachers should expect to have at their disposal.

The development of the National Catalogue and the specifications for the minimum school bag are regarded as an important step in the achievement of Goal 19 of Action Plan to 2014, viz. to ensure that every learner has access to the minimum set of textbooks and workbooks required in accordance with national policy.

The National Guidelines for School Library and Information Services will assist schools to provide learners with access to library and information services using models that are cost-effective. This will ensure that learners have access to the much needed resources.

In pursuance of increasing access of learners to a wide range of media, including computers, which will enrich their education [Action Plan to 2014: Goal 20], it can now be reported that the percentage of library and information services available to learners through DBE interventions, stands at 42.2%. This data does not include provincial and municipal libraries that support schools. An audit will be done in the next financial year on learner access to all library services. This will reveal increased access to library and information services that are available to learners.

In addition, the following developments also contributed to increasing access of learners to a wide range of media:

- A Framework for the LTSM Policy was developed.
- Draft specifications for each subject and grade for the minimum school bag were developed.
- The process towards the development of the National Catalogue of Textbooks for Grades 4-6 and Grade 11 got off the ground.
- A reading and literacy activity guide for schools to use during National Book Week was developed.
- A DBE exhibition stand was managed at the Africa Museum during National Book Week.
- The DBE Book Awareness Week was organised in collaboration with the DBE library.
- Some 2 600 schools were provided with library books in the official languages, so as to support classroom libraries.
- The National Guidelines for School Library and Information Services (NGSLIS) to schools were released.
- A National Guidelines for School Library and Information Services implementation plan was developed in collaboration with the provinces.

Sub-Programme: Kha Ri Gude Mass Literacy Campaign

By improving the basic education of adults (parents or secondary care-givers of children), the campaign indirectly improves the education of the children. Internal research indicates that more than 80% of adults exiting from the Kha Ri Gude Programme state that they are better able to assist/supervise their children's homework, more confident to attend school meetings and have an increased understanding of the value of education.

The campaign exceeded its original target of volunteers. A total of 39 562 volunteer educators (including 176 blind educators, assisted by 161 sighted assistants) were employed on short-term contracts. All volunteers were trained and deployed, and then monitored on a monthly basis. By the end of the financial year, R253.8 million was paid out in stipends to the volunteer educators.

A total of 3 671 volunteer supervisors were appointed on short-term contracts. They were trained to monitor and support the volunteer educators. By the end of the financial year, an amount of R48.9 million was paid to supervisors in the form of stipends.

A total of 192 volunteer coordinators, including seven blind and five deaf coordinators were appointed on short-term contracts. They were fully trained during a series of provincial training sessions. The campaign enabled the monitoring of the performance of coordinators, both by way of the newly introduced monitoring system and by way of systemic monitoring by analysing information on the database (including attendance, dropout rates, learners' marks etc.).

Learning and teaching support materials were updated and supplied to all learners, coordinators, supervisors and volunteer educators. After reviewing the materials, further modifications were made. Drastic cuts in printing costs were achieved while maintaining quality. A teacher training manual was produced to improve the volunteers' teaching performance and understanding of campaign processes. All volunteer educators received the necessary materials, stationery and administrative forms. A total of 2 822 652 workbooks were supplied to 660 924 learners.

Out of the total number of learners enrolled, 95% of the learner assessment portfolios had been completed and returned to the campaign's warehouse by the end of March 2012. Of these, 44 000 were moderated by SAQA and a high rate of marking accuracy was established. The SAQA report is available to affirm the release of results. SAQA will also upload the achievements of successful learners onto the NLRD. Blind learners (Braille) assessments were moderated for uploading on the NLRD.

The Kha Ri Gude Campaign has been able to meet its target of learners and volunteers viz. coordinators, supervisors and volunteer educators who were responsible for carrying out the field operations. These accomplishments made it possible to expand the provision of basic literacy skills for adults, thus contributing to the government's Outcome 1: Improved quality of basic education. It contributes to the improvement of basic education of those South Africans who were either denied learning opportunities in their childhood or for whom the learning provided was of such a poor quality that little or no literacy was achieved..

PROGRAMME 2 : CURRICULUM POLICY, SUPPORT AND MONITORING				
Performance Indicator	Baseline	Actual Performance against Target		Reason for Variance
		Target	Actual	
The number of educators that use and apply ICT in their classrooms.	-	1 600	3 942	<ul style="list-style-type: none"> The Minister's focus on Information and Communication Technology as a national priority during the year, inspired strong private sector support for Information and Communication Technology implementation at provincial and national level. Most provinces trained more teachers than initially targeted. Teacher training was also conducted through private sector partnership programmes e.g. Microsoft Partners in Learning and Intel Teach to the Future.
The number of educators who attended ICT training courses.	14 900	16 690	22 159	<ul style="list-style-type: none"> Most provinces trained more teachers than initially targeted. Teacher training was also conducted through private sector partnership programmes e.g. Microsoft Partners in Learning and Intel Teach to the Future.
The number of schools connected to ICT infrastructure and services.	-	900	2 266	<ul style="list-style-type: none"> The increased number of schools connected is attributed to the Gauteng Education Department increasing its targets by connecting 1 561 schools for teaching and learning within the financial year.
The number of Subject Advisors trained in the Curriculum Assessment Policy Statements (CAPS) Grade R – 12.	-	2 474	2 591	<ul style="list-style-type: none"> The target of the number of subject advisors trained in Curriculum and Assessment Policy Statements was exceeded. This was largely due to more subjects advisors attending certain subjects than had initially been anticipated.
The number of Grade 12 learners passing mathematics.	147 000	158 000	104 033	<ul style="list-style-type: none"> The number of candidates who sat for matriculation examinations in 2011 was 496 090 compared to 537 543 in 2010, a decrease by 41 453. The decreased enrolment contributes to the lower achievements against predetermined targets. Due to financial constraints the support to Grade 12 was minimal. Additional resources like Studymate, Old Mutual Mathematics Books and Study Guides could not be provided to schools.

PROGRAMME 2 : CURRICULUM POLICY, SUPPORT AND MONITORING				
Performance Indicator	Baseline	Actual Performance against Target		Reason for Variance
		Target	Actual	
The number of Grade 12 learners passing physical science (thousands).	140 000	150 000	96 441	<ul style="list-style-type: none"> The number of candidates who sat for the matriculation examinations in 2011 was 496 090 compared to 537 543 in 2010, constituting a decrease of 41 453. The decreased enrolment contributes to the lower achievements against predetermined targets. Due to financial constraints the support for Grade 12 was minimal. Additional resources like Studymate and Study Guides could not be provided to schools.
The increase in the number of Grade 12 learners who become eligible for a Bachelors programme at university(thousands).	123 00	136 000	120 767	<ul style="list-style-type: none"> The number of candidates who sat for matriculation examinations in 2011 was 496 090 compared to 537 543 in 2010, constituting a decrease of 41 453. The decreased enrolment contributes to the lower achievements against predetermined targets. A lack of additional support and extra tuition for learners resulted in the drop in numbers.
The percentage of youths who obtain a National Senior Certificate.	42%	44%	49% (Data Source : 2011 General Household Survey)	<ul style="list-style-type: none"> None.
The percentage of youths who obtain any FET qualification.	47%	51%	This is an indicator of concern to both Department of Basic Education and Department of Higher Education and Training. The General Household Survey as administered by Statistics SA provides the data needed for this indicator: The Further Education and Training enrolment as recorded in the latest General Household Survey was very low, as a result this indicator cannot currently be authentically measured.	

PROGRAMME 2 : CURRICULUM POLICY, SUPPORT AND MONITORING				
Performance Indicator	Baseline	Actual Performance against Target		Reason for Variance
		Target	Actual	
The percentage of textbooks and workbooks available among learners.	70%	80%	<ul style="list-style-type: none"> 98.74 % of Grade R-9 Volume 1 workbooks as per the order distributed; 97.25 % of Grade 1-9 Volume 2 workbooks as per order distributed; 97.36 % of FET schools Physical Science, and Mathematics supplementary textbooks as per order distributed. 	<ul style="list-style-type: none"> Lessons learnt in 2011 were towards the improvement and expansion of the scale of delivery. The Department strived to reach more schools with the intention of providing every learner in all public primary schools with workbooks and textbooks and to meet Department of Basic Education intervention strategies to address Goals 1-9, 11, 18 and 19 of Action Plan to 2014.
The number of textbooks and workbooks available to registered Kha Ri Gude Mass Literacy Campaign learners.	609 199	648 522	A total of 2 822 652 workbooks were distributed.	<ul style="list-style-type: none"> The programme exceeded its target by 12 402 learners. It was possible to acquire extra learning materials as the unit price of the Learning and Teaching Support Materials in 2011 did not vary from that of 2010. Further extra funding for the extra Learning and Teaching Support Materials was available from the incentive grant received from the Expanded Public Works Programme .
The percentage of library and information services available to learners.	60%	65%	42 % (Data source: NEIMS, Avusa Media, Vodacom Libraries, Telkom Libraries, SAPESI)	<ul style="list-style-type: none"> The reported achievement is based on access to library and information services provided through Department of Basic Education interventions. This does not include data relating to provincial and municipal libraries that support schools. An audit based on the models of library and information services contained in the National Guidelines for School Library and Information Services will be conducted and reported on in the next period under review.
The percentage of Grade 1 learners who have received formal Grade R.	70%	72%	83% (Data Source : General Household Survey)	<ul style="list-style-type: none"> None

PROGRAMME 2 : CURRICULUM POLICY, SUPPORT AND MONITORING				
Performance Indicator	Baseline	Actual Performance against Target		Reason for Variance
		Target	Actual	
The number of districts with at least one educator who has received specialised training in the identification and support of special needs.	30	30	As at March 2012, training of officials at district level had taken place in 35 districts.	<ul style="list-style-type: none"> • None
The number of full-service schools with at least one educator who has received specialised training in the identification and support of special needs.	30	30	By March 2012, provincial education departments had trained in 139 full service schools, using the current tool for screening and identification of special needs.	<ul style="list-style-type: none"> • At a national level focus was diverted to the priority area of Curriculum and Assessment Policy Statements training. The training on the existing Screening, Identification, Assessment and Support strategy instrument was conducted at provincial level. This resulted in wider coverage of the training, hence the predetermined targets were exceeded.
The number of special schools with at least one educator who has received specialised training in the identification and support of special needs.	30	50	As at March 2012, provincial education departments had trained teachers in 116 special schools on the existing Screening, Identification, Assessment and Support strategy.	<ul style="list-style-type: none"> • At a national level focus was diverted to the priority area of Curriculum and Assessment Policy Statements training. The training in the existing Screening, Identification, Assessment and Support strategy instrument was conducted at provincial level. This resulted in wider coverage of training, hence the predetermined targets were exceeded.
The number of districts in which at least one full-service school complies fully with the Guidelines for Full-Service Schools.	30	30	The Guidelines for Full-Service Schools were not implemented as the training manual had not been developed.	<ul style="list-style-type: none"> • The training manual had not been developed due to prioritisation of the implementation of Curriculum and Assessment Policy Statements training. The directorate coordinated the development of the Guidelines for Responding to Learner Diversity through CAPS and conducted orientation of subject advisors during the Curriculum and Assessment Policy Statements training sessions.

2.2.3 PROGRAMME 3: TEACHERS, EDUCATION HUMAN RESOURCES AND INSTITUTIONAL DEVELOPMENT

a. Purpose

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

b. Strategic objectives

- Improve teacher capacity and practices (Professional Development, NICPD and Recruitment)
- Strengthen school management and promote functional schools (School Management and Parent Training)
- Strengthen the capacity of district offices

c. Programme summary and performance information

Sub-programme: Education Human Resource Management

Education performance management and development and whole school evaluation (EPMD and WSE)

External Integrated Quality Management System (IQMS) moderators: During the period 1 April 2011 to 31 March 2012, moderators visited 8 407 schools, thus exceeding the annual target of 8 000 schools by 407 (i.e. 5%).

A total of 8 407 schools were visited in all provinces for the purpose of monitoring the quality of IQMS implementation, school effectiveness as well as district engagement with the school. These visits included 5 080 follow-up visits and visits to 1 359 underperforming secondary schools. During these visits, the lessons of 1 446 educators were observed and support provided where necessary.

External moderators also provided support to other structures within the DBE. The National Senior Certificate (NSC) examinations were monitored by visiting 1 662 examination centres/schools, 166 nodal/distribution points, as well as 104 marking centres.

The appointment of eight additional moderators increased the total number of moderators to 77. These newly appointed moderators underwent an orientation and training programme before commencing with their school visits in February 2012.

IQMS moderators did assessments on, amongst others, whether schools had systems in place for learner intervention, based on NSC and ANA results, teacher and learner attendance, curriculum coverage and the support provided to schools by the district. They also monitored the delivery of DBE workbooks to schools, their utilisation, as well as CAPS training provided to teachers. The reports from the moderators are forwarded to the provinces every quarter for further intervention and support.

The moderators' reports increased awareness among provincial officials who now visit schools more often and also provide support to educators with regard to the IQMS processes.

Furthermore, quarterly reports were received from provincial IQMS officials on the monitoring of schools. Common templates were developed and communicated to the provinces, which will help to bring about uniformity in the implementation of IQMS.

Teacher performance appraisal (TPA) and Performance appraisal for principals/deputy principals and office-based educators: During the period under review, the DBE was able to do a substantive amount of work in developing revised proposals for performance appraisal instruments, in line with recommendations from the teacher development summit. These proposals were discussed in depth with the unions at the ELRC, resulting in informal proposals being tabled at the Council for the purposes of negotiation. Unfortunately, no agreement could have been reached on the proposals as yet. Work is currently continuing outside the ELRC processes, in an order to broker an agreement. In the meantime, educators will continue to be assessed in terms of the IQMS and existing instruments will continue to apply.

Whole School Evaluation (WSE): The EPMD and WSE Directorates merged in November 2011. Subsequently, an inter-provincial WSE committee meeting was held in December 2011, amongst others, to plan a school evaluation programme for 2012. Processes were put in place to develop a revised evaluation instrument for provinces and to pilot the instrument. Further, processes were put in place to review the policy on WSE, with a view to align the policy with the Action Plan to 2014. Targets were also set for provinces for the evaluation of schools during the 2012 academic year. Schools to be evaluated were identified and the Directorate is currently in the process of sending a communiqué to provinces on the schools to be evaluated. An Annual Report pertaining to the 2011 evaluation was also compiled.

Performance Management and Development Scheme (PMDS): The Directorate managed to involve PMDS officials in provinces as part of the interprovincial subcommittee on IQMS. This helped to bring about proper coordination in this area, as well as ensuring that quarterly reports would be received upon the implementation of the PMDS for office-based educators. While there are still a number of districts that are not implementing PMDS, the resumption of constant monitoring and reporting has improved the situation significantly. Common reporting templates were developed, which will enable the Directorate to ensure that all provinces are operating at the same level.

The monitoring of provincial activities in the PMDS processes raised awareness on the completion of work plans with quarterly and annual targets. Furthermore it helped to instil a new sense of urgency amongst subject advisors and circuit managers, who are responsible for providing support and development to schools. This helped to ensure that these officials sign work plans that commit them to visit schools and provide the much needed support. As a result there has been an increase in the developmental activities offered to schools.

Skills development: A meeting of the HEDCOM sub-committee was held on 8 March 2012. Challenges regarding the completion of the template were discussed, as well as other issues on reporting. Currently, work is continuing on the revision of the reporting template. An analysis report on the Workplace Skills Plan and Annual Training Reports was also undertaken.

The analysis report on the Workplace Skills Plan and Annual Training Reports, as well as the HEDCOM sub-committee meeting on skills development created awareness amongst provincial officials of the need to ensure that proper budgets were set aside for teacher development, as well as ensuring that proper accounts were provided on how such budgets had been spent. Proper allocation of funding for teacher development will ensure that teachers are capacitated to improve their pedagogical skills, resulting in the improved quality of teaching and learning.

Educator labour relations and conditions of service

The main focus of activities was on bargaining about the Draft Collective Agreement on Education Management Services (EMS); the Office and Institution-based Educators Performance Management and Development System and on Teacher Performance Appraisal (TPA). The revision of PAM has been finalised and is ready to be gazetted by the Minister during the new financial year. The outstanding work on Recognition of Prior Learning (RPL) was concluded. A report was presented to the ELRC for the parties to consider what processes to follow for the RPL of teachers in future. Research on the proposed salary structure for educators was completed and a report presented to Parliament by the ELRC, and also distributed to the parties within the Council.

Education human resource planning, provisioning and monitoring

Placement of Funza Lushaka graduates to ensure the supply of young and qualified teachers to schools: As at the end of December 2011, 1 822 (76%) of the 2010 graduates had been appointed and, of these, 1 496 (82%) were 30 years and younger in January 2011. This percentage is slightly higher than in 2010, when the reported placement rate was 72%.

Training of PEDs in human resource planning to improve capacity for effective management of demand, supply and the utilisation of teachers: During the 2011/12 financial year, the Department facilitated the training of 18 PEDs and four DBE officials in human resource planning through PALAMA. Proper human resource planning practices will ensure that all schools are staffed with suitably qualified teachers.

Monitoring of the vacancy rate in PEDs on a quarterly basis and regular reporting to HEDCOM and CEM: The overall vacancy rate over the selected months of reporting (January, May, July and October 2011 and January 2012) averaged 8.7%, 10.2% and 8.7% for principals, HoDs and teachers respectively. These reports have assisted in ensuring that PEDs actively attempt to reduce vacancy rates.

Delivery of Human Resource Management Guidelines to schools: The document provides a blueprint for management on human resources covering critical aspects and processes, such as the management of leave and staff attendance, IQMS and PMDS processes, and the identification and declaration of vacancies. The delivery to the remaining larger provinces of Limpopo, KwaZulu-Natal and Eastern Cape was completed, following the delivery to six smaller provinces during the previous financial year.

Business Intelligence (BI) Training: BI Training was organised for provincial HoDs and other PED Human Resources personnel, including all levels of management. Some 62% of the targeted personnel were trained. The BI will enable managers to access critical management reports and enhance their ability to manage effectively.

PERSAL clean-up projects: The tender for the PERSAL clean-up projects was approved. The projects will involve the monitoring of the payroll in all provinces for a month and an audit of the organisational structures of PEDs. The projects will contribute towards, *inter alia*, identifying “ghost” teachers and ensuring that more accurate information is retrieved from the PERSAL system.

Implementation of post provisioning norms: For the first time in many years, all provinces declared their staff establishment to schools in time for the start of the 2012 academic year. This has enabled schools to fill vacancies in time.

Number of qualified teachers aged 30 and below entering the public service as teachers for the first time during the past year: The reporting on this indicator is always a quarter behind schedule, due to the unavailability of data. The appointment of qualified teachers, aged 30 and below, fell short by 339 in the third quarter of the financial year. This could be attributed to two factors. Firstly, it is the practice in PEDs that vacancies, which occur in the last quarter of the financial year, are only filled in the new academic year. Secondly, the overall low appointment rate in the fourth quarter, in this particular instance, was in line with the relatively low vacancy rate for classroom teachers (PL1) at 5.82% during this quarter. The overall target of 6 200 was exceeded with the appointment of 7 744 teachers for the 2011/12 financial year. This augurs well for attracting a new group of young motivated and appropriately trained teachers into the teaching profession each year [Action Plan to 2014 : Goal 14].

The percentage of schools where the allocated teaching posts were all filled: The vacancy rate was used as a proxy for the monitoring of this indicator while the Department is in the process of developing an exact and accurate measure. The vacancy rate in three critical categories of posts at school was monitored. These were principal, Head of Department (HoD) and teacher (classroom teacher). In all three categories of posts, an improvement in vacancy rate was observed between January 2011 and January 2012, from 10.69%-6.41%, 14.77%-10.65% and 10.18%-4.65% for principals, HoDs and teachers respectively. Although no official target was indicated, it is reasonable to expect the

average vacancy rate to be 10% and lower. The results of a schools survey conducted during October 2011 indicated that 69% of all schools surveyed had all their allocated posts filled which is just one percent lower than the target of 70%.

The percentage of learners who are in classes with no more than 45 learners: The marginal variance in the achievement of this indicator can be attributed to inadequate classroom space. This situation will improve as more classrooms are being built in the affected provinces. A continuous supply of young and qualified educators is critical to ensure that the availability and utilisation of teachers is such that excessively large classes are avoided [Action Plan to 2014: Goal 15]. The DBE works with the PEDs, not only to ensure the supply through the Funza Lushaka Bursary Scheme, but also to ensure that the graduates are appointed into the system.

Sub-programme: Education Human Resource Development

Continuing professional teacher development

Teacher Development: The provision of training programmes to teachers is the function of the PEDs, and the DBE plays a coordinating role only. Orientation for the introduction of CAPS to 90 000 Foundation Phase and 60 000 Grade 10 teachers was co-ordinated in conjunction with PEDs. Further, teacher development programmes were co-ordinated with provincial departments in targeted priority areas with 184 207 teachers in response to improving the professionalism, teaching skills and subject knowledge of teachers throughout their careers [Action Plan to 2014: Goal 16].

A collaboration programme with teacher unions was initiated and an agreement with the PEDs of KwaZulu-Natal and Mpumalanga was reached for the orientation of teachers. A reported 21 306 teachers participated in CAPS orientation as part of this collaboration programme.

Policy: The Integrated Strategic Planning Framework for Teacher Education and Development which provides a comprehensive plan for teacher recruitment, initial teacher education, induction and lifelong teacher development, was launched by the Ministers of Basic Education and Higher Education and Training. Some 70 000 copies of the summary version of the Integrated Strategic Planning Framework for Teacher Education and Development were distributed to schools and district offices. Copies of the full version were distributed to all key stakeholders (teacher unions, HEIs, SACE, ELRC, ETDP-SETA, PEDs and 19 national government departments, as well as all major libraries). Copies of the technical report were also distributed to provincial colleagues during provincial visits, Members of Parliament, members of the Steering Committee and to stakeholders present during the release of the Grade 12 examination results.

Teacher awards: The National Teacher Awards gala was successfully hosted in conjunction with the Communications, Security and Assets, Partnerships directorates and provincial education departments. The event was broadcast to viewers on SABC 2 and attended by 1 000 high profile guests. The awards recognised and presented substantial prizes and certificates to 75 teachers at the national event, 216 teachers at provincial functions and 3 000 teachers at regional and district events.

Initial teacher education

Teacher recruitment: The Funza Lushaka Bursaries programme is focused on improving the quality of teaching and learning and supporting the attainment of Goal 14 of the Action Plan to 2014, which seeks to attract a group of young, motivated and appropriately trained teachers to the teaching profession each year. During the period under review, 8 733 bursaries were awarded to students who enrolled for initial teacher education.

A teacher recruitment campaign communication strategy was approved. The purpose of the recruitment campaign is to combat poor teacher supply by ensuring that there is an adequate output of newly qualified teachers each year, who are available for employment in public schools. The recruitment campaign sets out to:

- provide a clear, persuasive message that attract attention about initial teacher education;
- be cost effective based on the principle of return-on-investment;
- ensure visibility of teaching as a career of choice and that advocacy materials are distributed widely to reach the target market; and
- increase the number of young, new entrants to the initial teacher education programme.

The creative work for the recruitment campaign is being finalised, in order to enable production and delivery through various communication mechanisms. An information brochure on Initial Teacher Education was produced. The purpose of the brochure is to provide information on: the various teaching options (phases and priority areas); what the various Higher Education Institutions are offering them; and the funding options available to young people choosing teaching as a career. Currently, the brochure has gone through final editing and it is ready for layout and design in preparation for printing.

A database for the 2011 qualifying bursars for placement in 2012 was finalised for action by PEDs.

The target of 8 517 bursaries for 2011/12 was exceeded by 216 bursaries, with a cumulative total of 8 733 bursaries being awarded in 2011. Exceeding the initial target was made possible by Higher Education Institutions that did not spend their entire allocated budget for 2010, which was then rolled over to 2011, thus increasing the 2011/12 budget and resulting in an increase in the number of bursaries awarded for 2011.

The recruitment campaign and the subsequent awarding of bursaries seek to attract a group of young, motivated and appropriately trained teachers into the teaching profession each year, so that the system has a continued adequate supply of properly qualified teachers with the required subject content knowledge in the priority areas.

Education management and governance development

School Governing Bodies: The successful holding of the 2012 SGB elections in public schools and the preparations thereof, constituted a major accomplishment. The coordination of the preparations resulted in a designated election period and a common election system in all provinces. The coordination of provinces, the NCF, and the SGB Elections Task Team resulted in the production of the following key documents for the elections:

- *National Guidelines for SGB Elections.* Election guidelines were developed to guide the process of developing provincial regulations on SGB Elections. The document also serves as step-by-step guide for the elections and provides all the legislative prescripts on SGB elections. Two copies were delivered to every public school.
- *Training manual for electoral officers.* The Directorate produced a training guide for all electoral officers, after identifying poor quality training as one of the weaknesses of the 2009 SGB elections. The training manual was made available to all provincial governance teams and all the circuit managers in all the districts.
- *SGB Information pamphlet.* The Directorate produced an information pamphlet, containing not only election matters, but valuable information on SGBs in general. The pamphlet was translated into all the official languages. It has been distributed to the provinces. It can also be accessed via the department's website. GCIS published it in Vuk'uzenzele.

In addition to the above documents, senior DBE officials granted radio interviews on the elections throughout the months of February and March 2012. The highlight was the linking of 65 community radio stations in an interview with callers from all over the country, participating by posing questions and making comments. A successful media briefing, hosted by the Minister, supported by the Deputy Minister and the Director-General to announce the 2012 election period was organised to launch the elections. In comparison with the advocacy campaigns of previous election periods, the 2012 campaign was better organised on national and provincial level. More visible and innovative campaigns took place throughout the country.

An SGB tool for newly elected governing bodies, was produced to assess their competencies in the various areas of school governance, was produced. The tool will be used after the elections to determine training needs.

District development: The Minister approved the conversion of the Guidelines on the Organisation, Roles and Responsibilities of Education Districts into policy. It was published in the Government Gazette No. 35107 (8 March 2012), calling for public comments.

Support was successfully provided to poor performing districts in Limpopo and Mpumalanga. The districts that received support were Waterberg, Greater Sekhukhune and Mopani in Limpopo; and Bohlabela, Gert Sibande and Nkangala in Mpumalanga. The support provided involved analysing intervention plans, aligning them to the Action Plan to 2014 and monitoring the implementation plans through site visits to the districts and schools. The support had been successful because all the districts improved their NCS results. While they improved from the 2010 results, Bohlabela and Waterberg are the only districts in the two provinces with a pass rate that is below 60%.

Profiles for 80% of the districts were compiled. The profiles contain valuable information, such as contacts, staffing, schools, successes, challenges, resources, etc. The profiles were useful to other branches and directorates with regard to district information, which was used for ministerial visits and the monitoring of school readiness at the beginning of the year. A list of contact details of subject advisors and circuit managers was compiled. These details were useful for sending direct messages from the DBE to the district officials. Information, such as the preparations for the elections, was sent to them directly.

The district office constitutes a key vehicle in the delivery of quality education. Successful interactive meetings between the Minister, Senior Management and district directors were organised. The meetings succeeded in aligning district plans with those of the DBE. The Minister was able to give clear directives to the directors, who were also accompanied by chief directors. Visits to districts and schools by the Minister and Deputy Minister in Limpopo, Mpumalanga, North West, Free State, Gauteng and Northern Cape were successfully organised. The Ministry succeeded in monitoring the state of the use of ANA results by schools and provided guidance to districts on taking ANA processes forward.

The performance indicator of the percentage of school principals rating the support services of districts as being satisfactory, was established during a research survey commissioned by the Monitoring and Evaluation Directorate. A sample of 2 000 schools was selected for the research. A total of 37% of principals in the sample rated the support services they received from districts positively. This is 7% more than the expected 30% target.

School management: The Directorate managed the selection of 1 485 principals for the Advanced Certificate in Education (ACE) programme for the 2011 intake. This exceeded the target of 1 200 by 285 candidates. HEDCOM approved 3 modules from the ACE course to be used to support principals.

The support provided to schools to produce documents, regarded as the building block for managing schools, resulted in admissions being completed on time and teaching taking place on the first day of the reopening of schools. There was better and improved planning in the supported schools, resulting in less time infringement of teaching and learning. The support provided to SGBs was important in making governors aware of the role they have to play in creating an enabling environment for teaching and learning, in order to improve learner outcomes.

Functionality in the areas of school governance and management is managed by ensuring that the basic annual management processes take place across all schools in the country in a way that contributes towards a functional school environment [Action Plan to 2014: Goal 21] and improving parent and community participation in the governance of schools, partly by improving access to important information via the e-Education Strategy [Action Plan to 2014: Goal 22]. Both performance indicators of the percentage of schools producing a minimum set of management documents at a required standard, and the percentage of schools where the SGB meets minimum criteria in terms of effectiveness, were attended to at the same schools at the same time because of their inter-relatedness. The predetermined targets for these two indicators were achieved.

PROGRAMME 3 : TEACHERS, EDUCATION HUMAN RESOURCES AND INSTITUTIONAL DEVELOPMENT				
Performance Indicator	Baseline	Actual Performance against Target		Reason for Variance
		Target	Actual	
The number of teachers participating in targeted priority teacher development activities with a focus on underperforming schools.	-	140 000	184 207	<ul style="list-style-type: none"> The information provided is based on provincial education department reports. When the projections were made in 2010, the Curriculum and Assessment Policy Statements training programme was not finalised. The Curriculum and Assessment Policy Statements implementation in Foundation Phase and Grade 10 accounts for the increased participation in development activities.
The National Institute for Curriculum and Professional Development (NICPD) is established.	-	NICPD is set up and operational	<ul style="list-style-type: none"> Not achieved. Concept document not approved. Specialist appointed to complete the revision process. Posts have been allocated on the DBE organogram. 	<ul style="list-style-type: none"> Concept document was not approved, and thus the unit could not be set up. Revision of document process was delayed due to the unavailability of capacity.
The number of qualified teachers aged 30 and below entering the public service as teachers for the first time during the past year.	-	6 200	7 744	<ul style="list-style-type: none"> The appointment of Funza Lushaka Bursary graduates has increased the supply of young and qualified teachers into the system over the last two years. The scheme alone contributes about 2 000 new educators each year with over 90% of them younger than 30 years.
The number of bursaries awarded to students enrolled for initial teacher education during the past year.	10 073	8 517	8 733	<ul style="list-style-type: none"> None
The percentage of schools where the allocated teaching posts were fill.	67%	70%	69%	<ul style="list-style-type: none"> None
The percentage of learners who are in classes with no more than 45 learners.	65%	70%	65%	<ul style="list-style-type: none"> This marginal variance could be attributed to inadequate classroom space.
The percentage of schools producing a minimum set of management documents at a required standard.	40%	40%	43 %	<ul style="list-style-type: none"> None

PROGRAMME 3 : TEACHERS, EDUCATION HUMAN RESOURCES AND INSTITUTIONAL DEVELOPMENT				
Performance Indicator	Baseline	Actual Performance against Target		Reason for Variance
		Target	Actual	
The percentage of schools where the School Governing Body meets minimum criteria in terms of effectiveness.	40%	40%	44%	<ul style="list-style-type: none"> • None
The percentage of school principals rating the support services of districts as being satisfactory.	30%	30%	37%	<ul style="list-style-type: none"> • The variance is attributed to the increased support that districts provide to schools. There was an increase in the number of visits to schools by districts.

Changes to planned targets:

Indicator	Amendment
The average hours per year spent by teachers on professional development.	<p>This indicator is included to measure the extent of professional development activities amongst teachers. Currently the system does not have business processes in place to calculate nor retrieve this data in the unit of hours. Therefore it has been necessary to amend the indicator as follows :</p> <ul style="list-style-type: none"> • The number of teachers participating in targeted priority teacher development activities with a focus on underperforming schools.

2.2.4 PROGRAMME 4: PLANNING, INFORMATION AND ASSESSMENT

a. Purpose

The purpose of Programme 4 is to promote quality and effective service delivery in the basic education system by monitoring and evaluation, as well as planning and assessment.

b. Strategic objectives

- To establish a world-class system of standardised national assessments.
- To universalise access to Grade R.
- To strengthen school management and promote functional schools.

c. Programme summary and performance information

Sub-programme: National Assessments and Public Examinations

Examinations and assessments in schools

National Senior Certificate (NSC): A total of 262 question papers for the 2011 November, and 260 question papers for 2012 March supplementary examinations for the National Senior Certificate (NSC) were developed. All question papers were approved by Umalusi and feedback from various stakeholders has been very positive. A total of 221 question papers were developed for the Senior Certificate (SC) examination, which was to be written in May and June 2012. The sub-programme co-ordinated and monitored the administration of the November 2011 NSC, the 2011 May/June SC and the 2012 supplementary NSC examinations across all PEDs. All examinations were successfully administered without any serious irregularities.

An international benchmarking of the 2010 NSC question papers revealed that the standard of the NSC question papers compare favourably to those of international bodies.

In the 2011 NSC examination, 120 767 Bachelor passes were achieved. This figure was below the target of 136 000 by 15 233. The decrease in enrolment figures makes the achievement of the Bachelor targets extremely challenging.

The results of the 2011 NSC examination have indicated that there has been an overall improvement of learner performance from 67.8% in 2010 to 70.2% in 2011. This national examination has also provided data on the Bachelor target set and the extent to which the DBE has fallen short of this target. This examination has identified subjects where there was an improvement as well as subjects where no improvement had been noted. Of greater significance was the Diagnostic Report on Learner Performance, which analysed performance in the twelve key subjects, on a per question basis. This report will be used by all subject teachers to focus on the key areas of weakness and to implement the remedial measures proposed in the diagnostic report.

A detailed Technical Report on the 2011 NSC examinations was developed and distributed to all stakeholders. A diagnostic report based on the NSC examination results, which articulated the weaknesses in the key subjects, with proposed remedial programmes was compiled. This was distributed to PEDs and schools to support teaching and learning in those key subjects.

School-Based Assessment (SBA): To enhance the credibility and integrity of the SBA, a team of 67 moderators were deployed to all nine PEDs to moderate SBA and provide feedback on the status of SBA in the provinces.

National assessments

Annual National Assessments (ANA): The first full-scale ANA was administered for Grades 1-6, in February 2011. The results provided useful baseline information for monitoring the achievement of the goals on performance as set out in the Action to Plan 2014. Comprehensive feedback was given to schools in order to develop appropriate interventions aimed at improvement. These included a detailed report on the ANA. The report was accompanied by a guideline document on the utilisation of the ANA data to improve learner performance. In addition, a qualitative report which identified the specific areas of weakness in Languages and Mathematics, with proposed remedial measures, was compiled and made available to schools. The Human Sciences Research Council (HSRC) completed and submitted the consolidated 2011 ANA qualitative report.

Exemplars in Languages and Mathematics were developed and distributed to schools. These quality items will enable schools to better prepare themselves for the next cycle of assessment. The tests for Grades 1-6 and 9 in Languages and Mathematics, for ANA 2012 have been developed. These tests were piloted and the findings of the pilot programme were utilised in the finalisation of the tests. Tests were versioned where necessary, edited, quality assured and subjected to internal review. Tests have also been externally reviewed and are currently in the final stages of quality control.

The development of a national IT system for learner registration was completed, and the module for the capture and warehousing of learner results is in its final stages of development. This has been done to ensure accurate reporting of results for all learners and schools. A draft Policy for the Administration of ANA was also developed. The policy will be presented to Senior Management and HEDCOM for approval.

The 2011/12 period served as a bridging period between the implementation of the first cycle of the ANA in February 2011 and the second cycle of the ANA scheduled for September 2012. The primary focus of this financial year has been on reporting on the first ANA and substantially preparing for the second ANA. This realignment of scheduling allows for learner performance to be reported annually in subsequent years in the future.

International assessments: A comprehensive report and policy briefs for benchmarking national performance at Grade 6 level against countries that participate in the SACMEQ was produced. The collection of data was monitored, for the international benchmarking of national performance at Grades 5 and 9 levels against education systems that participate in the PIRLS and TIMSS studies respectively.

Sub-Programme: Financial and Physical Planning

Financial planning and economic analysis

Public school funding: A funding request aimed at securing additional funding for implementing an amended funding model within the revised Grade R policy framework was made to the National Treasury. Funding has consequently been made available by the National Treasury for the expansion of Grade R in the 2013/14 and 2014/15 periods. A funding request was also made to the National Treasury for funding to ensure PEDs will be able to fund all no-fee schools at the same level and to offer certain fee charging schools the option to be voluntarily declared and funded as no-fee schools. Funding has consequently been made available by the National Treasury for the equalisation of the allocation to no-fee schools in the 2013/14 and 2014/15 periods.

Amendments to the National Norms and Standards for School Funding by updating the national table of targets for the school allocation for 2012/13 have been approved and gazetted. A module containing questions to assist the evaluation of PEDs funding of schools was included in the 2011 Annual School Survey. The sub-programme requested information from provinces regarding procurement on behalf of schools which have not been allocated SASA section 21 financial functions. The information was then evaluated by the sub-programme. Revisions to the funding norms to accommodate amendments required by the promulgation of the Basic Laws Amendment Act, N 2011 was finalised and approved.

The 'school allocation' is the non-personnel funding that the province grants each school every year on the basis of the level of poverty of the community and the number of learners. Action Plan to 2014: Goal 23 aims to ensure that all schools are funded at least at the minimum per learner levels determined nationally and that funds are utilised transparently and effectively. In this regard, it can be reported from the SMS that the percentage of learners in schools that are funded at the minimum level stands at 47%. In addition, the percentage of schools that have acquired the full set of financial management responsibilities on the basis of an assessment of their financial capacity is 74%.

Independent school funding: As part of the process of reviewing the funding norms a workshop was held with PEDs on matters affecting the funding of independent schools. A report on the outcomes of the review of the funding policy as it relates to independent schools was finalised and circulated to heads of provincial education departments.

Grade R expansion: The PEDs' Grade R roll-out plans were evaluated. The plans detail the expansion of Grade R within provinces up to 2014. A template was provided to PEDs for their Grade R roll-out plans, which are to be placed on provincial websites.

Public advocacy: An advertisement was placed through the GCIS, in newspapers as part of a media campaign aimed at emphasising when parents qualify to be automatically exempted from the payment of school fees. Input was provided for a pamphlet on school fees and exemption to be placed on the Department's website.

Provincial budget and monitoring

Provincial budgets: A Budget Standards Exercise for the Medium Term Expenditure Framework (MTEF) period was undertaken throughout all the nine PEDs to analyse and evaluate the 2012 MTEF budget. This was done to ensure that PEDs have allocated enough funds for the core activities of the sector as well as conditional grants. The focus was on the following aspects: evaluation of the 2011/12 spending performance including conditional grants, the funding of personnel expenditure and the progress on the implementation of the audit action plan to address matters raised by the Auditor-General during the 2010/11 audit. A report was provided to the Director-General, the Deputy Minister and the Minister. The budget monitoring instrument was updated based on the agreed priorities as well as the database.

Provincial expenditure: The PEDs monthly expenditure reports were collected, consolidated and analysed. Monthly expenditure reports indicating the approved budgets, adjustments, actual expenditure of PEDs were provided to the Director-General, the Deputy Minister and the Minister.

Provincial support: The Directorate provided financial management support to the intervention teams in Limpopo and the Eastern Cape. Further, the Directorate provided financial management support to all PEDs to ensure adequate allocation of the financial resources and to ensure that the funds allocated are utilised according to the approved plan and towards realising Outcome One : Improved quality of basic education.

Physical planning

Education Infrastructure Grant (EIG): At the end of March 2012, PEDs had spent 93% or R5.254 million of the adjusted grant of R5.678 million. All PEDs have received transfers from the EIG as per the payment schedule, except the Eastern Cape. The fourth installment of the EIG was released to the Eastern Cape on 14 March 2012. The fifth installment will be withheld due to the low levels of spending in the Eastern Cape.

Policy development: A human resources strategy to address capacity constraints with regards to infrastructure in PEDs was developed. An amount of R10 million has been allocated to each province to address the capacity constraints. The guidelines for planning for school infrastructure and for boarding facilities were concluded and approved by the CEM. The standardised designs and cost model were developed and approved. A guideline on school infrastructure maintenance was developed. Short-term technical assistance support was appointed to assess infrastructure plans (UAMPS) and to assist provinces with long-term infrastructure planning.

Monitoring and reporting: Infrastructure monitoring visits commenced in October 2011. Quarterly infrastructure monitoring reports were submitted to HEDCOM and to the CEM.

Accelerated Schools Infrastructure Delivery Initiative (ASIDI): ASIDI is a short to medium term initiative to solely eliminate the backlog of schools infrastructure where existing schools do not meet the optimum functionality levels as outlined in the guidelines relating to planning for school infrastructure. Currently, the initiative is aimed at the improvement of existing school infrastructure to meet strategic targets. The DBSA is the appointed implementing agent. The ASIDI targets for 2011/12 were as follows: Eradication of inappropriate structures, the construction of 49 schools, provision of water to 321 schools, provision of sanitation to 262 schools and electrification of 152 schools.

Contractors have been appointed for the construction of the 49 schools in the Lusikisiki (5), Libode (38) and Umtata (6) regions. Sites were handed over to the contractors on the 12 and 13 January 2012. The contract period to complete all 49 schools is 7 months. The anticipated completion date is the 31 August 2012. The construction value is estimated at R675 million, with R71.3 million for professional fees and R39.6 million for the implementing agent, which works out to a total of R785.9 million as the project value.

School Infrastructure Backlog Grant (SIBG): An amount of R700 million was allocated for SIBG and of this 2% was spent. However, invoices were received and processed at the end of March and the beginning of April as indicated below:

- MVULA Trust invoices to the value of R13.3 million have been submitted to the DBE, R4.2 million for Eastern Cape and R4.7 million for Limpopo have been paid.
- KwaZulu-Natal Education Department: A total of 88 water and sanitation projects with a total awarded value for the 48 schools under construction stands at R35.4 million.
- Free State Education Department: There are 38 projects for water, 14 for sanitation and 31 for electrification. Expenditure to date is at R2.6 million.
- Gauteng Education Department for sanitation projects: value of 7 schools is estimated at R5.88 million and invoices are submitted for payment.
- ESKOM for electrification of schools throughout the country: A total of 125 schools has been identified, with 104 in the Eastern Cape, 18 in Mpumalanga and 3 in Limpopo. A tranche payment of R46 million has been transferred to ESKOM.
- Gauteng Education Department has identified two schools for the provisioning of electricity. The construction value is estimated at R776 000.

Schools in Mount Ayliff in the Eastern Cape: Mount Ayliff in the Eastern Cape has been allocated R40 million. The procurement of contractors and a tender specification were approved. A submission was prepared on the 20 February 2012 requesting the Director-General to approve the appointment of the Independent Development Trust as the implementing agent.

National Education Infrastructure Management System (NEIMS): The NEIMS has been allocated R4 million. The development of NEIMS Phase III was signed by all parties on 24 February 2012 and the development started on 1 April 2012. Additional maintenance has been done on the system. All assessment forms and guidelines were aligned with new guidelines for planning for infrastructure. All schools have been made available on Google Map.

The physical state of schools varies enormously, from very good, with a great variety of educational and sporting amenities to very poor, with educational amenities being little more than a few dilapidated classrooms. Action Plan to 2014: Goal 24 aims to ensure that the physical infrastructure and environment of every school inspire learners to want to come to school to learn, and teachers to teach. The primary focus is on the bottom spectrum in order to attain basic safety standards. In this regard it can be reported that the SMS has revealed that the percentage of schools complying with the very basic level of school infrastructure stands at 55%.

Sub-programme: Information Management Systems

Education management information systems

The Education Management Information System (EMIS) is tasked with the responsibility to collect, process, analyse and disseminate education data and information in order to support the monitoring and evaluation of the performance of the education system.

The following achievements can be reported:

- A Data Quality Audit was conducted in a sample of 500 schools. The data collected was compared with the data of the same institutions collected through the Snap and Annual surveys to establish accuracy, reliability, and validity of the data.
- The following concepts and terms were developed and distributed to PEDs: Four education standards, namely Standard for data verification, Data quality standard for surveys, Standard for data coding and Dictionary of education concepts and terms.
- National Surveys were conducted, verified and integrated into the national data warehouse which includes the *ad-hoc* surveys.
- The DBE is collaborating with Statistics South Africa to improve the quality of education information through the implementation of the South African Statistical Quality Assessment Framework (SASQAF).
- Dissemination of data to principal users: A total of 350 individual queries for education information were addressed.
- Publications: *School Realities 2011*. The manuscript for the publication of the *Education Statistics in South Africa* includes ANA verification and educator reports.
- SASQAF self-assessment of EMIS SNAP data is completed.
- The 2012 School Census forms were developed for Ordinary Schools; Special Needs Education schools and ECD Centres and distributed to PEDs in accordance with Gazette No. 29757 of 2007 to conduct surveys in 2012. The DBE has received all nine PEDs Annual School Survey data for consolidation from all PEDs.

The publication of education information makes available crucial data necessary for efficient and effective management of basic education.

Management systems

Learner Unit Record Information Tracking System (LURITS): LURITS has been in a test environment since its development. LURITS was certified and moved into production on 2 November 2011, which enabled minor enhancements and adjustments to be made for the first time, in order to improve the processing of data. While in a test environment the focus was on rolling out SA-SAMS to schools, uploading school and learner data onto LURITS, registering learners and giving each learner a unique LURITS number. This was Phase I of the LURITS implementation. Starting with Phase II, the focus was on updating registered learners, registering first time learners and verifying data received. More than 6.6 million learners' data were uploaded for 2011.

The target for the LURITS upload for the fourth quarter was 10.5 million learners. On 17 February 2012, this target was met and exceeded as, 12.6 million learners have registered (or interacted at least once) on LURITS. On 19 March 2012, LURITS was opened to receive 2012 data and within a week 72 567 learners' data for 2012 had been uploaded successfully. Grade 12 learners for the period 2008 to 2011 have been made inactive on LURITS. A total of 11 163 582 active learners are currently on LURITS.

The target for schools interacting with LURITS in the fourth quarter was 25 000. About 20 477 (80%) of schools have interacted at least once with LURITS. A total of 15 527 schools uploaded learner data in 2011. Of these, ± 13 600 are schools using SA-SAMS. The remaining schools are using third party school administrative packages.

Forms containing learner, parent and educator data for KwaZulu Natal, the Eastern Cape and Limpopo were collected using the Optical Mark Recognition scanning solution. This data was edited and provided to the provinces which in turn will download it to SA-SAMS to fast track the system in schools. The LURITS scanning solution project has come to an end. LURITS data was shared with the Department of Home Affairs and the Department of Social Development.

Sub-Programme: National Education Evaluation and Development Unit (NEEDU)

NEEDU accomplished the following during the 2011/12 financial year: It prepared the NEEDU Bill, which sought to establish the Unit as a legal entity with a mandate to provide the Ministry with an authoritative, analytical and accurate account on the state of education in South Africa and, more in particular, on the status of teaching and learning in all schools. As part of the required process, the Bill was discussed at different forums with key stakeholders and was gazetted to solicit public comments.

A series of discussions, conversations on the work of the Unit as well as district and school visits in the provinces have been embarked on. The NEEDU team visited 74 schools (42 primary and 32 secondary schools) in five provinces: Mpumalanga, Eastern Cape, KwaZulu-Natal, Northern Cape, and Western Cape. The school and district visits served two purposes: (a) to inform the process of the development of a framework for accountability, and (b) to prepare an evidence-based report and recommendations on school and district reform to the Ministry. While the purpose of school visits varied from province to province the following were some of the reasons that informed the visits:

- To test school evaluation instruments and protocols;
- To establish why secondary schools and their feeder primary schools were underperforming;
- To identify good practices from good performing primary schools; and
- To evaluate the extent to which schools implement the national initiatives introduced by the Minister to improve learning outcomes, including ANA, learner workbooks, and the Foundations for Learning Programme.

A report on the schools visits has been prepared and shared with the Ministry and the Portfolio Committee on Basic Education. Further, an evaluation model, instruments and protocols that will be used to evaluate the quality of teaching and learning in schools across the provinces have been developed. A Service Provider was appointed to quality-assure instruments developed by NEEDU in order to ensure that they are credible and facilitate evidence-based reports and recommendations. The process of quality-assuring the evaluation model, instruments and protocols included pilot-testing the instruments in selected schools in one province.

The Unit recruited skilled and experienced evaluators into the NEEDU structure. After interviewing over 100 applicants across the nine provinces for 21 NEEDU evaluators posts that had been advertised, 19 evaluators were appointed in January 2012. They subsequently received training on how to use the developed evaluation instruments and protocols to conduct school evaluation. They also participated in the pilot-testing of the evaluation model, instruments and protocols in two provinces.

A procurement process to appoint a service provider that will assist NEEDU in the next financial year to conduct a more controlled evaluation of a sample of schools across the provinces with a view to preparing a national report on the quality of teaching and learning in schools and how districts, provincial and national departments support schools improve teaching and learning has commenced.

Access and grade repetition

The GHS is one of the platforms utilised by the Department of Basic Education to assess progress made with regard to its goals of access, quality, efficiency and equity.

The SASA (Act 80 of 1996), makes it compulsory for children aged between 7-15 years old to be in school. In working towards ensuring children remain effectively enrolled in school, at least up to the year in which they turn 15 [Action Plan to 2014: Goal 10], the GHS has revealed that the percentage of 7 to 15 year olds attending education institutions stands at 99%.

Too many grade repetitions results in too many over aged learners in a class. Excessive grade repetition has the effect of discouraging learners from attending school and increasing dropping out of school. In striving to improve the grade promotion of learners through Grades 1 to 9 [Action Plan to 2014: Goal 12], it can be reported that the percentage of children who turned 9 years in the previous year and are currently enrolled in Grade 4 stands at 61%. The percentage of children who turned 12 years in the previous year and are currently enrolled in Grade 7 is 51%. Both these achievements are within the predetermined target range for the reporting period.

PROGRAMME 4 : PLANNING, INFORMATION AND ASSESSMENT				
Performance Indicator	Baseline	Actual Performance against Target		Reason for Variance
		Target	Actual	
The percentage of Grade 3 learners performing at the required literacy level according to the country's Annual National Assessment.	50%	53%	47% (Data Source :ANA Verification)	<p>The qualitative analysis of Annual National Assessments results has revealed the following learning and teaching gaps:</p> <ul style="list-style-type: none"> Learners were unable to make meaning of written text and demonstrate comprehension by combining pieces of information from different parts of a text/story to construct a comprehensive answer. A lack of relevant vocabulary restricted learners' creative writing. Although it was expected that learners in the Foundation Phase would write the tests in their Home Language, there were instances where it was evident that a First Additional Language was used instead. This choice further complicated the language and vocabulary constraints.
The percentage of Grade 3 learners performing at the required numeracy level according to the country's Annual National Assessment.	50%	53%	34% (Data Source :ANA Verification)	<p>The qualitative analysis of Annual National Assessments results has revealed the following learning and teaching gaps :</p> <ul style="list-style-type: none"> The majority of learners could not recognise place-values of digits in numbers with two or more digits. Generally, learners' ability to perform the basic mathematical operations on whole numbers that were made up of more than one digit and operations that involved fractions and mixed numbers was very poor. Learners were not able to translate word problems into numbers in order to solve them using relevant mathematical techniques.

PROGRAMME 4 : PLANNING, INFORMATION AND ASSESSMENT				
Performance Indicator	Baseline	Actual Performance against Target		Reason for Variance
		Target	Actual	
The percentage of Grade 6 learners performing at the required language level according to the country's Annual National Assessment.	42%	46%	30% (Data Source :ANA Verification)	<p>The qualitative analysis of Annual National Assessments results has revealed the following learning and teaching gaps :</p> <ul style="list-style-type: none"> A lack of basic literacy skills such as the correct spelling of frequently-used words and proper use of language forms was prevalent. This could be as a result of insufficient vocabulary, which could have risen from a lack of adequate reading and exposure to new words and how these are used. A large number of learners could either not read the questions at all or did not understand what was being required of them (reading with comprehension). Learners demonstrated very superficial levels of reasoning complexity, e.g. the ability to extract information directly from the text but unable to infer implied meaning by linking parts in a written text ("reading between the lines"). <p>The low performance of learners can further be attributed to the late transition from home language to a different Language of Learning and Teaching , this negatively affects learning outcomes.</p>
The percentage of Grade 6 learners performing at the required mathematics level according to the country's Annual National Assessment.	27%	35%	31% (Data Source :ANA Verification)	<p>The qualitative analysis of Annual National Assessments results has revealed the following learning and teaching gaps:</p> <ul style="list-style-type: none"> Learners demonstrated an inability to handle the basic numeracy operations of subtraction, multiplication and division that involve whole numbers. Solving word problems was the most difficult skill experienced by learners. This skill requires learners to identify patterns and find "functions" that link several entities.

PROGRAMME 4 : PLANNING, INFORMATION AND ASSESSMENT				
Performance Indicator	Baseline	Actual Performance against Target		Reason for Variance
		Target	Actual	
The percentage of Grade 9 learners performing at the required language level according to the country's Annual National Assessment.	-	Value to be determined after measurement of baseline	The focus of the 2011/12 period has been on preparing for the implementation of the first full scale Annual National Assessment in Grade 9. The following were some of the key activities : <ul style="list-style-type: none"> • Tests for the 2012 ANA were designed and internally reviewed by panels comprising of educators and subject specialists. • The reviewed tests were then piloted in November 2011 and the data captured during December 2011. • The pilot study data analysis provided valuable empirical inputs for the improvement of the test items for both Language and Mathematics. • A second field-test on a smaller sample of schools and learners, conducted in February 2012 served to finally validate the instruments for the 2012 main administration. Tracking of achievement will begin after the baseline has been established in September 2012.	<ul style="list-style-type: none"> • The baseline assessment for Grade 9 Annual National Assessments has as yet not been conducted. A pilot assessment was conducted to assess the validity and reliability of the test items in preparation for the implementation of the first full cycle of Annual National Assessments in Mathematics and Languages for Grade 9. This first cycle will serve as the baseline assessment and is scheduled to take place in September 2012.
The percentage of Grade 9 learners performing at the required mathematics level according to the country's Annual National Assessment.	-	Value to be determined after measurement of baseline		
The number of Grade 12 learners who become eligible for a Bachelors programme in the public national examinations.	123 000	136 000	120 767	<ul style="list-style-type: none"> • In the 2011 National Senior Certificate examination, 120 767 bachelor passes were achieved. This figure was 15 233 below the target of 136 000. The decrease in enrolment figures makes the achievement of the bachelor targets extremely challenging.

PROGRAMME 4 : PLANNING, INFORMATION AND ASSESSMENT				
Performance Indicator	Baseline	Actual Performance against Target		Reason for Variance
		Target	Actual	
The percentage of Grade 1 learners who have received formal Grade R.	57%	63%	83% (Data Source : General Household Survey)	<ul style="list-style-type: none"> • None
The percentage of schools complying with a very basic level of school infrastructure.	84%	88%	55% (Data Source : School Monitoring Survey)	<ul style="list-style-type: none"> • The baseline used was determined by using the National Education Infrastructure Management System (NEIMS) and the target achieved was determined through a sample, using the school monitoring survey.
The percentage of learners in schools that are funded at the minimum level.	70%	77%	47% (Data Source : School Monitoring Survey)	<ul style="list-style-type: none"> • The provincial education departments of Eastern Cape, Limpopo, KwaZulu-Natal and Mpumalanga have not been able to fund learners at the set national targets. These are provinces which experienced budgetary constraints in general. These provinces also accommodate the majority of learners and non-compliance on their part has a bigger negative impact on the overall achievement.
The percentage of schools that have acquired the full set of financial management responsibilities on the basis of an assessment of their financial capacity.	68%	72%	74% (Data Source : School Monitoring Survey)	<ul style="list-style-type: none"> • None
The percentage of 7 - to- 15 year-olds attending education institutions.	97.7%	98%	99% (Data Source : General Household Survey)	<ul style="list-style-type: none"> • None
The percentage of children who turned 9 in the previous year who are currently enrolled in Grade 4 (or a higher grade).	60%	61%	61% (Data Source : General Household Survey)	<ul style="list-style-type: none"> • None
The percentage of children who turned 12 in the previous year who are currently enrolled in Grade 7 (or a higher grade).	47%	48%	51% (Data Source : General Household Survey)	<ul style="list-style-type: none"> • None

PROGRAMME 4 : PLANNING, INFORMATION AND ASSESSMENT				
Performance Indicator	Baseline	Actual Performance against Target		Reason for Variance
		Target	Actual	
The number of learners captured by the learner unit record information tracking system (LURITS)	10 million	10.5 million	12.6million	<ul style="list-style-type: none"> Adjustments were made to LURITS to fast track the upload of data. LURITS administrator training improved the LURITS upload processes. Provinces recognised the value of LURITS which has improved co-operation and support to DBE. Increased School Administration and Management System advocacy and rollout to schools for uploading to LURITS After meeting third party schools there is an increased willingness to upload data to LURITS The presentation of LURITS to Heads of Departments motivated provincial officials to upload data to LURITS
The number of public ordinary schools interacting with the learner unit record information tracking system.	24 000	25 000	20 500	<ul style="list-style-type: none"> Although the target for number of schools interacting with LURITS was not met, the current schools have uploaded more learners as confirmed by the increase in learner numbers. A large number of the 20% of schools that did not submit data to LURITS are schools with no electronic school administration system or paper-based schools with no computers.

2.2.5 PROGRAMME 5: EDUCATIONAL ENRICHMENT SERVICES

a. Purpose

The purpose of Programme 5 is to develop policies and programmes to improve the quality of learning in schools.

b. Strategic objectives

- Strengthen school management and promote functional schools
- Strengthen partnerships with all stakeholders, resulting in education becoming a societal priority

c. Programme summary and performance information

Schools have an important role to play in promoting the overall wellbeing of learners because they contribute to better learning and also because physical and psychological health are important in themselves. In this regard, schools are used as vehicles for promoting access to a range of public services for learners in areas such as health, poverty alleviation, psycho-social support, sport and culture as per Action Plan to 2014: Goal 25. Programme 5 reports on progress made with a special focus on learner well-being.

Sub-programme: Care and Support in Schools

Health promotion

Care and Support for Teaching and Learning Programme (CSTL): Eight provinces, with the exception of the Eastern Cape, selected schools to pilot the implementation of the CSTL Programme in the nine defined priority areas. Five provinces (Free State, KwaZulu Natal, North West, Northern Cape and Limpopo) formed or strengthened provincial task teams to coordinate implementation at provincial level. Training in the implementation guidelines and tools, known as the National Support Pack, was conducted in two provinces (North West and KwaZulu Natal). Advocacy activities were conducted at provincial and district level in Limpopo and North West. To date it can be reported that 235 schools are participating in the CSTL pilot programme.

HIV and AIDS Life Skills Education Programme: Nine provincial business plans for the 2011/12 financial year were approved by the Director-General. To this end, the first tranche of provincial allocations was transferred to all provinces in April 2011. Provincial implementation during this financial year improved significantly compared to the previous years. This was largely due to the advanced planning and approval of procurement processes for educator training and LTSM in most provinces, with the exception of North West and the Western Cape. In this regard, seven of the nine provinces reached their quarterly targets as planned. A total of 18 039 educators were trained to implement sexual and reproductive health programmes for learners. A total of 902 279 LTSM on sexual and reproductive health programmes for learners were delivered to schools. Over-estimation by the Eastern Cape and no procurement in the fourth quarter in Gauteng contributed to the predetermined target not being fully realised.

Monitoring visits to support provinces that were under-spending (Western Cape) and overspending (Eastern Cape, Gauteng and Limpopo), due to accruals from the 2010/11 financial year, assisted these provinces in obtaining approved rollovers in order to complete activities in the 2012/13 financial year business plans.

A training audit tool was developed and distributed to provinces with the intention of understanding how teacher training is conducted and to begin to standardise training in accordance with teacher development conducted by the Department in general.

At an operational level, the reporting template was reviewed to ensure accurate reporting and compliance with the Division of Revenue Act. During the period under review, all provincial reports were received on time, resulting in the timely submission of quarterly reports to the National Treasury.

Although the Life Skills Programme does not have funding to support the national coordinating function, approaches were made to UNICEF to appoint personnel to support implementation and to the Futures Group to undertake programmatic activities.

School Health Screening Programme: The target for 2011 was to screen 250 000 Grade 1 learners in quintile 1 primary schools. During the first two quarters, 138 201 learners were screened. During the October 2011 School Health Week, a further 118 067 learners were screened. Therefore, cumulatively the target for the 2011/12 period has been exceeded.

As part of support in the implementation of the School Health Screening Programme, 570 scales and 1 025 stadiometers were procured and delivered to the provinces. In addition, 550 scales and 7 957 Snellen charts were procured and delivered to the Free State, Gauteng, the Northern Cape, the Western Cape, Mpumalanga and North West.

Advocacy material for educators was also developed for hearing, vision, oral health and speech and language problems.

Significant progress was also made in establishing the Integrated School Health Programme which builds on the screening of Grade 1 learners and which will offer a comprehensive and integrated package of services to learners in primary and secondary schools. Some of the key achievements are as follows:

- The development of a service delivery model for Year 1 – i.e. 2012/13 and the development of provincial implementation plans that were discussed at a joint interprovincial meeting between the Departments of Health, Basic Education and Social Development.
- Defining a Health Services Package for the Integrated School Health Programme that includes health screening (such as screening for vision, hearing, oral health and tuberculosis), onsite services (such as de-worming and immunisation) and a large component of health education for each of the four school educational phases.
- Identifying the school health-care team who comprises a professional nurse and an enrolled nurse or nursing assistant. Health education will be provided by health promoters from the primary health-care team.
- The development of a monitoring and evaluation plan.
- The development of a joint communications strategy by the Departments of Health, Basic Education, Social Development together in conjunction with the Government Communication Information Services.
- The programme was presented to, and approved by DBE Senior Management, the Ministers Management Meeting, HEDCOM and the CEM.

DBE Integrated Strategy on HIV, STIs and TB, 2012-2016: A significant undertaking by the Directorate during the period under review was the consultations on the Draft Integrated Strategy on HIV, STIs and TB, 2012-2016. It started with a seminar in March 2011, at which the Deputy Minister announced the Draft Strategy and formally opened the consultation process. The national seminar received significant media coverage and was attended by a range of stakeholders. This was followed by ten provincial consultation workshops (two in the Eastern Cape), national consultations with key partners, internal consultations within the DBE and written input from a range of stakeholders. In total, 43 consultations were held on the Draft Strategy.

Several iterations of the revised strategy were developed to refine the log frame and develop the Monitoring and Evaluation Framework, which has proven to be a challenging task. The latter was undertaken with key experts in the field of monitoring and evaluation including the RCME Directorate of the DBE, UNAIDS, UNICEF and the HSRC.

In support of the consultations on the Draft Strategy, the DBE hosted a satellite session on Outcome 2 of the strategy, focusing on sexuality education, at the fifth SA Basic Education Conference held in Durban in June 2011. The keynote address was delivered by a world-renowned scientist on sexuality education, Dr Doug Kirby. The session was attended more than 300 stakeholders, representing a range of institutions. Participation at the conference and consultation on the strategy raised the profile of the DBE's role in, and its contribution to solving HIV and AIDS in the country.

Geographic Information System maps on health, education and poverty indicators were developed for the nine provinces, so as to utilise them in targeting health interventions to where they were most needed. This was undertaken with the support of Health Economics and HIV/AIDS Research Division (HEARD), an external provider and the EMIS Directorate. An annotated bibliography and desktop review of co-curricular programmes in schools was also undertaken by HEARD to assist the Department in understanding the range of co-curricular activities currently being implemented and to begin standardising implementation. First drafts of the reports are available.

A qualitative study on the implementation of Life Orientation, with the focus on sexuality education, was undertaken by HEARD in KwaZulu-Natal, Gauteng and Mpumalanga. This involved observation of lessons, as well as interviews with a range of internal and external stakeholders. Data analysis and the compiling of the report are underway and the first draft of the research report was expected during April 2012.

National School Nutrition Programme (NSNP)

Feeding: In the 2011/12 financial year, the programme targeted a total of 8 633 095 learners in quintile 1-3 primary and secondary schools nationally. As at the fourth quarter of the 2011/12 financial year, the total number of learners reached stood at 8 850 208 nationally, exceeding the target by 217 113 learners. The highlight for 2011/12 was the expansion of the programme to quintile 3 secondary schools in April 2011 by all provinces, with the exception of the Free State. Expansion of the programme in the Free State was delayed to May 2011 due to the late transfer of funds to schools. Lessons learnt from the extension of quintile 1 and 2 secondary schools in 2009 and 2010 respectively, were utilised to guide PEDs through periodic reviews and feedback on their state of readiness.

Eastern Cape - Section 100(1)(b) Intervention: In March 2011, the Eastern Cape Education Department was placed under administration. There was increased support and oversight to address the identified challenges facing the NSNP, including the non-feeding of learners in some districts/schools. A DBE team was deployed to the province to work with provincial and district officials in order to ensure that school feeding resumed, and that the programme was stabilised in all schools. Key achievements include the following:

- The development of detailed implementation plans by provincial and district officials, which facilitated implementation and the monitoring of activities, so as to achieve key deliverables as per the 2011/12 Business Plan.
- The DBE NSNP team was “hands-on” in facilitating financial processes to effect the transfer of funds to schools.
- Critical documents were collected for review to provide a situational analysis of programme critical areas (e.g. an audit of NSNP human resource requirements in districts)
- Support was provided for the visit by the five Deputy Ministers delegated by the Office of the President to assess progress in the province with regard to the Section 100(b) Intervention in December 2011. A report on the NSNP, with recommendations, was submitted to the Minister and the Office of the President.

Programme monitoring and implementation: A total of 169 monitoring visits were undertaken during the period under review. High priority was given to schools and districts in the Eastern Cape. During the second and third quarters, officials from the NSNP Directorate undertook provincial monitoring visits to seven provinces; viz. the Eastern Cape, the Free State, Gauteng, Limpopo, Mpumalanga, the Northern Cape and the North West. A total of 89 schools were monitored. The purpose of these visits amongst others, was to monitor and support programme implementation. The findings of these visits revealed that the programme was implemented fairly well in most provinces. There was general compliance with menus, the quality of meals, health and hygiene. However, cooking and storage facilities in some schools posed the greatest challenge.

Capacity building workshops: During the period under review a total of 40 capacity building workshops were conducted in seven provinces namely, the Eastern Cape, the Free State, Gauteng, KwaZulu Natal, Mpumalanga, the Northern Cape and the Western Cape. A total of 33 districts were reached against a target of 40 districts. The focus of the workshops was on meal planning and food preparation, sustainable food production in schools and financial management. Participants received practical experience in cooking methods using the facilities at FET Colleges. The targeted audiences for the meal planning and food preparation workshops were mainly the volunteer food handlers. However, members of school management teams, SGBs, school enrichment programme interns, educators and representatives from the provincial/district office also attended. With regards to the Sustainable Food Production in Schools workshops, the target group included gardeners, educators and parents. A total of 1 223 participants attended the workshops, which is a major achievement towards continued skills development and improved programme implementation.

National Nutrition Week (NNW): The NNW was celebrated from 9-14 October 2011. The NSNP Directorate, in collaboration with the Tiger Brands Foundation and Nestlé SA, successfully celebrated the week at Modimolle Primary School on 14 October 2011, with the theme “Eating for a Healthy Mind and a Healthy Body”. More than 4 000 learners participated in the festivities of the day which included sport, games and a chef competition. All the other provinces also held celebrations at selected schools. Wall charts and promotional stationery packs were sent to all provinces and district offices for distribution to schools prior to the celebrations.

The expertise of a communication company was deployed to support the NNW campaign. The company commissioned 34 community radio stations to air the campaign. DBE provided the financial support needed in this regard. These radio stations ran a slot on healthy eating in line with the preparations for the NNW. A story line was provided to the stations through live readings on the theme provided. This was followed by a competition, where children under the age of 12 would phone in and answer a simple question and win hampers. Key healthy eating and physical activity messages were emphasised during these radio shows.

Race and values in education

Bill of Responsibility (BOR): The achievements resulting from the BOR, included contributions to curriculum development, teacher development, advocacy and partnerships. Through a review of the curriculum, the CAPS now includes the BOR. It is explicitly entrenched in the Life Orientation Curriculum under the sub-section “Rights and Responsibilities”. All learner workbooks include a copy of the BOR that has now been translated into five official languages. Provincial training of Life Orientation teachers was conducted during the period under review. DBE partnership on the BOR with the Lead SA campaign and PRIMEDIA continues to grow. The education supplement Primary Matters continues to highlight the campaign on rights and responsibilities in *The Star and Pretoria News* on a weekly basis. KFM, Cape Talk Radio, Highveld Stereo and Talk Radio 702 also continue to do media activations on some of their actuality programmes with the commemorative calendar as the main driver of content. Two successful launches were held in the Western Cape and Gauteng. During the last quarter of 2011/12, the Department reached a principled understanding with and a commitment from the National Interfaith Council of South Africa (NICSA) to assist with the campaign on rights and responsibilities in their respective denominations. As part of the advocacy campaign, material on rights and responsibilities was sent to all major SGB federations who will also assist with the campaign on rights and responsibilities.

“Values in Action” Training manual for SGBs and RCLs: The “Values in Action” training manual, which infuses constitutional values and human rights into school governance, was developed during the period under review. The manual will form part of the SGB and RCL training in the new financial year.

Social Cohesion Project: A comprehensive research report was finalised and was used to develop an evidenced based social cohesion toolkit. The toolkit is expected to act as a practical guide to school communities on how to bridge the gap between schools and their host communities, by getting the latter to assist the schools in the bid to improve the quality of teaching and learning. A very successful stakeholder consultative workshop was hosted, with participants including other delivery partners in the field of social cohesion, like the Department of Arts and Culture, Social Development as well as the Presidency. The purpose of the workshop was to solicit further critical commentary that would dictate the form and shape of the final draft toolkit. The Department is now engaged in the last phase of the project which deals with phased-in implementation of the social cohesion toolkit.

Gender Equity Programmes: A “Gender Review in South African Basic Education” Report was finalised in partnership with UNICEF. The comprehensive report provides government and other service providers with information on areas in girl’s education that require intervention for equality. The report also provides recommendations to guide the design, management and implementation of gender programmes. In addressing the scourge of gender-based violence in schools, copies of the “Speak Out: A handbook for learners on how to prevent sexual abuse in public schools” was distributed to schools across the provinces. Furthermore, a learner-focused website was developed to assist young people with knowledge on the prevention and reporting of sexual abuse. The website address is www.speakoutfreely.co.za and it went live in November 2011. The website will furthermore be used to highlight other issues of concern with regard to young people, including drug and alcohol use and school safety in general.

The Girls Education Movement and the Boys Education Movement (GEM/BEM) form part of the Department’s effort to promote gender equity awareness and practices among young people of both sexes. This programme is run in partnership with UNICEF which utilises GEM/BEM clubs as a vehicle for the promotion of gender equity through four key programmes namely Debates on social issues; Eco–Schooling and Environmental Awareness; Sport and Career Guidance. Achievements during the period under review include the following:

- The development of a functional data base of all registered GEM/BEM clubs;
- The training of educators in provinces to support GEM/BEM clubs;
- The establishment of a gender equity space on the Thutong Portal, which provides an interactive web page hosting all the GEM/BEM documents for public consumption;
- The successful publication of a quarterly newsletter that captures the activities of GEM/BEM clubs;
- The creation of a Facebook page that is interactive and useful in communicating directly with learners about their GEM/BEM activities in schools;
- The active participation of learners on local radio stations; and
- The hosting of a successful GEM/BEM National Planning Conference.

During the period under review 1 000 schools were targeted for the distribution of materials and information regarding managing and prevention of sexual violence. It can now be reported for the period under review that the number of public ordinary schools that have access to materials and information regarding the managing and prevention of sexual violence stand at 2 928. This increased achievement is due to the extended opportunities that presented themselves for the dissemination of the materials.

Sub-programme: Mobilisation and Partnerships in Education**Safety, enrichment and sport in education**

School safety: The national target of the linking of 9 000 schools was not reached. With the exception of the Free State and KwaZulu-Natal, the provinces are in the process of verifying and monitoring school-based information on the linking of schools to local police stations. The table below provides a clear indication of the current status of the implementation and verification of school-based information regarding the linking of schools to local police stations in provinces.

Provinces	Number of schools linked to police stations
Eastern Cape	862
Free State	1 150
Gauteng	354
Kwazulu-Natal	3 365
Limpopo	1 904
Mpumalanga	571
Northern Cape	264
North West	401
Western Cape	0
Total	8 871

Positive discipline and classroom management: The Centre for Justice and Crime Prevention (CJCP) was contracted to develop a training manual on Positive Discipline and Classroom Management. The intention is to pilot this training in selected schools in the Western Cape before rolling it out to other provinces. A workshop was facilitated by the CJCP on 26 and 27 March 2012 to solicit further and broader input from the provincial school safety coordinators. *The Hlayiseka Early Warning System: Be Aware – Take Care*, is under review to include content on bullying in schools and xenophobia. The review process will also address blockages in terms of school management; focus prominently on the different levels within the system namely principals, SMTs, teachers, learners and parents; on the incorporation of new policies/guidelines, on the inclusion of a network of partners and services; more focus on gender based violence; on the simplification of school safety planning; as well as on issues of support and the monitoring of victims of violence.

School sport: The School Sport Policy has been gazetted by the Minister of Basic Education and comments are being received, logged and collated internally. Publication of the policy is aimed at encouraging the community and all stakeholders to engage in debates and express views that will shape the policy for the betterment of sport. The subcommittee under the Joint National Task Team will process all comments received after 31 March 2012.

The School Sport Planning Framework and the School Sport Calendars were completed and are being printed by the Government Printers. The two documents align school sport programmes that are organised by school sport codes and federations to ensure common goals.

The Director-General invited schools to register for the schools league programme and encourage learners to participate and commit to sporting activities. To date, schools exceeding the targeted number of 3 000 schools have registered for the school league programme. Per code registration is currently being sorted by the provinces to allow for distribution to the code committees and federations.

South African Schools Choral Eisteddfod (SASCE): Developmental workshops were conducted for adjudicators and conductors on the 2012 prescription, musical technique and the new adjudication process. The

developmental workshops targeting adjudicators and conductors took place at a provincial level thus increasing the reach of educators. This change in approach increased the initial target of 108 conductors and adjudicators trained nationally to 1 199 educators reached. The Department deployed a team of master trainers to provinces to conduct the workshops. PEDs availed additional trainers who will sustain and further train educators at lower levels. All workshops took place in January and February 2012 and eight provinces managed to host their workshops with the exception of Limpopo. A total of 1 199 adjudicators and conductors were trained in eight provinces. Limpopo did not manage to schedule their workshop due to the financial challenges of the province.

Quality Learning and Teaching Campaign (QLTC)

The focus of the QLTC has been to strengthen partnerships with all stakeholders, with the aim of ensuring that they are aware of their role in making certain that education becomes a societal matter. The Quality Coordinating Team (QCT) actively participated in the QLTC launches across all provinces. Round-table discussions were held with provincial QLTC coordinators and district senior management. QLTC was also at the forefront of implementing the Accord on Basic Education and Partnerships with Schools. The NEDLAC Accord had identified QLTC as the implementing agency of the Accord. On 20 September 2011 organised labour and the DBE convened a meeting to translate the objectives of the Accord into tangible actions.

The revival of the ELRC chambers in the Eastern Cape and Mpumalanga assisted with the finalisation of post establishments being issued on time and thus ensuring labour peace in provinces. District structures were launched in the Eastern Cape and in North West. The QLTC SGB committees were established at schools. A QLTC resource document was piloted in Gauteng and Mpumalanga.

A total of 3 614 public ordinary schools have active QLTC committees. The establishment of QLTC structures enforces the non-negotiables in support of teaching and learning and improved quality basic education.

Partnerships

The objective of the Partnerships unit is to mobilise South Africans to support education and to create and strengthen effective public-private partnerships that assist the Department of Basic Education with its mandate to provide quality education. The Partnerships unit also serves as an entry point for business, communities and volunteer groups, who wish to engage with the Department of Basic Education and/or to contribute to education.

The achievements of the Partnerships unit for the period under review include the following:

- Organising all aspects of the Ministerial breakfast with business including event sponsorship. This meeting achieved the objectives of engaging the private sector in supporting the DBE's efforts and priorities in terms of delivering quality basic education. The breakfast event secured pledges in excess of R200 million from the private sector. This support is in the areas of infrastructure, curriculum, teacher development, school sport and school nutrition.
- In addition to the financial contributions by business, a number of corporate and community volunteer programmes are being implemented. These include Saturday classes for Mathematics and Science, teacher administration support and school safety.
- The successful national launch of the NEDLAC Accord on Basic Education and Partnerships with Schools was held in Butterworth, in the Eastern Cape on 2 October 2011.
- The Unit also takes the lead in eliciting support and sponsorships for special projects such as the Annual National Teaching Awards and the 94 Project for Madiba initiative.

The total number of partnerships has grown significantly in the past quarter and currently includes a total of 477 private businesses and parastatals.

PROGRAMME 5 : EDUCATIONAL ENRICHMENT SERVICES				
Performance Indicator	Baseline	Actual Performance against Target		Reason for Variance
		Target	Actual	
The number of schools participating in the Care and Support for Teaching and Learning pilot programme.	-	225	235	<ul style="list-style-type: none"> None
The number of educators trained to implement sexual and reproductive health programmes for learners.	6 772	17 160	18 039	<ul style="list-style-type: none"> None
The number of Learning and Teaching Support Material on sexual and reproductive health delivered to schools.	929 132	1 154 196	902 279	<ul style="list-style-type: none"> The Eastern Cape reported that they overestimated the sets of Learning and Teaching Support Material to be procured in the current financial year. They procured 103 000 sets of Learning and Teaching Support Material instead of 500 000 sets. In addition, Gauteng province did not procure Learning and Teaching Support Material during the fourth quarter, as their fourth tranche was withheld due to possible irregularities in expenditure. None
The number of Grade 1 learners in quintile 1 primary schools undergoing health screening.	50 000	250 000	256 268	<ul style="list-style-type: none"> None
The number of learners that are provided with meals in quintile 1 - 3 primary and secondary schools.	8 125 695	8 633 095	8 850 208	<ul style="list-style-type: none"> None
The number of public ordinary schools with active Quality Learning and Teaching Campaign committees.	-	3 000	3 614	<ul style="list-style-type: none"> The National Quality Learning and Teaching Campaign structure, visited all provinces, convened stakeholder meetings and convened provincial Quality Learning and Teaching Campaign coordinators' meetings as a means of propelling the establishment of structures especially at school level. All provincial education departments and social partners embraced the Quality Learning and Teaching Campaign and its intentions as a vehicle towards improving the delivery of quality learning and teaching and making education a societal matter. Hence, all districts are striving towards ensuring that all schools in their vicinity have all inclusive and fully functional Quality Learning and Teaching Campaign committees in place. Further to that the Quality Learning and Teaching Campaign steering committee mandated all hierarchal structures to have established Quality Learning and Teaching Campaign structures at school level by 31 March 2012.

PROGRAMME 5 : EDUCATIONAL ENRICHMENT SERVICES				
Performance Indicator	Baseline	Actual Performance against Target		Reason for Variance
		Target	Actual	
The number of public ordinary schools that benefit from private partnerships.	-	200	477	<ul style="list-style-type: none"> With the establishment of the Partnerships Unit, the Department of Basic Education was able to provide a single entry point and a vision within that business could support. In addition, the support of the highest office in government provides the assurance to business that education is a priority and that their contributions make a positive impact.
The number of public ordinary schools linked to their local police station.	-	9 000	8 871	<ul style="list-style-type: none"> Outstanding data from Western Cape schools can be attributed for the target being partially realised.
The number of public ordinary schools participating in school sport leagues.	-	3 000	9 745	<ul style="list-style-type: none"> The overall renewed focus on sport in education by all stakeholders resulted in increased participation in school sports leagues.
The percentage of public ordinary schools that reflect a democratic ethos and a human rights culture.	-	4 900	Not achieved	<ul style="list-style-type: none"> This indicator is difficult to measure. It has been further compounded by the fact that no inter-provincial task team meetings were convened for this financial year; thus making it difficult to collate information on provincial activities. The decision is that a proxy measurement should be used wherein an association of variables can be used for schools that had elected School Governing Bodies and/or undergone School Governing Body trainings to be deemed schools that reflect a democratic ethos and a human rights culture.
The number of public ordinary schools that have access to materials and information for managing and preventing sexual violence.	-	1 000	2 928	<ul style="list-style-type: none"> The initial intent was to provide 250 schools per quarter with materials. However, the Directorate took advantage of other opportunities that arose as a way to disseminate the material. These for example included workshops on rights and responsibilities, the National Heritage Council's Education Outreach camp, the Always Keeping Girls in School Campaign etc. Those opportunities subsequently increased the number of schools reached.

Changes to planned targets:

Indicator	Amendment
<p>The number of public ordinary schools that benefit from private partnerships.</p>	<p>A misprint in the quarterly targets column of the Annual Performance Plan document resulted in the number of schools benefiting from private partnerships being indicated as 3 000.</p> <p>The correct annual target for this indicator is 200 schools. This is captured in the Strategic objectives, programme performance indicators and annual targets for 2011/12 to 2013/14 section of Programme 5 in the published Annual Performance Plan.</p>

3

Annual Financial Statements

REPORT OF THE AUDIT COMMITTEE

We are pleased to present our report for the financial year ended 31 March 2012.

1. *Audit Committee Members and Attendance:*

The Audit Committee consists of the members listed hereunder and should meet two times per annum as per its approved terms of reference. During the current year five meetings were held.

Name of Member	Number of meetings attended
Mr. S Sithole (Chairperson)	5
Mr. C Ledwaba	5
Mr. F Froneman	5
Ms G Modise	4
Dr. S Sithole (resigned Aug 2011)	0
Mr. B Mpanza (joined Mar 2012)	1

2. *Audit Committee Responsibility*

The audit committee reports that it has carried out its responsibilities arising from section 38(1)(a) of the PFMA and Treasury Regulation 3.1.13. The Audit Committee also reports that it has adopted appropriate formal terms of reference as its Audit Committee Charter, has regulated its affairs in compliance with this charter, and discharged the responsibilities as contained therein.

3. *The Effectiveness of Internal Control*

The system of internal controls is designed to provide cost effective assurance that assets are safeguarded and that liabilities and working capital are efficiently managed. In line with the requirements of the PFMA on Corporate Governance requirements, Internal Audit provides the Audit Committee and management with assurance that the internal controls are appropriate and effective. This is achieved by means of the risk management process, as well as the identification of corrective actions and suggested enhancements to the controls and processes.

From the various reports of the internal auditors, the Audit Report on the Annual Financial Statements and management report of the Auditor-General, it was noted that matters were reported indicating non compliance with certain aspects of Supply Chain Management, Human Resources Management and Financial and Performance Management. The department has been instructed by the committee to prepare an improvement plan to address these weaknesses. The committee will monitor the progress against the plan.

4. *The Quality of the Performance Information report and Management reports submitted in terms of the PFMA and Division of Revenue Act*

The Audit Committee is satisfied with the content and quality of the quarterly reports prepared and issued by the Accounting Officer of the Department during the year under review with the exception of the matters reported in the Auditor-General's report.

5. Evaluation of Financial Statements

The Audit Committee has:

- Reviewed and discussed the audited annual financial statements to be included in the annual report with the Auditor-General and the Accounting Officer;
- Reviewed the Auditor-General's management letter and management's response thereto;
- Reviewed adjustments resulting from the audit.

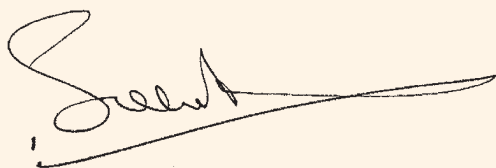
The Audit Committee concurs and accepts the Auditor-General's conclusions on the financial statements and is of the opinion that the audited annual financial statements should be accepted and read together with the report of the Auditor-General.

6. Internal Audit

The Directorate: Internal Audit was not functioning effectively during the first part of the year and was not led by a suitably qualified manager. The Chief Audit Executive at Director level with relevant internal audit experience was only appointed on the 6 March 2012. The committee is happy to report that the internal audit function is now operating effectively and was able to complete its agreed audit plan for the financial year ended 31 March 2012.

7. Auditor-General South Africa

The Audit Committee has met with the Auditor-General South Africa to ensure that there are no unresolved issues.



Chairperson of the Audit Committee

Date: 31 July 2012

REPORT BY THE ACCOUNTING OFFICER TO THE EXECUTIVE AUTHORITY AND PARLIAMENT OF THE REPUBLIC OF SOUTH AFRICA

1. General review of the state of financial affairs

The original allocation for the Department that was included in the Estimates of National Expenditure 2011 for the financial year increased by 1,53% which amounts to R212.332 million. The original allocation of R13 868.134 million in the Main Appropriation increased to R14 080.466 million in the Adjusted Estimates. Included in the R14 080.466 million are transfer payments to the Public Entities (3,32%), conditional grants to provincial education departments (76,25%), the remainder of transfers and subsidies (0,08%) and the specifically and exclusively appropriated School Infrastructure Backlogs Indirect Grant (4,97%). The balance of the Adjustment Estimates consists of earmarked funds, including workbooks for literacy and numeracy, the Kha Ri Gude Mass Literacy Campaign (11,47%), compensation of employees, projects and operational expenditure (3,91%).

The increase of R212.332 million was made up as follows in **R'000:**

Roll-overs	29 886
Other adjustments:	
• Higher personnel remuneration increases	2 446
• Funds shifted from the National Disaster Fund on the National Treasury vote to the Education Infrastructure Grant in Programme 4 for disaster-related activities in six provinces namely, North West, Limpopo, Mpumalanga, KwaZulu-Natal, Free State and Eastern Cape	180 000
Total	212 332

The total expenditure for the financial year was R12 900.914 million, which represents a spending rate of 91,6%. When unspent earmarked amounts and the School Infrastructure Backlogs Indirect Grant, as well as withheld conditional grants are excluded, a spending rate of 99,02% was achieved.

The expenditure was made up as follows, in **R'000:**

	Expenditure
Compensation of Employees	232 629
Departmental Operations	308 146
Departmental Earmarked Funds	1 445 462
Specifically and exclusively appropriated:	
• School Infrastructure Backlogs Indirect Grant	76 084
Transfers to Public Entities:	
• National Student Financial Aid Scheme	449 440
• Umalusi	18 391
Conditional Grants to Provinces for:	
• Education Infrastructure	5 311 091
• National School Nutrition Programme	4 578 752
• HIV and Aids	189 467
• Technical Secondary School Recapitalisation	210 518
• Dinaledi Schools	67 858
Other Transfers	13 076
Total expenditure	12 900 914

1.1 Important policy decisions and strategic issues

The Department signed an Intergovernmental protocol with the Department of Social Development (DSD) and the South African Social Security Agency (SASSA) that will contribute towards achieving an improved quality of basic education. The protocol will assist the Department in sharing data, psycho-social support and addressing social grants that affect learners.

With regard to the Senior Certificate (old Matric), the Department previously indicated that the old senior certificate examination would be terminated in 2011. However, due to the fact that an alternative qualification for adult learners is still not in place, the Senior Certificate will be extended until 2014. Furthermore, in improving the credibility of the NCS examination, the Department appointed moderators to quality assure School Based Assessment and Life Orientation in Grade 12.

During the 2010/11 reporting period, the Annual National Assessment (ANA) was conducted during February. However, based on the timing of ANA as an assessment performed in February, there were challenges experienced such as the following:

- In the new school year districts were involved with school readiness monitoring and asset distribution which meant that officials were not available for ANA monitoring;
- In the beginning of the year learner movement is not settled and the number of learners as well as the languages could not be calculated which resulted in printing and distribution miscalculation; and
- Learners were not as ready for assessment as they would have been later in the academic year and Grade 4 learners, writing Grade 3, had changed their Language of Learning and Teaching (LoLT) which had an impact on the results.

The guidelines for the planning of public school infrastructure and the provision of boarding facilities in ordinary public schools were approved by the Council of Education Ministers. The Department also finalised and released the infrastructure standard drawings and a cost model to facilitate infrastructure planning.

1.2 Significant events that have taken place and major projects undertaken or completed during the year

From 24 October to 10 November 2011, the Minister led a delegation to the United Nations Educational, Scientific and Cultural Organisation's (UNESCO) 36th General Conference which took place at the organisation's headquarters in Paris. The Department is the leading department in the South African National Commission for UNESCO. The conference focused on the admission of Palestine as a full member of UNESCO, marking a historically significant moment as UNESCO became the first United Nations body to recognise Palestine's sovereignty.

The Government Notice to amend the national per learner target allocations for 2012, as well as the declaration of a proportion of learners to attend no-fee schools in 2012, was published in the Government Gazette on 2 December 2011. The Minister reaffirmed the determination that 60% of public school learners should be in no-fee schools during 2011. For the 2011 academic year, approximately 78% of learners in public schools were accommodated in more than 20 000 no-fee schools. For the 2012 academic year, the national target allocation, which caters for non-personnel and non-capital expenditure in schools, was increased to R960 per learner for schools in Quintile 1, while the no-fee threshold, which is applicable to schools in Quintile 2 and Quintile 3, was set at R880 per learner.

In preparation for the implementation of the CAPS in Grades 4 to 6 and Grade 11 in 2013, the Department orientated all district officials responsible for teacher training and support in these grades on changes in the CAPS subject statements. In support of the training of teachers in the Foundation Phase and to model a good teaching approach and methodology, a DVD was developed, which will be used by every school in the country, as well as by any provider that will be involved in teacher development and support. In addition to the DVD, a question-and-answer booklet on CAPS and Self-Study Guides were distributed to all provinces.

During the period under review, the Department printed and delivered 50 504 140 Volume 1 and 2 workbooks for Grades 1 to 9. These were distributed to 25 060 schools. It must be noted that there are challenges with the data made available by Provinces to the national Department. These challenges arise because the data that is used is based on the previous year's data. Thus the data available for 2012 is based on the available data from 2011 in terms of details of the number of learners in each grade etc. Discrepancies arise due to the high migration levels within South Africa with an increasing shift from rural to urban areas. This is witnessed by the additional demand for school places at the beginning of each year with the population shifts. To avoid shortages, additional workbooks were delivered to district offices to provide for any shortages reported by schools.

With regard to the improvement of education received by children in Early Childhood Development centres, the Department developed the curriculum framework for children aged from birth to four years, which will contribute significantly towards establishing the foundation for improving the quality of ECD. During the period under review, approximately 900 000 Grade R workbooks in all official languages were distributed to all Grade R learners in public schools. National and International research confirms the impact of a quality Grade R on the learning achievements of learners in the compulsory schooling sector. The Department has continued to increase the participation of learners in a Grade R programme and is working towards improving the quality of these programmes.

In responding to the challenges facing Inclusive Education, the Department developed a working document that will be responding to learner diversity in the classroom via CAPS. The Reference Group on Inclusive Education (RGIE) is currently finalising the guidelines. This document will be implemented by the system in both mainstream and special schools.

On 27 March 2012, the Department, together with provincial HoDs, signed the Telkom Masters Services Agreement for the Phase I implementation of the Connectivity Plan for Schools. This initiative will provide connectivity to 1 650 schools for a period of three years. The agreement will also see the development of an educational virtual private network, hosted by Telkom, and will provide access to Britannica for all selected schools. The Vodacom Foundation will support 180 selected secondary schools within the Proof of Concept districts with connectivity, ICT infrastructure and Mathematics and Science training by an identified service provider.

A total of 626 877 learners, including 952 blind and 980 deaf learners, were registered for the Mass Literacy Campaign in 2011. The project continued to create short-term jobs. The campaign exceeded its original target of volunteers and 39 562 volunteer educators (including 176 blind educators, assisted by 161 sighted assistants) were employed on short-term contracts.

The Integrated Strategic Planning Framework for Teacher Education and Development, which provides a comprehensive plan for teacher recruitment, initial teacher education, induction and lifelong teacher development, was launched by the Ministers of Basic Education and Higher Education and Training in April 2011.

The Funza Lushaka Bursary Scheme Programme - the intensive recruitment campaign launched in 2008 - made a positive contribution towards the revitalisation of interest in the teaching profession. Enrolments grew by almost 50%, from just over 7 000 in 2008 to almost 11 000 in 2011.

The IQMS project, with external moderators visiting schools continued and it has been highly successful. The monitoring of provincial activities on the PMDS processes raised awareness of the completion of work plans with quarterly and annual targets. The PMDS processes assisted in instilling a new sense of urgency in subject advisors and circuit managers. During the period under review, the Department developed a revised proposal for Teacher Performance Appraisal (TPA) for school-based educators, principals/deputy-principals, as well as office-based educators' instruments, in line with the recommendations from the Teacher Development Summit. These proposals were thoroughly discussed with the unions at the ELRC, resulting in formal proposals being tabled at the ELRC for negotiations. However, there have been no agreements reached as yet.

During the period under review, the Department developed a post-provisioning model that will assist provinces and schools to generate the staff establishment for schools. Training was provided to the provinces on how to utilise the model.

The Department's commitment to eradicate mud schools through the Accelerated School Infrastructure Delivery Initiative (ASIDI) was started. The replacement of 49 schools in Libode, Mthatha and Lusikisiki in the Eastern Cape are in the construction stage. The provision of water to 19 schools and sanitation to 32 schools in Limpopo was completed. In the Free State, 11 schools were provided with sanitation, another 11 schools with water and 22 schools received electricity. In other provinces as well, remarkable progress was made with regard to water, sanitation and the electrification of schools.

The Department, in partnership with the Department of Health, developed the Integrated School Health Programme that will offer a comprehensive and integrated package of health services to learners in primary and secondary schools.

The development of the Geographic Information Systems (GIS) maps on health, education and poverty indicators for the country will contribute to targeting health interventions where they are needed the most. This initiative was undertaken with the support of the Health, Economic and Research Division (HEARD) and the Department's EMIS Unit.

A qualitative study on the implementation of Life Orientation, with special focus on sexuality education, was piloted in three provinces namely, KwaZulu Natal, Gauteng and Mpumalanga. The study involved the observation of lessons and interviews with a range of internal and external stakeholders. Data analysis and the first draft of the research report were expected in April 2012.

During the two *School Health Weeks*, the Department, in partnership with the Department of Health, managed to screen 256 268 Grade 1 learners in Quintile 1 primary schools with the target of 250 000 being exceeded for during the period under review.

The Curriculum and Assessment Policy incorporated the Bill of Responsibility (BOR). The BOR is explicitly entrenched in the Life Orientation Curriculum under the sub-section "Rights and Responsibilities". All learner workbooks include a copy of the BOR, which has been translated into five official languages. Provincial training of Life Orientation teachers was conducted. The partnership on the BOR with the LeadSA Campaign and Primedia continued to grow and the education supplement, *Primary Matters*, continued to highlight the campaign on rights and responsibilities in *The Star* and *Pretoria News* on a weekly basis. *Kaya FM*, *Cape Talk Radio*, *Highveld Stereo* and *Talk Radio 702* continued to do media activation in some of their actuality programmes with the commemorative calendar as the main driver of content.

In addressing issues of values and human rights, the Department developed a training manual *Values in Action*, which will infuse constitutional values and human rights into school governance. The manual formed part of the training of newly appointed SGB and RCL members.

The Department conducted comprehensive research that was utilised in developing an evidence-based social cohesion toolkit. The toolkit is a practical guide to school communities on how to bridge the gap between schools and their host communities, in a bid to improve the quality of teaching and learning. The Department also hosted stakeholder consultative workshops, with participants including other delivery partners on social cohesion, such as the Departments of Arts and Culture, Social Development and the Presidency. The purpose of the workshop was to solicit further critical comment that would dictate the form and shape of the final draft toolkit.

The Gender Review in South African Basic Education Report was finalised in partnership with UNICEF. The report provides government with information on areas in education for girls that require intervention for equality. In addressing the scourge of gender-based violence in schools, the Department distributed copies of the *Speak Out: A handbook for learners on how to prevent sexual abuse in public schools* to schools across the provinces. Furthermore, a learner-focused website was developed to assist young people with knowledge on the prevention and reporting of sexual abuse. The website address is www.speakoutfreely.co.za and it went live in November 2011. The training manual *Opening Your Eyes*, aimed at addressing gender-based violence in schools was revised and updated.

The school sport policy was gazetted by the Minister. The Department signed a Memorandum of Understanding (MoU) with the Department of Sport and Recreation SA, that will introduce and implement the School Sport Programme. The Minister of Basic Education and the Minister of Sport and Recreation launched the Magnificent Wednesday Project to encourage schools to take part in sport programmes every Wednesday.

With regard to positive discipline and classroom management, the Department contracted the Centre for Justice and Crime Prevention (CJCP) to develop a training manual. The manual was used for pilot training in selected schools in the Western Cape and it will be rolled out to other provinces. The *Hlayiseka Early Warning System: Be Aware – Take Care*, is under review to include content on bullying in schools (inclusive of cyber bullying) and xenophobia. The review process will also address blockages in terms of School Management – a prominent focus on the different levels within the education system – namely principals, SMTs, teachers, learners and parents.

The implementation of Phases 1 and 2 of the Partnership Protocol between the Department and SAPS linked 1 025 schools to local police stations in seven provinces with the exception of the Free State and KwaZulu-Natal. These two provinces are still in the process of verifying and monitoring school-based information.

1.3 Publication and dissemination of education information

Two publications were produced during the financial year, namely *School Realities 2011* and *Education Statistics in South Africa 2010*. Some 34 000 and 2 500 copies respectively were distributed to various stakeholders. Education information was disseminated to the public, researchers and other stakeholders via EMIS when required.

1.4 Legal and legislative matters

The Department dealt with a number of legal challenges (cases and letters of demand). Many of these challenges were resolved at the initial stage (letter of demand), which means that court cases were averted. The majority of the legal challenges were resolved in this way and a very small number went to court.

Some of the cases that were dealt with during the period under review are the following:

- *Dave Govender: Minister of Basic Education*

In this matter, the Department received a Notice of Attachment in Execution against the Minister. The Department's Legal Services discovered that it was a matter for the Gauteng Education Department and the Department was never informed of the matter, neither by the Gauteng Province nor the State Attorney. There was a Settlement Agreement signed on behalf of the Minister without her knowledge. The amount involved is R4 493, 87.

- *Lingua Franca Publishers: 2011 Textbooks*

The plaintiff (Lingua Franca) claimed an amount of R13.430 million from the Department for a printing of textbooks agreement between the parties. Counsel was appointed and the matter is still on-going.

- *Section 27: The Minister of Basic Education*

The applicants brought an application to Gauteng North High Court for an order declaring that Limpopo Education Department (LED) and the Minister of Basic Education's failure to provide textbooks to schools in Limpopo is a violation of the rights to basic education, equality, dignity and SASA. The matter is still going on in court.

- *Procon Fischer: Minister of Education*

The plaintiff claimed an amount of R7 million from the Department for non-payment of an allegedly outstanding balance in respect of additional work done in a tender awarded by the Department. Counsel was appointed on this matter and is awaiting for the plaintiff to file a declaration.

- *Hoërskool Langenhoven Case*

The case involves land. The matter is still on-going. The attorneys of the Applicant (the former principal) proposed that the matter should be referred to arbitration, but the Department feels that it must take the Court route.

As part of the monitoring process, monthly reports are received from provincial education departments to monitor litigation trends that might have a national impact.

1.5 Spending trends

The under-expenditure of R1 179.552 million on the Department's programmes and per economic classification, measured against allocations after virement, is as follows, in **R'000:**

Per programme

Programme	Under-expenditure	Percentage
Administration	6 328	2.15
Curriculum Policy, Support and Monitoring	96 394	5.37
Teachers, Education Human Resources and Institutional Development	43 145	7.43
Planning, Information and Assessment	1 017 475	15.46
Educational Enrichment Services	16 210	0.34
TOTAL	1 179 552	8.37

Per economic classification

	Unspent	Percentage
Compensation of Employees	8 398	3.48
Departmental Operations	48 965	13.71
Departmental Earmarked Funds	118 632	8.20
Specifically and exclusively appropriated:		
• School Infrastructure Backlogs Indirect Grant	623 916	89.13
Conditional Grants to Provinces for:		
• Education Infrastructure	367 209	6.47
• HIV and Aids	9 861	4.95
• Dinaledi Schools	2 142	3.06
Other Transfers	429	3.17
Total expenditure	1 179 552	8.37

Action taken to manage a recurrence of the above includes the on-going monitoring of expenditure on a monthly basis, whereby the responsible managers are requested to provide progress reports on projects. The Minister is also kept informed on spending levels in terms of the Public Finance Management Act. At Senior Management meetings, the Department's spending is also monitored and discussed. The reprioritisation of activities, falling within the Department's objectives, is also considered when necessary.

For more information on under-expenditure or savings, please refer to the Notes to the Appropriation Statement.

1.6 Virement

The virement applied within the Department is as follows, in **R'000:**

Programme	Name	Programme	Name	Amount
1	Administration	3	Teachers, Education Human Resources and Institutional Development	6 254
1	Administration	5	Educational Enrichment Services	91
2	Curriculum Policy Support and Monitoring	1	Administration	1 115
2	Curriculum Policy Support and Monitoring	4	Planning, Information and Assessment	1 120
3	Teachers, Education Human Resources and Institutional Development	4	Planning, Information and Assessment	148
3	Teachers, Education Human Resources and Institutional Development	5	Educational Enrichment Services	1 150
5	Educational Enrichment Services	4	Planning, Information and Assessment	1 260

Savings were mainly realised on funds provided for compensation of employees due to vacancies in the Department not being filled, as a result of the reconfiguration process. However, some posts were advertised and are in the process of being filled. These savings were mainly shifted towards Programme 4: Planning, Information and Assessment to defray expenditure on the setting and moderation of national examination question papers for the NSC and SC. The SC examination will be phased out in 2015. Furthermore, during 2010, the Department took the standardisation of the NSC, after Umalusi had raised concerns regarding the Life Orientation (LO) and School Based Assessment (SBA). This resulted in the Department appointing national moderators to moderate a sample of the SBA and LO. Funds were also shifted from compensation of employees to cover mainly for households and from goods and services to cover the payment for capital assets that were not provided for.

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

2. Services rendered by the Department

2.1 Services rendered

The Department is mainly responsible for the formulation of national education policy and for monitoring and evaluating the implementation of policy. Services were also rendered on a national basis in respect of certificates. During the period under review, the Department initiated the development of the National Catalogue that will provide a listing of all core LTSM for use by all public schools in South Africa. Publishing companies paid evaluation fees for their LTSM to be screened and evaluated by the Department. The total revenue amounted to R12.731 million.

2.2 Tariff policy

National Technical Examinations

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

	Tariff in R
Entrance fee for examinations	
(a) Re-issue of statements of symbols/results (subject certificate/statement)	48.00
Application for certificates	
(a) Confirmation document issued prior to the certificate (system generated document)	15.00
(b) Letter to embassies and authentication of qualifications (work/study abroad)	20.00
(c) Re-issue statement of results (provincial)	15.00
(d) Standards 6, 7, 8, 9 and 10 practical certificates	48.00
(e) Statements for teacher qualifications	15.00
(f) Verification of qualifications prior to 1992 for government organisations	15.00
(g) Verification of qualifications prior to 1992 for non-government institutions	35.00

2.3 Free services

None

3. Capacity constraints

During the period under review, the Department undertook a process of realigning the organisational structure with the strategic intent of the Department. This process involved prolonged consultation and the reshuffling of personnel. Vacant posts in the old establishment were not filled as a result of the organisational realignment. However, with the reconfiguration process completed, the Department is moving expeditiously towards filling resultant vacancies.

4. Utilisation of donor funds

During the financial year under review, the Department received an additional R238.985 million from the European Union. The total amount transferred to the ODA amounted to R554.674 (included R315.689 million received in the 2010/11 financial year). The balance of the funds available to the Department in the financial year under review amounted to R481.860 million. An amount of R157.060 million was withdrawn from the available funds in the RDP account and an expenditure of R146.788 million was incurred. The balance of the funds available to the Department in the ODA Fund, as at 31 March 2012, amounted to R335.072 million.

These funds were used mainly as follows:

- Physical Science and Mathematics supplementary textbooks: An amount of R64.360 million was utilised for procuring and distributing 4 424 500 textbooks to all Grade 10-12 learners, in partnership with the Shuttleworth Foundation.
- School Monitoring Survey: An amount of R3.766 million was used for the research and indicator specifications (including the method for calculating indicators). The capturing of data and the database has undergone its first round of cleaning. The sampling frame, selection of schools, indicator mapping and the development of instruments has been completed. Fieldwork is currently under-way in 2 000 schools.

- The Strengthening of Assessment in Grades R-9: An amount of R2.196 million was utilised for the development of modules for Assessment Items Bank (AIB) files to strengthen School-Based Assessment, printing and distribution to schools.
- A total of 9 900 AIB files were distributed to schools in all provinces. The orientation of the National Training Team (NTT) and provincial subject advisors was also conducted.
- Implementation of NCS in Grades R-12 – the allocated amount of R12.711 million was utilised for the design, layout and printing of CAPS for the Foundation and Further Education and Training Phases. Workshops were conducted with teacher unions and the orientation of 2 360 subject advisors for Grade 10 was completed. *The Protocol on Assessment and Promotion and Progression Requirements* was also completed during the period under review.
- LTSM National Catalogue: A total of R21.150 million was utilised for the development of the National Catalogue for Grades 1-3 and Grade 10. The Grades 1-3 catalogue has 293 titles and the Grade 10 catalogue has 201 titles. The funds were also used for the development of the database in order to capture all titles, as well as the appointment of screeners to evaluate the textbooks.
- CPTD Management System Development: A total of R7.295 million was transferred to SACE for managing and maintaining the Continuing Professional Teacher Development System (CPTD).
- Human Resource Management Information System (HRMIS): A total of R2.324 million was spent on the printing and distribution of the HR guidelines and pamphlets to all schools. Furthermore, the training of HR managers in the provinces was completed in the current financial year. The PERSAL clean-up was done in the Free State and the Northern Cape.
- The improvement of multi-grade teaching in schools and communities: A total of R1.327 million was utilised for a short course on the multi-grade teaching for 104 teachers from multi-grade schools, 16 districts officials and 8 provincial officials. A summative assessment was done in the Northern Cape. Schools support visits were undertaken to assess the impact of the intervention on the numeracy and literacy results in selected schools.
- Establishment of Item Banking System: A total of R1.420 million was utilised for the training of the History, Mathematics and Physical Science item writers. The remaining balance of R5.379 million will be utilised in the 2012/13 financial year for the procurement of the item banking system.
- The Primary Education Sector Policy Support Programme also aimed at strengthening Foundation Phase teacher education. For the 2011/12 financial year, an amount of R22.141 million was utilised for second year initial teacher education students enrolled for the African Language Foundation Phase.
- School Health Screening: A total of R1.155 million was used for the Snellen charts and scales that were distributed to provinces and the re-printing of health screening advocacy material for parents and teachers. The design, layout and printing of advocacy material on vision, hearing, oral health and speech impairments will be distributed in the 2012/13 financial year.
- Safety Schools: An amount of R1.234 million was used to develop a monitoring tool regarding the linking of schools to local police stations and the establishment of Safe School Committees. The National Master Trainer workshops were also conducted.

5. Public entities

There are three public entities that report to the Minister:

5.1 Education Labour Relations Council (ELRC)

The ELRC was established in terms of the Labour Relations Act, 1995. The main functions of the Council are to provide an independent and impartial forum for the resolution of disputes in the sector and to provide a forum for negotiations and consultations in matters of mutual interest in the sector, at both national and provincial level. The ELRC also analyses the education situation in the country and keeps abreast of relevant international developments and trends. The entity does not receive government funding, but relies on contributions from educators and the employer for its revenue, as well as on interest on investments.

Achievements during the period under review are as follows:

- A total of 741 disputes were referred to the Council. Of these, 42% related to promotion disputes, 26.2% to unfair dismissal, 16% to other unfair labour practice, 8.4% to interpretation and application and 7% to Basic Conditions of Employment Act (BCEA) and 0.4% to interest disputes. For the period under review, 457 of these disputes were finalised.
- A total of 1 279 processes were conducted during the period under review, compared to the 1013 conducted in the previous financial year. The average rate of events conducted to finalise disputes increased from 2.5% in the 2010/11 financial year to 2.7% in the current financial year.

In the collective bargaining area, activities of significant importance during the period under review are as follows:

- A Collective Agreement was signed on the permanent appointment of serving temporary educators occupying substantive posts in Mpumalanga;
- A Collective Agreement on the implementation of the 2012 schools' post establishments was signed in Limpopo;
- Two task teams were established in the Eastern Cape, under the auspices of the ELRC, to be facilitated by independent facilitators to give effect to the decisions contained in the MoA between the Premier of the Eastern Cape, the MEC for Education, the MEC for Health, and the unions with regard to "post provisioning and temporary teachers". The facilitation work has been concluded.
- A Collective Agreement on the management of the procedures with regard to the Policy and Procedures on Incapacity Leave and Ill-health Retirement was signed for the Western Cape.

5.2 South African Council for Educators (SACE)

The SACE was established in terms of the South African Council for Educators Act, 2000. Its core functions are the registration, promotion and professional development of educators, as well as setting, maintaining and protecting the ethical and professional standards of educators. SACE does not receive direct transfers from government, but relies for its revenue on employees' registration fees and interest on investments. However, an amount of R7.295 million was transferred to SACE in the 2011/12 financial year for the management of the Continuing Professional Teacher Development System.

During the period under review:

- The Basic Education Laws Amendment Act (BELA), 2011 strengthened SACE's professional development role. SACE now has a duty to develop, manage and maintain the Continuing Professional Teacher Development System (CPTD).
- The Council registered 39 522 educators, comprising 12 786 full registrations, 26 736 provisional registrations, 8 619 foreign nationals, 1 282 Early Childhood Development (ECD) practitioners, 360 Adult Basic Education (ABET) practitioners, and 629 Further Education and Training (FET) lecturers. SACE has a total of 585 536 educators on its register, of who 76 948 are provisionally registered.
- A total of 31 teachers were struck off the roll, bringing the total of teachers struck off the role to 236 to date. A new plan to clean up back-logs is now in place to ensure that cases are resolved within a three-month cycle.

The SACE Policy, Planning and Research Unit is now fully operational and provides the Council with researched advice on all its areas of operation and on enhancing the status of the teaching profession.

The Communication and Advocacy Unit ensures that the mission and vision of SACE, are communicated to educators and stakeholders. The unit implements an annual outreach programme in all provinces.

Council is committed to the empowerment of SACE, so as to ensure the growth of teacher professionalism.

5.3 Umalusi

Umalusi is one of three quality councils established in terms of the National Qualifications Framework Act of 2008 - the other two being the Council on Higher Education (CHE) and the Quality Council for Trades and Occupations (QCTO). Its mandate is further detailed in the General and Further Education and Training Quality Assurance Act, 2001 (as amended in 2008). It is responsible for developing and maintaining a sub-framework of qualifications for general and further education and training NQF Levels 1-4 and, as such, it must ensure continuous quality improvement in the delivery and outcomes of the general and further education and training sector of the national education and training system, through the: setting and monitoring of standards; by conducting research to support its approaches and positions; by developing and evaluating qualifications and curricula; by accrediting private providers and the monitoring of, and reporting on public providers; by assuring the quality of learner assessments at exit points; by issuing certificates; and by advising the Minister on matters related to the sub-framework of qualification under its care. During the 2011/12 financial year, an amount of R18.391 million was transferred to Umalusi. Other revenue comprised fees charged for services rendered (accreditation, certification and verification), as well as interest on investments.

During 2011/12:

- Umalusi continued to participate in the NQF implementation Framework towards finalising the mandate requirements of the NQF Act of 2008. In this regard it attended and cooperated with the NQF Forum and SAQA, and with the other quality councils, and it provided inputs for the Green Paper on the Post School System while awaiting the promulgation of the General and Further Education and Training Qualifications Framework.
- During 2011, senior Umalusi staff members served on of the following task teams to carry the NQF transition forward:
 - o Ministerial Task Team for the Review of the National Certificate Vocational (NCV), the report on which was submitted to the Ministry in March 2012.
 - o Task team constituted by the South African Qualifications Authority (SAQA) to create national policy for the Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT), which would begin to establish a basis for articulation across the three sub-frameworks of the NQF.

- o SAQA Task Team who worked on the recognition of professional bodies.
- Umalusi quality-assured and certificated the assessment and approved the results of the following examinations:
 - o The National Senior Certificate (NSC)
 - o The Senior Certificate, being phased out by 2015
 - o The National Certificate Vocational Levels 2 – 4 (NCV)
 - o Technical Certificate N3
 - o The General Education and Training Certificate for adults (GETC)
- Continued work on a year-on-year comparative analysis of the cognitive demand of NSC examinations papers guided quality assurance processes and an exercise in post-examination analysis of learner responses was used to confirm standardisation decisions, and to establish an embryonic project in item analysis and banking.
- A number of research projects were undertaken and reported on - the most notable being a report on the standards of the curriculum and assessments of the 11 official home languages that fed into the standardisation process of the National Senior Certificate 2010. Umalusi is currently finalising the following research reports on research that was undertaken in 2011:
 - o The first indicator report: Is in progress towards collecting data over 5 years
 - o IRT analysis reports: Mathematics 2009/10 and Physical Science 2009/10
 - o The “challenge” of cognitive demand: Developing a framework for assessing and comparing the cognitive challenge of home language examinations
 - o Quality of continuous assessment and the implications for the delivery of the enacted curriculum.
- Umalusi commenced with the immense task of quality-assuring the Curriculum and Assessment Policy Statement (CAPS) at the request of the Department. In 2011, the Foundation Phase was completed and the report will be submitted to the Ministry later during 2012. The quality assurance of the Intermediate and Senior Phases was planned and the evaluation instruments designed. As part of the CAPS project, an evaluation of the subject. Life Orientation (NSC and NCV) was undertaken, as well as a substantial project on Tourism and Hospitality Studies. The reports in this regard will be completed in the next financial year.
- Private providers across all sectors were provisionally accredited and monitored through the submission of annual self-evaluation reports for independent schools, private FET colleges, and private AET providers. To date, Umalusi has provisionally accredited 1 300 private institutions across the three sectors. In excess of 700 sites of private FET colleges were referred to the Department of Higher Education and Training for registration purposes. The E&A Unit served the Eksamenaad vir Christelike Onderwys (ERCO) with notice of administrative action not to extend their provisional accreditation to assess the National Senior Certificate in 2012.
- The assessment systems of the National Senior Certificate, the National Certificate Vocational and the GETC for adults were monitored and reported on. This included both the public and private assessment system.

6. Other organisations to whom transfer payments have been made

6.1 Sector Education and Training Authority (SETA)

In terms of the Skills Development Act, 1998, and the Skills Development Levies Act, 1999, an amount of R157 000 was transferred to the Education Training and Development Practices Sector Education and Training Authority.

6.2 Other transfers

- **Association for the Development of Education in Africa (ADEA)**

ADEA was designed to reinforce the leadership capacity of education ministries in Africa as they work with funding agencies, to make these agencies aware that their practices should be adapted to the needs of nationally driven education policies, programmes and projects, and to develop consensus between ministries and agencies on approaches to the major issues facing education in Africa.

- **United Nations Educational, Scientific and Cultural Organisation (UNESCO)**

An amount of R10.455 million was transferred to UNESCO as South Africa's annual membership fee.

- **Childline South Africa**

A Memorandum of Agreement between the Department and Childline South Africa was signed to ensure that Childline South Africa will receive calls on behalf of the Department relating, *inter alia*, to cases of abuse in schools and to provide counselling services to victims as required. An amount of R50 000 was transferred to Childline South Africa as a contribution.

6.3 Conditional grants to provincial education departments

Five conditional grants were allocated to the Department during the period under review, namely the HIV and Aids Life Skills Programme, the National School Nutrition Programme (NSNP), Dinaledi Schools, Technical Secondary Schools Recapitalisation, and the Education Infrastructure Grant (EIG). In addition to the conditional grants, the Department received an allocation for School Infrastructure Backlogs Indirect Grant, amounting to R700 million. Before conditional grants funds were transferred to the provinces, the Department ensured that all the requirements of the Division of Revenue Act, 2011, were met.

The total allocation per conditional grant for 2011/12, in **R'000**, was as follows:

Conditional Grant	Total allocation	Amount transferred	Total amount spent by provincial education departments	% spent on the allocation
HIV and AIDS	199 328	189 467	193 962	97.30
NSNP	4 578 752	4 578 752	4 543 249	99.22
Dinaledi Schools	70 000	67 858	62 802	89.71
Technical Secondary Schools	210 518	210 518	151 769	72.09
EIG	5 678 300	5 311 091	5 254 316	92.53
Total	10 736 898	10 357 686	10 206 098	95.06

6.3.1 HIV and AIDS

The main objectives of the HIV and AIDS Life Skills Conditional Grant for the 2011/12 financial year were the following:

- To enhance awareness programmes offered by schools to prevent and combat the impact of HIV;
- To increase knowledge, skills and confidence amongst learners and educators to take self-appropriate sexual and reproductive health decisions; and
- To increase access to sexual and reproductive health services, including HIV services for learners and educators.

Achievements during the 2011/12 financial year:

- **Advocacy:** A total of 291 582 learners and educators and 462 108 parents and other key stakeholders were reached in terms of awareness campaigns.
- **Peer education:** A total of 13 210 learners were reached, via the establishment of functional peer education programmes, 10 250 learners through curriculum-based learner pregnancy and learner retention programmes and 74 317 learners through training on the prevention of drug and substance use. Furthermore, 9 777 primary and secondary school educators were trained to facilitate and mentor the implementation of peer education programmes.
- **Training and development:** A total of 2 796 educators were trained as master trainers to integrate the Life Skills Programme into the curriculum; 18 039 secondary school Life Orientation educators were reached through training and 11 388 primary and secondary school educators were trained to integrate the Life Skills Programme across the curriculum.
- **Care and support:** Some 6 400 educators and support staff were trained as SchoolBased Support Teams (SBSTs); 19 296 School Management Teams were trained to develop policy implementation plans to manage risk behaviour in schools; and 101 140 orphans and vulnerable children were identified through integrated service delivery days (involving several government departments and other stakeholders) and referred for basic services.
- **Learning and Teaching Support Materials (LTSM):** A total of 1 230 691 sets of LTSM were distributed to 13 480 primary and secondary schools. In addition, 4 257 first aid kits were procured and distributed to schools.
- **Monitoring and Support:** A total of 8 168 selected schools were reached through monitoring and support visits.

Challenges confronted during the 2011/12 financial year:

- Late approval of tender specifications in North West and the Western Cape to conduct training activities, especially in the first and second terms, delayed training and impacted negatively on expenditure, especially in the Western Cape.
- Delayed payment of invoices for activities that had been conducted in Limpopo had an impact on the final spending of the grant.
- Utilisation of the conditional grant funds for non-grant related activities in Gauteng impacted negatively on the implementation of the programme. This resulted in the fourth transfer payment being withheld until the investigation of the allegations had been finalised.

6.3.2 National School Nutrition Programme (NSNP)

The main objective of this conditional grant is to contribute to enhanced learning capacity through school feeding. The National School Nutrition Programme continued with its mandate during the financial year to provide nutritious meals daily to the poorest public ordinary primary and secondary schools.

Achievements during the 2011/12 financial year:

- The programme reached a total of 8 850 208 learners in 21 013 Quintile 1 – 3 primary and secondary schools nationally. The programme was for the first time extended to Quintile 3 secondary schools from April 2011, increasing the number of secondary schools covered to 4 805.
- Vegetable gardens in schools increased from 5 964 at the end of March 2011 to 7 156 at the end of March 2012.
- A total of 53 workshops were conducted on meal planning and preparation (28), sustainable food production (22) and financial management (3). A total of 1 523 participants ranging from district officials, school principals, educators, food handlers and gardeners, attended the workshops.
- The Tiger Brands Foundation (TBF) partnership is providing breakfast to 13 primary schools in the Alexandra Township, Gauteng; 3 in the Waterberg District (Limpopo); 2 in Bergville (KwaZulu-Natal); as well as 10 000 learners in Western Cape schools. TBF further donated 2 built and 9 container kitchens respectively to Limpopo and KwaZulu-Natal primary schools participating in the project.

6.3.3 Dinaledi Schools Conditional Grant

The purpose of the conditional grant is to promote Mathematics and Physical Science teaching and learning; to improve learner performance in the two subjects in line with the Action Plan 2014 and also to improve teachers' content knowledge of Mathematics and Physical Science.

Achievements during the 2011/12 financial year:

The table below illustrates the achievements by provinces, based on the outputs as stipulated in the Dinaledi Schools Conditional Grant Framework 2011/12:

Province	Progress with the implementation of the grant
Eastern Cape	<ul style="list-style-type: none"> • 1 Mathematics textbook for each Grade 10 learner. • 1 Grade 12 Mathematics, Physical Science, Life Science, Agricultural Science and English textbook for each learner. • 60 Mobile Science laboratories were procured.
Gauteng	<ul style="list-style-type: none"> • Neither the quarterly nor the Annual Report was received from the province at the time this report was consolidated. The province requested to submit their report by May 2012.
Free State	<ul style="list-style-type: none"> • 3 schools received ICT laboratories (Repholositse, Tsolo, Teto) and computers. • A total of 36 schools received broadcast solutions for Mathematics and Science. • A total of 36 schools received televisions sets.
KwaZulu-Natal	<ul style="list-style-type: none"> • 1 textbook for each Grade 10 Mathematics & Physical Science learner. • Some 25 000 learner and 5 800 teacher study guides were supplied. • A total of 32 mobile science laboratories and 35 full laboratories were equipped. • Provided VSAT broad-band connectivity to 88 schools. • A total of 88 schools received Grades 10, 11 and 12 Mathematics, Physical Science and Life Science Learning Channel DVDs. • Some 300 Grade 12 teachers were trained in Mathematics, Physical Science and Life Science content. • Some 300 Physical Science teachers were trained in practical work experiments.
Limpopo	<ul style="list-style-type: none"> • Mathematics kits were procured for 51 Dinaledi schools. • The provincial department resolved not to procure Mathematics, Physical Science and English FAL teaching and learning software for the 51 schools. • A number of 302 teachers were trained in content knowledge in Mathematics, Physical Science and English FAL. • A total of 407 principals were capacitated. • A total of 102 Grades 8, 9 and 10 learners at Dinaledi schools were trained to participate in Mathematics and Science Olympiads.
Mpumalanga	<ul style="list-style-type: none"> • 8 Dinaledi schools were supplied with 4 science kits packed in carts. • Each of the 45 Dinaledi schools was provided with 80 calculators. • A total of 14 Dinaledi schools were provided with computers. • A total of 33 teachers were trained in content knowledge. • A total of 24 principals received capacity development training.
Northern Cape	<ul style="list-style-type: none"> • Some 51 teacher work stations were delivered to the 17 Dinaledi schools (3 per school). • 100 learner work stations were proportionally delivered to the 17 schools. • Mathematics kits were provided to the 17 Dinaledi schools (1 set per FET Grade).
North West	<ul style="list-style-type: none"> • Procured: <ul style="list-style-type: none"> - Oxford: 3 088; - Cambridge: 4 200; - Answer Series: 3 090; - Mechanics – Photogate Kit; - Waves, light, sound and optics; - Electricity resource kits; - Titration Kit + Electronic Balance + Chemicals. • Two laptops, two data projectors and two interactive white board projectors per Dinaledi school; • Learn Things secondary software was provided to all Dinaledi schools (51). • Three Mathematics and three Science teachers (Grade 10-12) per school were trained in content (51).
Western Cape	<ul style="list-style-type: none"> • Supplied textbooks/study guides for each learner in Grades 8, 9, 10, 11 and 12 so as to address shortages. • Equipped science laboratories at 10 Dinaledi schools without laboratories.

Challenges confronted during the 2011/12 financial year:

Late submissions of the monthly, quarterly, annual reports and business plans are other challenges facing the Dinaledi Schools Conditional Grant.

6.3.4 Technical Secondary School Recapitalisation

The purpose of the Recapitalisation of Technical Secondary Schools Grant is to improve the conditions of technical schools, modernise them to meet the teaching requirements of learners in the technical subject fields and increase the number of suitably qualified and technically skilled graduates from these schools.

The Technical Secondary Schools Recapitalisation Conditional Grant was introduced with the aim of improving the conditions of 200 selected technical schools in all provinces. This outcome will be achieved through building new workshops, refurbishing and/or redesigning old or structurally unsafe workshops, procuring equipment, tools and machinery and training teachers in new practical teaching methodologies.

The identified schools are allocated across provinces as follows: Eastern Cape (31), Free State (18), Gauteng (39), KwaZulu-Natal (32), Limpopo (24), Mpumalanga (15), Northern Cape (10), North West (22), and Western Cape (9).

Achievements during the 2011/12 financial year:

Output performance increased by 17% from 70% to 87%. The number of outputs completed in this financial year came to 949 of 1092, compared to 516 of 731 in the previous financial year. The outputs refer to the building of new workshops, refurbishing old workshops, supplying new equipment and the training of teachers.

Financial expenditure declined by 3%, compared to the previous financial year (R60 million of R80 million, which represent 75% in 2010/11 and R151 million of R210 million which represent 72% in 2011/12).

The following is a list of achievements pertaining to key performance outputs of the grant:

- A total of 23 out of 42 new workshops were built to support the technical subject offerings;
- A total of 198 out of 247 existing workshops were refurbished, upgraded and re-designed to comply with safety laws and regulations, and minimum industry standards;
- Equipment, machinery and tools were bought, delivered and installed at 174 out of 215 projected workshops;
- A total of 554 out of 558 technical school teachers were trained in subject content delivery and new practical teaching methodologies.

It should be noted that 98% of the outstanding deliverables were in progress at the end of the financial year and delivery will be completed in the new financial year. Therefore, when the financial commitments are taken into consideration, the aggregate expenditure becomes R194 million of R210 million, which represents 92% of the total allocation.

Challenges facing the achievement of outputs for the 2011/12 financial year:

Although the operating systems for the grant at provincial and school level are maturing, there were still on-going implementation and planning challenges experienced during the period under review, of which the most prominent are the following:

- Internal departmental administrative delays in the development and approval of tender specifications for building and refurbishment of workshops resulted in the annual targets not being met in Gauteng, the Eastern Cape, KwaZulu-Natal, Limpopo and North West;
- Irregular monitoring, collection of data and reporting resulted in the absence of information to detect early warning signals for underperformance especially for Limpopo and the Eastern Cape;
- The late approval of provincial and school business plans delayed the implementation of the grant in KwaZulu-Natal;
- Unrealistic projections in business plans and a lack of skills to coordinate a project, resulted in the Eastern Cape not meeting its performance targets;
- Failure to consult other departments and directorates such as Public Works and Infrastructure continue to delay implementation with regard to the building of workshops by the other departments in Eastern Cape, North West and Gauteng.

The Department continues to implement strategies aimed at improving the performance of the grant such as revising the grant framework to introduce and stream line administrative processes at school and provincial level; strengthening the planning processes by allowing sufficient time for consultation and support; and intensifying departmental capacity to monitor and provide support to provinces, schools and service providers.

6.3.5 Education Infrastructure Grant

The purpose of the grant is to help accelerate the construction, maintenance, upgrading and rehabilitation of new and existing infrastructure, and to address damage to infrastructure in some provinces caused by floods in January and February 2011. The grant was previously managed by the National Treasury and was handed over to the Department at the beginning of the 2011/12 financial year. The allocated budget for the 2011/12 financial year was R5 498.300 million. This budget was adjusted by R180 million for schools affected by disasters in the 2010/11 financial year. This allocation was transferred to PEDs in January 2012. The total adjusted EIG budget for the 2011/12 financial year was therefore R5 678.300 million. A total of R5 254.316 million or 93% of this budget was spent by PEDs.

Achievements during the 2011/12 financial year:

The Department uses the Infrastructure Reporting Model (IRM) to report on the EIG. In total 39 090 projects were completed during the financial year, including the following:

- 131 ablution facilities;
- 721 new or additional classrooms;
- 49 Specialised classrooms;
- 50 provided with water;
- 420 mobile classrooms; and
- 33 526 square metres of fencing.

Challenges facing the achievement of outputs for the 2011/12 financial year:

- Insufficient capacity to deliver infrastructure;
- A lack of adequate reporting and monitoring mechanisms;
- A large number of projects are at retention;
- Poor adoption of best practice approaches and methodologies for infrastructure planning; and
- Lack of sufficient funding to maintain a school infrastructure database.

The following are the DBE's plans to support infrastructure delivery in the provinces for the 2012/13 financial year:

- Implementation of a comprehensive approach to infrastructure planning. This forms part of the DBE's current project to improve planning in the sector. The project is currently at an advanced stage where PEDs are receiving one-on-one support to address issues of planning.
- Implementation of the Human Resource (HR) Strategy developed by the Department in partnership with National Treasury. The strategy is aimed at acquiring sustainable capacity in PEDs for the delivery of school infrastructure through the employment of staff in the infrastructure delivery units of PEDs. The strategy will be implemented in the PEDs through the R10 million made available through the EIG.
- Roll-out of the guidelines relating to planning for public school infrastructure.
- Updating of the NEIMS database.
- Developing and implementing a reporting system/tool that will cater for the needs of the sector.

6.4 Compliance with the Division of Revenue Act (DoRA)

In terms of section 10(5) of the DoRA, 2011, the duties of the transferring national officer include submitting monthly reports to the National Treasury in a format determined by the National Treasury, not later than 20 days after the end of each month. This obligation was adhered to. In terms of section 12(2) of the DoRA, 2011, the duties of the receiving officer include submitting monthly reports to the relevant provincial Treasury and to the transferring national officer on amounts received, funds withheld, and the actual expenditure of the province. Not all provinces reported by the 15th of each month of the financial year. However, all information was collected on a monthly basis before the Department reported to the National Treasury on the 20th. The Department submitted quarterly reports to the National Treasury and the National Council of Provinces. In addition, the quarterly report was also submitted to the Portfolio Committee on Basic Education.

The third transfer of the Western Cape in respect of the HIV and Aids Life Skills Conditional Grant was delayed for 30 days due to low spending on the grant. In respect of the Technical Schools Recapitalisation Grant, the third transfer of seven provinces namely the Eastern Cape, Gauteng, KwaZulu-Natal, Limpopo, Mpumalanga, the Northern Cape and the Western Cape was withheld for 30 days due to low spending.

Regarding the Dinaledi Schools Conditional Grant, the third transfer of four provinces, namely the Eastern Cape, KwaZulu-Natal, Limpopo and North West was also withheld for 30 days due to low spending. This was done in accordance with the Division of Revenue Act, 2011. However, after the provinces submitted proof of commitments on withheld funds for the Technical Schools Recapitalisation and Dinaledi Schools Conditional Grants, their transfers were made, except for the Western Cape Province for Dinaledi Schools, due to a deviation from the approved list of the schools.

It should be noted that the final transfer for the HIV and Aids Conditional Grant to Gauteng was not transferred to the province, due to allegations that funds were used for other purposes than the approved business plan. The Eastern Cape and Limpopo's last transfer for the Education Infrastructure Grant and the Dinaledi Schools Grant respectively were also not made due to low spending by the provinces.

6.4.1 Late approval of business plans

Provincial workshops to support the development of business plans were conducted in the nine provinces. Final business plans and compliance certificates were submitted to the National Treasury for the HIV and Aids Life Skills Programme, the NSNP, Dinaledi Schools and the Technical Secondary Schools Recapitalisation Conditional Grants.

However, the first transfers for the Dinaledi Schools Conditional Grant for three provinces, namely the Eastern Cape, Gauteng and KwaZulu-Natal were withheld for 30 days due to their business plans not complying with the requirements of the grant framework, and transfer of the other six provinces, scheduled for 20 May 2011, were made on 3 June 2011, due to delays by provinces in submitting business plans signed by heads of department. This impacted on the start of activities in these provinces for the 2011/12 financial year. With regard to the Technical Secondary Schools Conditional Grant, the first transfer to provinces, scheduled for 20 May 2011, was made on 7 June 2011 due to delays by provinces in submitting signed business plans.

6.4.2 Performance evaluation of the conditional grants

In terms of section 10(7) of the Division of Revenue Act 1 of 2010, the transferring national officer must evaluate the performance of programmes funded, or partially funded by the allocation, and submit such evaluation to the National Treasury within four months after the end of the financial year. The Department conducted an annual performance evaluation of the three conditional grants that the Department managed in the 2010/11 financial year, namely the National School Nutrition Programme (NSNP) Conditional Grant, the HIV and Aids Life Skills Education Programme Conditional Grant and the Technical School Recapitalisation Conditional Grant, in accordance with the process relevant and applicable to National Treasury Practice Note. The evaluation process was completed in all nine provinces. Schools were evaluated in line with the Evaluation Plan that was submitted to the National Treasury, and the Evaluation Reports were submitted to National Treasury, the National Council of Provinces and the Portfolio Committee on Basic Education.

7. Public Private Partnerships (PPPs)

The Department of Education entered into a PPP agreement for the financing, construction, operation and maintenance of office accommodation for the Department on 20 April 2007, and construction started in May 2007. This agreement made provision for the construction of the building and for a service period of 25 years thereafter. The construction of the building was completed as scheduled in February 2010. After the splitting of the Department of Education, the building was not big enough to accommodate the two departments and it was decided that only the Department of Basic Education would take over the PPP contract and occupy the new building. The Department of Basic Education relocated to the new building and has already made unitary payments from February 2010 to March 2012. In view of the fact that part of the building was custom-designed for the Examination Section of the Department of Education, the entire section of both departments is currently being accommodated in the building.

8. Corporate governance arrangements

8.1 The risk assessment and fraud prevention plan of the Department

The risk assessment was completed and approved late in the financial year. A fraud prevention plan is in place as required by Treasury Regulations.

8.2 Internal Audit Unit

The Internal Audit Unit is operational and fully staffed, including a Director: Internal Audit. The audit plan was approved by the Audit Committee and audits were conducted.

8.3 The Audit Committee

The Audit Committee is in place and functions effectively, as required by Treasury Regulations and the PFMA. It is expected that in the new financial year the committee will meet four times as required by legislation.

8.4 Management processes for minimising conflict of interest

All senior managers in the Department are compelled to declare their financial interests to the Minister on an annual basis. Furthermore, all employees in the Department are compelled to request permission from the Director-General before they do any work that generates additional remuneration outside the Department. All senior managers submitted their declaration of interest forms.

8.5 Implementation of a Code of Conduct

The Code of Conduct for Public Servants developed by the Public Service Commission to promote a high standard of professional ethics in the Public Service has been implemented in the Department, and managers ensure that all staff members adhere to it. The two Codes of Conduct, one for Public Servants and one for Educators, were distributed to every official in the Department and have been fully implemented.

8.6 Safety, health and environmental issues facing the Department

Occupation and Safety is a shared responsibility between the Department and the PPP in terms of the contract. Officials from both parties were trained for evacuation, fire fighting, first aid, as well as safety, health and environmental representatives.

The Department is still using the old approved Contingency Plan as an interim measure, until the revised Contingency Plan/Emergency Evacuation Plan has been finalised and approved in accordance with the requirements of the new building.

8.7 Other governance structures

8.7.1 Bid Adjudication Committee (BAC)

The committee is responsible for considering the results/outcomes of the evaluation process reached by the Bid Evaluation Committee (BEC). Its duty is to adjudicate the evaluation process, scrutinise the terms of reference of bids, and make recommendations to the Director-General on advertising, awarding, extending and cancellation of bids. The committee also adjudicates whether the bidding processes are fair, equitable, transparent, competitive and cost-effective, and ensures that they comply with the PFMA, other relevant legislation and Treasury Regulations. The members of the Committee are appointed by the Director-General and senior managers from the various programmes/branches in the Department. The committee is scheduled to meet at least once in a month, but ad-hoc meetings are arranged if so required.

8.7.2 Information Technology Committee (ICT)

The purpose of the ITC, which meets once a month, is to review and endorse ICT plans, policy and standards and to coordinate and endorse compliance of the Department's ICT architecture, configuration and initiative with the strategic directions of the Government Information Technology Officer Council (GITOC) and government policies and standards.

The ITC also regulates the acquisition, deployment, use and disposal of all Information and Communication Technology, Information Systems and Information Management Systems (ICT/IS/IM) in the Department in terms of standardisation, needs, quantity required, frequency of use and the potential impact on work in terms of work outcomes and cost advantage.

8.7.3 Budget Review Advisory Committee (BRAC)

The BRAC advises the Accounting Officer on the allocation of departmental funds, conditional grants and donor funds, and ensures that allocations and reallocations are in line with the educational priorities for a particular financial year. The BRAC consists of the programme managers of the Department.

9. Discontinued activities/activities to be discontinued

None.

10. New/proposed activities

None.

11. Interim Financial Statements

The Department submitted the Interim Financial Statements to the National Treasury as per the requirement of Practice Note 31 of the 2011/12 financial year. The statements were reviewed after the reporting quarter.

12. Asset management

12.1 Progress with regard to capturing assets in the asset register

All old and new assets have been captured on the asset register.

12.2 Indication of the extent of compliance with the minimum requirements

The asset register complies fully with the asset management requirements.

12.3 Indication of the extent of compliance with the Asset Management Reform milestones

All assets have been recorded in the asset register. The asset register complies fully with the asset management requirements.

12.4 Indication of problems experienced with the Asset Management Reform

The recording of assets in the asset register is done according to components, while the payments of assets on the financial statements are treated as a unit. Due to this recording discrepancy, the minor and major assets in the asset register do not balance with the minor and major assets in the financial system. A policy on the reconciliation of the asset register and the financial system (basic accounting system) was developed.

13. Inventories

The inventories on hand at year-end amounted to R20.791 million and were constituted as follows, in R'000:

Item	Amount
Stationery : Departmental	126
Kha Ri Gude	20 635
Library Materials	30

The costing method used was the average price (Refer to Annexure 4 for details).

14. Events after the reporting date

None.

15. Information on predetermined objectives

The National Treasury provides the legal framework within which the management of programme performance information has to be dealt with. The Strategic Plan of the Department forms the basis for Quarterly Performance Reports and Annual Reports.

Programme performance management is the responsibility of programme managers who are responsible and account for the performance of their branches. Programme managers are also responsible for corrective action in Branches to ensure that the branches meet their mandates.

At the end of each quarter, each programme manager is required to do the following:

- Compile a report in accordance with and as described in the Operational Plan of the Programme, in the approved format, within ten working days following the end of a quarter.
- Complete a self-assessment report on performance and submit the consolidated programme report to the Chief Directorate: Strategic Co-ordination and Support for performance analysis.
- Provide documentary evidence to performance auditors, both internal and external, so as to comply with the performance audit legislative framework.

After completing the programme performance analysis the Chief Directorate: Strategic Co-ordination and Support provides programme managers with comments, observations and recommendations for improvements to be effected in the report where necessary.

16. SCOPA RESOLUTIONS

None.

17. PRIOR MODIFICATIONS TO AUDIT REPORTS

None.

18. EXEMPTIONS AND DEVIATIONS RECEIVED FROM NATIONAL TREASURY

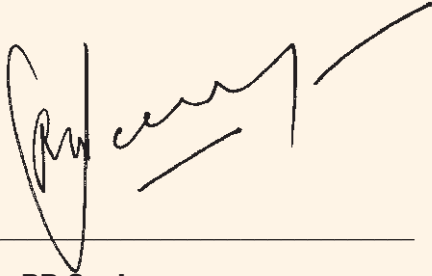
None.

19. OTHER

None.

20. APPROVAL

The financial statements set out on pages 127 to 184 have been approved by the Accounting Officer.



Mr PB Soobrayan
Director-General
Date: 31 May 2012

REPORT OF THE AUDITOR-GENERAL TO PARLIAMENT ON VOTE 15: DEPARTMENT OF BASIC EDUCATION

REPORT ON THE FINANCIAL STATEMENTS

Introduction

1. I have audited the financial statements of the Department of Basic Education set out on pages 98 to 173 which comprise the appropriation statement, the statement of financial position as at 31 March 2012, the statement of financial performance, statement of changes in net assets and the cash flow statement for the year then ended, and the notes, comprising a summary of significant accounting policies and other explanatory information.

Accounting officer's responsibility for the financial statements

2. The accounting officer is responsible for the preparation of these financial statements in accordance with the *Departmental financial reporting framework* prescribed by the National Treasury and the requirements of the Public Finance Management Act of South Africa, 1999 (Act No. 1 of 1999) (PFMA) and for such internal control as the accounting officer determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor-General's responsibility

3. My responsibility is to express an opinion on these financial statements based on my audit. I conducted my audit in accordance with the Public Audit Act of South Africa, 2004 (Act No. 25 of 2004) (PAA), the *General Notice* issued in terms thereof and International Standards on Auditing. Those standards require that I comply with ethical requirements and plan and perform the audit to obtain reasonable assurance that the financial statements are free from material misstatement.
4. An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.
5. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion.

Opinion

6. In my opinion, the financial statements present fairly, in all material respects, the financial position of the Department of Basic Education as at 31 March 2012, its financial performance and cash flows for the year then ended in accordance with the *Departmental financial reporting framework* prescribed by the National Treasury and the requirements of the Public Finance Management Act of South Africa, 1999 (Act No. 1 of 1999) (PFMA).

Emphasis of matter

7. I draw attention to the matters below. My opinion is not modified in respect of these matters.

Significant uncertainties

8. As disclosed in note 19.1 to the financial statements, the department is the defendant in legal claims. The department is opposing the claims. The ultimate outcome of the matter cannot be presently determined.

Restatement of corresponding figures

9. As disclosed in note 25 to the financial statements, the corresponding figure for irregular expenditure for 31 March 2011 has been restated as a result of an error discovered during 31 March 2012 in the financial statements of the department at, and for the year ended, 31 March 2011.

Material under-spending of the budget

10. As disclosed in the appropriation statement, the department has materially underspent the budget on programmes 2, 3 and 4 to the amounts of R96,394 million, R43,145 million and R1 017,475 million, respectively.

Additional matters

11. I draw attention to the matters below. My opinion is not modified in respect of these matters.

Basis of accounting

12. The financial reporting framework prescribed by the National Treasury and applied by the department is a compliance framework. The wording of my opinion on a compliance framework should reflect that the financial statements have been prepared in accordance with this framework. Section 20(2)(a) of the PAA, however, requires me to express an opinion on the fair presentation of the financial statements. The wording of my opinion therefore meets this requirement.

REPORT ON OTHER LEGAL AND REGULATORY REQUIREMENTS

13. In accordance with the PAA and the *General Notice* issued in terms thereof, I report the following findings relevant to performance against predetermined objectives, compliance with laws and regulations and internal control, but not for the purpose of expressing an opinion.

Predetermined objectives

14. I performed procedures to obtain evidence about the usefulness and reliability of the information in the annual performance report as set out on pages 43 to 94 of the annual report.
15. The reported performance against predetermined objectives was evaluated against the overall criteria of usefulness and reliability. The usefulness of information in the annual performance report relates to whether it is presented in accordance with the National Treasury annual reporting principles and whether the reported performance is consistent with the planned objectives. The usefulness of information further relates to whether indicators and targets are measurable (i.e. well defined, verifiable, specific, measurable and time bound) and relevant as required by the National Treasury *Framework for managing programme performance information*.
16. The reliability of the information in respect of the selected programmes is assessed to determine whether it adequately reflects the facts (i.e. whether it is valid, accurate and complete).

Usefulness of information

Measurability

17. The National Treasury *Framework for managing programme performance information (FMPPi)* requires that the time period or deadline for delivery of service be specified. A qualitatively material indicator (percentage of textbooks and workbooks available among learners) relevant to the Curriculum Policy, Support and Monitoring programme was not time bound in specifying a time period or deadline for delivery of the learner teacher support material (LTSM).

Reliability of selected qualitatively material indicator in the annual performance report

Validity

18. The National Treasury *FMPPi* requires that processes and systems which produce the indicator should be verifiable. I was unable to obtain all the information and explanations I considered necessary to satisfy myself as to the validity of the actual reported performance relevant to a qualitatively material indicator relating to percentage of textbooks and workbooks available among learners. This was due to the fact that the actual performance reported as achieved did not address the indicator which required the workbooks and textbooks to be made available to learners. The reported achievement indicates that some of the LTSMs were delivered to the provinces and provincial districts. The department does not have controls to ensure that learners have workbooks and textbooks available to them as per the indicator.

Additional matter

19. I draw attention to the matters below. These matters do not have an impact on the predetermined objectives audit findings reported above.

Achievement of planned targets

20. Of the total number of planned targets, only 32 targets were achieved during the year under review. This represents 47% (>20%) of total planned targets that were not achieved during the year under review. This was mainly due to the fact that indicators and targets were not suitably developed during the strategic planning process and the institution not considering relevant systems and evidential requirements during the annual strategic planning process.

Material adjustments to the annual performance report

21. Material misstatements in the annual performance report were identified during the audit, some of which were corrected by management.

Learner Teacher Support Material (LTSM)

22. Due to lack of adequate controls and processes to collect and verify learner numbers per school in the province, the department could not reliably estimate the total number of LTSMs and related languages to be printed and delivered to schools. Furthermore, the department did not have effective controls in place to ensure accurate and timeous delivery of LTSMs to the learners as per the performance indicator. As a result, incorrect quantities of the LTSMs were delivered to the schools and/or material delivered was in languages that could not be used by learners and educators.

Compliance with laws and regulations

23. I performed procedures to obtain evidence that the entity had complied with applicable laws and regulations regarding financial matters, financial management and other related matters. My findings on material non-compliance with specific matters in key applicable laws and regulations as set out in the *General Notice* issued in terms of the PAA are as follows:

Annual financial statements

24. As a result of material adjustment made to the financial statements submitted for auditing, the financial statements were not prepared in accordance with the prescribed financial reporting framework as required by section 40(1) (a) of the PFMA.

Expenditure management

25. As disclosed in note 25 to the financial statements, the accounting officer did not take effective steps to prevent irregular expenditure, as required by section 38(1)(c)(ii) of the PFMA and Treasury Regulation 9.1.1.

Procurement and contract management

26. Goods and services with a transaction value below R500 000 were procured without obtaining the required price quotations, as required by Treasury Regulation 16A6.1.

27. Goods and services of a transaction value above R500 000 were procured without inviting competitive bids, as required by Treasury Regulations 16A6.1. This was as a result of the appointed service provider on the Kha Ri Gude project not complying with procurement regulations as disclosed on the note 25 to the financial statements.

Human resources management

28. The accounting officer did not ensure that all leave taken by employees was recorded accurately and in full as required by Public Service Regulation 1/V/F(b).

Internal control

29. I considered internal control relevant to my audit of the financial statements, annual performance report and compliance with laws and regulations. The matters reported below under the fundamentals of internal control are limited to the significant deficiencies that resulted in findings on the annual performance report and the findings on compliance with laws and regulations.

Leadership

30. Effective controls to ensure compliance with procurement laws and regulations have not been designed and implemented effectively, resulting in increased exposure to irregular expenditure. In addition, numerous financial policies and procedures were still in draft and those affecting the planning, implementation, monitoring and reporting on performance against predetermined objectives were not documented and approved. This further contributed to material adjustments made to the financial statements and the annual performance report. Clear and unambiguous procurement processes that will result in the transparent application of the procurement policies and procedures must be implemented.

31. Action plans and related commitments to address previously reported root causes were not effectively implemented and monitored. This resulted in the recurrence of numerous findings that were reported in the prior year.

Financial and performance management

- 32.** Management did not implement controls over daily and monthly processing and reconciliation of transactions relating to disclosure notes and performance information, resulting in material adjustments to the financial statements and report on performance information after submission for audit.

Governance

- 33.** There was a lack of timeous review of the existing risk assessment relating to critical financial and compliance management environment. Therefore the department did not respond timeously to the related risks, with the result that material findings were raised and reported in these areas.
- 34.** Due to lack of resources in the internal audit unit, planned internal audits were not completed timeously. This resulted in delays by the department in responding to internal control deficiencies.

OTHER REPORTS

Performance audits

Performance audit on early childhood development – Grade R and Kha Ri Gude

- 35.** During the year under review a performance audit on the early childhood development (ECD) and Kha Ri Gude programmes was conducted. The audit focused on the economic, efficient and effective use of resources in the ECD and Kha Ri Gude programmes. The audit is currently in the execution phase and the findings will be reported in a separate report.

Performance audit on the readiness of government to report on its performance

- 36.** During the year under review, a performance audit was conducted on the readiness of government to report on its performance. The focus of the audit is on how government institutions are guided and assisted to report on their performance, as well as the systems and processes that they have put in place. The audit is currently in the reporting phase and the findings will be reported on in a separate report.

Auditor-General.

Pretoria

8 August 2012



AUDITOR - GENERAL
SOUTH AFRICA

Auditing to build public confidence

		Appropriation per programme									
		2011/12					2010/11				
	Adjusted Appropriation R'000	Shifting of Funds R'000	Virement R'000	Final Appropriation R'000	Actual Expenditure R'000	Variance R'000	Expenditure as % of Final Appropriation %	Final Appropriation R'000	Actual Expenditure R'000		
1. Administration											
Current payments	282 698	-	(15 845)	266 853	264 118	2 735	99.0%	238 584	232 567		
Transfers and subsidies	11 026	-	471	11 497	11 081	416	96.4%	10 429	9 526		
Payments for capital assets	5 568	-	10 144	15 712	12 535	3 177	79.8%	10 157	10 010		
	299 292	-	(5 230)	294 062	287 734	6 328		259 170	252 103		
2. Curriculum Policy, Support and Monitoring											
Current payments	1 568 035	-	(52 841)	1 515 194	1 421 083	94 111	93.8%	1 265 078	672 323		
Transfers and subsidies	280 518	-	240	280 758	278 615	2 143	99.2%	80 101	64 567		
Payments for capital assets	380	-	366	746	606	140	81.2%	1 141	446		
	1 848 933	-	(52 235)	1 796 698	1 700 304	96 394		1 346 320	737 336		
3. Teachers, Education Human Resources and Institutional Development											
Current payments	75 899	-	55 029	130 928	87 866	43 062	67.1%	69 773	61 301		
Transfers and subsidies	449 440	-	75	449 515	449 513	2	100.0%	425 000	425 000		
Payments for capital assets	418	-	(148)	270	189	81	70.0%	514	341		
	525 757	-	54 956	580 713	537 568	43 145		495 287	486 642		
4. Planning, Information and Assessment											
Current payments	181 488	-	(369)	181 119	154 798	26 321	85.5%	155 177	127 991		
Transfers and subsidies	5 696 724	-	10	5 696 734	5 329 521	367 213	93.6%	23 324	23 325		
Payments for capital assets	700 594	-	2 887	703 481	79 540	623 941	11.3%	1 362	1 306		
	6 578 806	-	2 528	6 581 334	5 563 859	1 017 475		179 863	152 622		
5. Educational Enrichment Services											
Current payments	49 074	-	(1 555)	47 519	41 268	6 251	86.8%	39 170	34 274		
Transfers and subsidies	4 778 130	-	1 600	4 779 730	4 769 865	9 865	99.8%	3 851 428	3 851 428		
Payments for capital assets	474	-	(64)	410	316	94	77.1%	761	672		
	4 827 678	-	(19)	4 827 659	4 811 449	16 210		3 891 359	3 886 374		
Total	14 080 466	-	-	14 080 466	12 900 914	1 179 552	91.6%	6 171 999	5 515 077		

Appropriation per programme									
2011/12					2010/11				
Adjusted Appropriation R'000	Shifting of Funds R'000	Virement R'000	Final Appropriation R'000	Actual Expenditure R'000	Variance R'000	Expenditure as % of Final Appropriation %	Final Appropriation R'000	Actual Expenditure R'000	
Reconciliation with Statement of Financial Performance									
Add:									
			12 731				1 660		
			3 093				-		
			157 060				63 000		
			14 253 350				6 236 659		
				146 788				72 815	
				13 047 702				5 587 892	
Actual amounts per Statement of Financial Performance (Total Revenue)									
Add: Aid assistance									
Actual amounts per Statement of Financial Performance (Total Expenditure)									

		Appropriation per Economic Classification							2010/11	
		2011/12							Final Appropriation R'000	Actual Expenditure R'000
	Adjusted Appropriation R'000	Shifting of Funds R'000	Virement R'000	Final Appropriation R'000	Actual Expenditure R'000	Variance R'000	Expenditure as % of Final Appropriation %	Final Appropriation R'000	Actual Expenditure R'000	
Current payments										
Compensation of employees	321 470	-	(10 686)	310 784	295 423	15 361	95.1%	270 880	252 907	
Goods and services	1 784 855	-	(6 545)	1 778 310	1 621 191	157 119	91.2%	1 445 353	824 001	
Interest and rent on land	50 869	-	1 650	52 519	52 519	-	100.0%	51 549	51 548	
Transfers and subsidies										
Provinces and municipalities	10 736 898	-	-	10 736 898	10 357 686	379 212	96.5%	3 931 371	3 915 838	
Departmental agencies and accounts	467 989	-	-	467 989	467 988	1	100.0%	448 391	448 415	
Foreign governments and international organisations	10 866	-	-	10 866	10 455	411	96.2%	10 256	9 353	
Non-profit institutions	50	-	-	50	50	-	100.0%	50	50	
Households	35	-	2 396	2 431	2 415	16	99.3%	214	189	
Gifts and donations	-	-	-	-	1	(1)	-	-	1	
Payments for capital assets										
Buildings and other fixed structures	700 000	-	4 204	704 204	80 286	623 918	11.4%	3 773	3 772	
Machinery and equipment	7 368	-	6 600	13 968	10 471	3 497	75.0%	8 899	7 803	
Software and other intangible assets	66	-	2 381	2 447	2 429	18	99.3%	1 263	1 200	
Total	14 080 466	-	-	14 080 466	12 900 914	1 179 552	91.6%	6 171 999	5 515 077	

Detail per sub-programme	Detail per Programme 1 – Administration							2010/11	
	Adjusted Appropriation R'000	Shifting of Funds R'000	Virement R'000	Final Appropriation R'000	Actual Expenditure R'000	Variance %	Expenditure as % of Final Appropriation R'000	Final Appropriation R'000	Actual Expenditure R'000
1.1 Ministry									
Current payments	20 615	-	4 051	24 666	24 591	75	99.7%	21 539	20 953
Transfers and subsidies	-	-	23	23	22	1	95.7%	2	1
Payments for capital assets	60	-	53	113	110	3	97.3%	617	616
1.2 Department Management									
Current payments	51 442	-	(9 865)	41 577	41 148	429	99.0%	29 226	27 865
Transfers and subsidies	-	-	49	49	49	-	100.0%	-	-
Payments for capital assets	579	-	903	1 482	1 332	150	89.9%	448	393
1.3 Corporate Services									
Current payments	43 564	-	(2 112)	41 452	41 196	256	99.4%	39 059	36 499
Transfers and subsidies	11 024	-	244	11 268	10 855	413	96.3%	10 406	9 504
Payments for capital assets	1 372	-	(190)	1 182	1 158	24	98.0%	1 214	1 175
1.4 Office of the CFO									
Current payments	32 117	-	2 315	34 432	34 130	302	99.1%	27 719	26 506
Transfers and subsidies	2	-	155	157	155	2	98.7%	21	21
Payments for capital assets	324	-	145	469	416	53	88.7%	400	377
1.5 Internal Audit									
Current payments	3 464	-	(1 001)	2 463	2 417	46	98.1%	1 743	1 476
Payments for capital assets	17	-	-	17	16	1	94.1%	34	33
1.6 Office Accommodation									
Current payments	131 496	-	(9 233)	122 263	120 636	1 627	98.7%	119 298	119 268
Payments for capital assets	3 216	-	9 233	12 449	9 503	2 946	76.3%	7 444	7 416
Total	299 292	-	(5 230)	294 062	287 734	6 328	97.8%	259 170	252 103

Programme 1 per Economic Classification	Detail per Programme 1 – Administration							2010/11	
	Adjusted Appropriation R'000	Shifting of Funds R'000	Virement R'000	Final Appropriation R'000	Actual Expenditure R'000	Variance %	Expenditure as % of Final Appropriation R'000	Final Appropriation R'000	Actual Expenditure R'000
Current payments									
Compensation of employees	95 388	-	(8 249)	87 139	86 902	237	99.7%	71 516	68 003
Goods and services	136 441	-	(9 246)	127 195	124 697	2 498	98.0%	115 519	113 016
Interest and rent on land	50 869	-	1 650	52 519	52 519	-	100.0%	51 549	51 548
Transfers and subsidies									
Departmental agencies and accounts	158	-	-	158	157	1	99.4%	141	143
Foreign governments and international organisations	10 866	-	-	10 866	10 455	411	96.2%	10 256	9 353
Households	2	-	471	473	468	5	98.9%	32	29
Gifts and donation	-	-	-	-	1	(1)	-	-	1
Payments for capital assets									
Building and other fixed structure	-	-	4 204	4 204	4 202	2	100.0%	3 773	3 772
Machinery and equipment	5 511	-	5 935	11 446	8 280	3 166	72.3%	6 168	6 039
Software and other intangible assets	57	-	5	62	53	9	85.5%	216	199
Total	299 292	-	(5 230)	294 062	287 734	6 328	97.8%	259 170	252 103

Detail per sub-programme	Detail per Programme 2 – Curriculum Policy, Support and Monitoring									
	2011/12					2010/11				
	Adjusted Appropriation R'000	Shifting of Funds R'000	Virement R'000	Final Appropriation R'000	Actual Expenditure R'000	Variance %	Expenditure as % of Final Appropriation R'000	Final Appropriation R'000	Actual Expenditure R'000	
2.1 Programme Management: Curriculum Policy, Support and Monitoring										
Current payments	1 658	-	347	2 005	1 976	29	98.6%	794	763	
Payments for capital assets	16	-	11	27	26	1	96.3%	8	-	
2.2 Curriculum Implementation and Monitoring										
Current payments	29 531	-	(1 459)	28 072	26 837	1 235	95.6%	27 348	24 485	
Transfers and subsidies	210 518	-	222	210 740	210 739	1	100.0%	80 101	64 567	
Payments for capital assets	145	-	42	187	131	56	70.1%	208	159	
2.3 Kha Ri Gude Literacy Project										
Current payments	541 593	-	(42)	541 551	497 297	44 254	91.8%	468 237	466 697	
Transfers and subsidies	-	-	18	18	18	-	100.0%	-	-	
Payments for capital assets	-	-	24	24	24	-	100.0%	65	63	
2.4 Curriculum and Quality Enhancement Programmes										
Current payments	995 253	-	(51 687)	943 566	894 973	48 593	94.9%	768 699	180 378	
Transfers and subsidies	70 000	-	-	70 000	67 858	2 142	96.9%	-	-	
Payments for capital assets	219	-	289	508	425	83	83.7%	860	224	
Total	1 848 933	-	(52 235)	1 796 698	1 700 304	96 394	94.6%	1 346 320	737 336	

Detail per Programme 2 – Curriculum Policy, Support and Monitoring									
Programme 2 Per Economic Classification	2011/12					2010/11			
	Adjusted Appropriation R'000	Shifting of Funds R'000	Virement R'000	Final Appropriation R'000	Actual Expenditure R'000	Variance %	Expenditure as % of Final Appropriation R'000	Final Appropriation R'000	Actual Expenditure R'000
Current payments									
Compensation of employees	60 218	-	6 583	66 801	63 911	2 890	95.7%	54 607	51 960
Goods and services	1 507 817	-	(59 424)	1 448 393	1 357 172	91 221	93.7%	1 210 471	620 363
Transfers and subsidies									
Provinces and municipalities	280 518	-	-	280 518	278 376	2 142	99.2%	80 000	64 467
Households	-	-	240	240	239	1	99.6%	101	100
Payments for capital assets									
Machinery and equipment	371	-	21	392	261	131	66.6%	1 062	403
Software and other intangible assets	9	-	345	354	345	9	97.5%	79	43
Total	1 848 933	-	(52 235)	1 796 698	1 700 304	96 394	94.6%	1 346 320	737 336

Detail per Programme 3 – Teachers, Education Human Resources and Institutional Development										
Detail per sub-programme	2011/12						2010/11			
	Adjusted Appropriation R'000	Shifting of Funds R'000	Virement R'000	Final Appropriation R'000	Actual Expenditure R'000	Variance %	Expenditure as % of Final Appropriation R'000	Final Appropriation R'000	Actual Expenditure R'000	
3.1 Programme Management: Teachers, Education HR and Institutional Development										
Current payments	3 044	-	202	3 246	2 972	274	91.6%	3 201	3 093	
Payments for capital assets	-	-	50	50	41	9	82.0%	18	17	
3.2 Education HR Management										
Current payments	50 479	-	(1 618)	48 861	45 163	3 698	92.4%	46 128	39 073	
Transfers and subsidies	-	-	46	46	45	1	97.8%	-	-	
Payments for capital assets	109	-	(17)	92	72	20	78.3%	210	135	
3.3 Education HR Development										
Current payments	22 376	-	56 445	78 821	39 731	39 090	50.4%	20 444	19 135	
Transfers and subsidies	449 440	-	29	449 469	449 468	1	100.0%	425 000	425 000	
Payments for capital assets	309	-	(181)	128	76	52	59.4%	286	189	
Total	525 757	-	54 956	580 713	537 568	43 145	92.6%	495 287	486 642	

Detail per Programme 3 – Teachers, Education Human Resources and Institutional Development									
Programme 3 per Economic Classification	2011/12					2010/11			
	Adjusted Appropriation R'000	Shifting of Funds R'000	Virement R'000	Final Appropriation R'000	Actual Expenditure R'000	Variance %	Expenditure as % of Final Appropriation R'000	Final Appropriation R'000	Actual Expenditure R'000
Current payments									
Compensation of employees	57 780	-	(1 964)	55 816	51 653	4 163	92.5%	54 697	46 598
Goods and services	18 119	-	56 993	75 112	36 213	38 899	48.2%	15 076	14 703
Transfers and subsidies									
Departmental agencies and accounts	449 440	-	-	449 440	449 440	-	100.0%	425 000	425 000
Households	-	-	75	75	73	2	97.3%	-	-
Payments for capital assets									
Machinery and equipment	418	-	(148)	270	189	81	70.0%	514	341
Total	525 757	-	54 956	580 713	537 568	43 145	92.6%	495 287	486 642

Detail per Programme 4 – Planning, Information and Assessment										
Detail per Sub-programme	2011/12						2010/11			
	Adjusted Appropriation R'000	Shifting of Funds R'000	Virement R'000	Final Appropriation R'000	Actual Expenditure R'000	Variance %	Expenditure as % of Final Appropriation R'000	Final Appropriation R'000	Actual Expenditure R'000	
4.1 Programme Management: Planning, Information and Assessment										
Current payments	1 042	-	(129)	913	768	145	84.1%	221	163	
Payments for capital assets	10	-	10	20	20	-	100.0%	79	77	
4.2 Information and Management Systems										
Current payments	35 872	-	(5 895)	29 977	28 797	1 180	96.1%	32 359	24 906	
Transfers and subsidies	33	-	-	33	30	3	90.9%	-	-	
Payments for capital assets	121	-	796	917	912	5	99.5%	82	70	
4.3 Finance and Physical Planning										
Current payments	19 569	-	(3 058)	16 511	16 317	194	98.8%	16 162	15 031	
Transfers and subsidies	5 678 300	-	1	5 678 301	5 311 092	367 209	93.5%	-	-	
Payments for capital assets	700 105	-	44	700 149	76 228	623 921	10.9%	110	99	
4.4 National Assessments and Public Examinations										
Current payments	113 069	-	8 973	122 042	102 585	19 457	84.1%	94 908	84 886	
Transfers and subsidies	18 391	-	4	18 395	18 394	1	100.0%	23 324	23 325	
Payments for capital assets	347	-	1 782	2 129	2 115	14	99.3%	981	978	
4.5 National Education Evaluation and Development Unit										
Current payments	11 936	-	(260)	11 676	6 331	5 345	54.2%	11 527	3 005	
Transfers and subsidies	-	-	5	5	5	-	100.0%	-	-	
Payments for capital assets	11	-	255	266	265	1	99.6%	110	82	
Total	6 578 806	-	2 528	6 581 334	5 563 859	1 017 475	84.5%	179 863	152 622	

Detail per Programme 4 – Planning, Information and Assessment									
Programme 4 per Economic Classification	2011/12					2010/11			
	Adjusted Appropriation R'000	Shifting of Funds R'000	Virement R'000	Final Appropriation R'000	Actual Expenditure R'000	Variance %	Expenditure as % of Final Appropriation R'000	Final Appropriation R'000	Actual Expenditure R'000
Current payments									
Compensation of employees	75 125	-	(4 166)	70 959	64 061	6 898	90.3%	63 930	62 337
Goods and services	106 363	-	3 797	110 160	90 737	19 423	82.4%	91 247	65 654
Transfers and subsidies									
Provinces and municipalities	5 678 300	-	-	5 678 300	5 311 091	367 209	93.5%	-	-
Departmental agencies and accounts	18 391	-	-	18 391	18 391	-	100.0%	23 250	23 265
Households	33	-	10	43	39	4	90.7%	74	60
Payments for capital assets									
Buildings and other fixed structures	700 000	-	-	700 000	76 084	623 916	10.9%	-	-
Machinery and equipment	594	-	856	1 450	1 425	25	98.3%	430	374
Software and other intangible assets	-	-	2 031	2 031	2 031	-	100.0%	932	932
Total	6 578 806	-	2 528	6 581 334	5 563 859	1 017 475	84.5%	179 863	152 622

Detail per Programme 5 – Education Enrichment Services									
Detail per Sub-programme	2011/12					2010/11			
	Adjusted Appropriation R'000	Shifting of Funds R'000	Virement R'000	Final Appropriation R'000	Actual Expenditure R'000	Variance %	Expenditure as % of Final Appropriation R'000	Final Appropriation R'000	Actual Expenditure R'000
5.1 Programme Management: Educational Enrichment Services									
Current payments	3 334	-	350	3 684	3 495	189	94.9%	3 706	3 487
Payments for capital assets	-	-	30	30	30	-	100.0%	45	43
5.2 Partnerships in Education									
Current payments	15 502	-	(572)	14 930	14 126	804	94.6%	9 736	9 270
Transfers and subsidies	-	-	7	7	7	-	100.0%	3	3
Payments for capital assets	256	-	(90)	166	112	54	67.5%	118	76
5.3 Care and Support in Schools									
Current payments	30 228	-	(1 333)	28 905	23 647	5 258	81.8%	25 728	21 517
Transfers and subsidies	4 778 130	-	1 593	4 779 723	4 769 858	9 865	99.8%	3 851 425	3 851 425
Payments for capital assets	218	-	(4)	214	174	40	81.3%	598	553
Total	4 827 678	-	(19)	4 827 659	4 811 449	16 210	99.7%	3 891 359	3 886 374

Detail per Programme 5 – Education Enrichment Services										
Programme 5 per Economic Classification	2011/12					2010/11				
	Adjusted Appropriation R'000	Shifting of Funds R'000	Virement R'000	Final Appropriation R'000	Actual Expenditure R'000	Variance %	Expenditure as % of Final Appropriation R'000	Final Appropriation R'000	Actual Expenditure R'000	
Current payments										
Compensation of employees	32 959	-	(2 890)	30 069	28 896	1 173	96.1%	26 130	24 009	
Goods and services	16 115	-	1 335	17 450	12 372	5 078	70.9%	13 040	10 265	
Transfers and subsidies										
Provinces and municipalities	4 778 080	-	-	4 778 080	4 768 219	9 861	99.8%	3 851 371	3 851 371	
Departmental agencies and accounts	-	-	-	-	-	-	-	-	7	
Non-profit Institutions	50	-	-	50	50	-	100.0%	50	50	
Households	-	-	1 600	1 600	1 596	4	99.8%	7	-	
Payments for capital assets										
Machinery and equipment	474	-	(64)	410	316	94	77.1%	725	646	
Software and other intangible assets	-	-	-	-	-	-	-	36	26	
Total	4 827 678	-	(19)	4 827 659	4 811 449	16 210	99.7%	3 891 359	3 886 374	

1. **Detail of transfers and subsidies as per Appropriation Act (after Virement):**

Detail of these transactions can be viewed in Note 8 to Transfers and subsidies and Annexure I (A-D) 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 I (Annual Appropriation) to the Annual Financial Statements.

3. **Explanations of material variances from Amounts Voted (after Virement):**

3.1 **Per Programme**

	Final Appropriation	Actual Expenditure	Variance	Variance as a % of Final Appropriation
	R'000	R'000	R'000	%

1: Administration	294 062	287 734	6 328	2.2
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The under-expenditure on this programme is as a result of savings on Office Accommodation due to fluctuations of the CPI as well as delays on projects related to the Office Accommodation that includes amongst others the provision of additional public toilets, etc.

2: Curriculum Policy, Support and Monitoring	1 796 698	1 700 304	96 394	5.4
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The under-expenditure is due mainly to the following:

- a) Delays with regard to the procurement of the Kha Ri Gude Mass Literacy Campaign learner support material was due to the change of procurement model. The LTSM was previously procured through the Implementing Agent. After concerns were raised by the Auditor-General which was confirmed by the National Treasury on the procurement process, the Department took over the procurement process.
- b) Delay in the submission of invoices in respect of the Curriculum Review Project resulted in the inability to finalise the processing of payments before the end of the financial year.
- c) The final invoices with regard to the Workbook project were received at the end of the financial year. External auditors had to verify the invoices before they could be processed. This could not be finalised on time.
- d) The withholding of the final transfer for the Dinaledi Schools Conditional Grant to Limpopo due to low spending.

3: Teachers, Education HR and Institutional Development	580 713	537 568	43 145	7.4
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The under-spending is due mainly to the following:

- a) The resignation of external moderators during the year in respect of the Integrated Quality Management System Project influenced the spending on compensation of employees on the project and subsequently there were challenges in finding suitable replacement candidates.
- b) Invoices in respect of training of educators were received in the last week of March 2012, therefore they could not be processed by 31 March 2012 as they were still being verified by the Department.

4: Planning, Information and Assessment	6 581 334	5 563 859	1 017 475	15.5
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The under spending is due to the following:

- a) The final transfer for the Education Infrastructure Grant to the Eastern Cape, in respect of the construction, rehabilitation, renovation, upgrading and maintenance of school infrastructure was withheld due to low spending. The province experienced challenges in relation to a lack of capacity to deliver the programme.
- b) The School Infrastructure Backlog Indirect Grant for the eradication of inappropriate schools and the provision of basic services spending was lower than projected due to capacity challenges among implementing agents and contractors. This had an impact on the implementation of approved projects.
- c) There was under-expenditure on the Systemic Evaluation Project due to the shifting of the Annual National Assessment (ANA) from February 2012 to September 2012.
- d) The National Education Evaluation and Development Unit (NEEDU) evaluators were appointed during the latter part of the financial year. The delays in the appointment resulted in under-expenditure on compensation of employees in the Unit.

DEPARTMENT OF BASIC EDUCATION
VOTE 15
NOTES TO THE APPROPRIATION STATEMENT
for the year ended 31 March 2012

	Final Appropriation	Actual Expenditure	Variance	Variance as a % of Final Appropriation
	R'000	R'000	R'000	%

5: Educational Enrichment Services	4 827 659	4 811 449	16 210	0.3
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There were no material variances on this programme.

3.2 Per Economic Classification

	Final Appropriation	Actual Expenditure	Variance	Variance as a % of Final Appropriation
	R'000	R'000	R'000	%

Current expenditure

Compensation of employees	310 784	295 423	15 361	4.9
Goods and services	1 778 310	1 621 191	157 119	8.8
Interest and rent on land	52 519	52 519	-	0.0

Transfers and subsidies

Provinces and municipalities	10 736 898	10 357 686	379 212	3.5
Departmental agencies and accounts	467 989	467 988	1	0.0
Foreign governments and international organisations	10 866	10 455	411	3.8
Non-profit institutions	50	50	-	0.0
Households	2 431	2 415	16	0.7
Gifts and donations	-	1	(1)	0.0

Payments for capital assets

Buildings and other fixed structures	704 204	80 286	623 918	88.6
Machinery and equipment	13 968	10 471	3 497	25.0
Software and other intangible assets	2 447	2 429	18	0.7

The under-expenditure in respect of compensation of employees was due to vacancies in the Department, NEEDU and IQMS. However, some posts were advertised and filled during the last quarter of the financial year. Under-spending on Goods and services was due to a change of procurement model for the Kha Ri Gude Project and late receipt of invoices in respect of teacher training which were submitted during the last week of March 2012. In respect of transfers, the withholding of the final transfers for the Education Infrastructure Conditional Grant to the Eastern Cape, the Dinaledi Schools to Limpopo and the HIV and Aids Grant for Gauteng. The low spending on building and other fixed structures was due to the School Infrastructure Backlogs Indirect Grant delays as a result of capacity challenges among implementing agents and contractors. This had an impact on the implementation of approved projects.

DEPARTMENT OF BASIC EDUCATION
VOTE 15
STATEMENT OF FINANCIAL PERFORMANCE
for the year ended 31 March 2012

	<i>Note</i>	2011/12 R'000	2010/11 R'000
REVENUE			
Annual appropriation	1	14 080 466	6 171 999
Departmental revenue	2	12 731	1 660
Direct Exchequer receipts	3	3 093	-
Aid assistance	4	157 060	63 000
TOTAL REVENUE		14 253 350	6 236 659
EXPENDITURE			
Current expenditure			
Compensation of employees	5	295 423	252 907
Goods and services	6	1 621 191	824 001
Interest and rent on land	7	52 519	51 548
Aid assistance	4	138 664	65 526
Total current expenditure		2 107 797	1 193 982
Transfers and subsidies			
Transfers and subsidies	8	10 838 595	4 373 846
Aid assistance	4	7 295	7 200
Total transfers and subsidies		10 845 890	4 381 046
Expenditure for capital assets			
Tangible capital assets	9	90 838	11 664
Software and other intangible assets	9	3 177	1 200
Total expenditure for capital assets		94 015	12 864
TOTAL EXPENDITURE		13 047 702	5 587 982
SURPLUS/(DEFICIT) FOR THE YEAR		1 205 648	648 767
Reconciliation of Net Surplus/(Deficit) for the year			
Voted Funds		1 179 552	656 922
Departmental revenue and NRF receipts	14	12 731	1 660
Direct Exchequer receipts/payments	15	3 093	-
Aid assistance	4	10 272	(9 815)
SURPLUS/(DEFICIT) FOR THE YEAR		1 205 648	648 767

DEPARTMENT OF BASIC EDUCATION
VOTE 15
STATEMENT OF FINANCIAL POSITION
for the year ended 31 March 2012

	<i>Note</i>	2011/12 R'000	2010/11 R'000
ASSETS			
Current Assets		1 186 903	659 829
Cash and cash equivalents	10	898 476	645 365
Prepayments and advances	11	208 886	635
Receivables	12	79 541	4 014
Aid assistance receivable	4	-	9 815
TOTAL ASSETS		1 186 903	659 829
LIABILITIES			
Current Liabilities		1 186 861	659 817
Voted funds to be surrendered to the Revenue Fund	13	1 179 552	656 922
Departmental revenue and NRF receipts to be surrendered to the Revenue Fund	14	42	412
Direct Exchequer receipts to be surrendered to the Revenue Fund	15	3 093	-
Payables	16	3 717	2 483
Aid assistance repayable	4	457	-
TOTAL LIABILITIES		1 186 861	659 817
NET ASSETS		42	12
Represented by:			
Recoverable revenue		42	12
TOTAL		42	12

DEPARTMENT OF BASIC EDUCATION
VOTE 15
STATEMENT OF CHANGES IN NET ASSETS
for the year ended 31 March 2012

	<i>Note</i>	2011/12 R'000	2010/11 R'000
Recoverable revenue			
Opening balance		12	-
Transfers		30	12
Debts revised		(346)	-
Debts recovered (included in departmental receipts)		(54)	-
Debts raised		430	12
Closing balance		<u>42</u>	<u>12</u>
TOTAL		<u><u>42</u></u>	<u><u>12</u></u>

CASH FLOW STATEMENT
for the year ended 31 March 2012

	<i>Note</i>	2011/12 R'000	2010/11 R'000
CASH FLOWS FROM OPERATING ACTIVITIES			
Receipts		14 253 350	6 236 659
Annual appropriated funds received	1.1	14 080 466	6 171 999
Departmental revenue received	2	12 731	1 660
Direct Exchequer receipts	3	3 093	-
Aid assistance received	4	157 060	63 000
Net (increase)/decrease in working capital		(282 544)	(2 166)
Surrendered to Revenue Fund		(670 023)	(1 248)
Current payments		(2 107 797)	(1 193 982)
Transfers and subsidies paid		(10 845 890)	(4 381 046)
Net cash flow available from operating activities	17	347 096	658 217
CASH FLOWS FROM INVESTING ACTIVITIES			
Payments for capital assets	9	(94 015)	(12 864)
Net cash flows from investing activities		(94 015)	(12 864)
CASH FLOWS FROM FINANCING ACTIVITIES			
Increase/(decrease) in net assets		30	12
Net cash flows from financing activities		30	12
Net increase/(decrease) in cash and cash equivalents		253 111	645 365
Cash and cash equivalents at beginning of period		645 365	-
Cash and cash equivalents at end of period	18	898 476	645 365

The Annual Financial Statements have been prepared in accordance with the following policies, which have been applied consistently in all material aspects, unless otherwise indicated. However, where appropriate and meaningful, additional information has been disclosed to enhance the usefulness of the Financial Statements and to comply with the statutory requirements of the Public Finance Management Act, Act 1 of 1999 (as amended by Act 29 of 1999), and the Treasury Regulations issued in terms of the Act and the Division of Revenue Act, Act 1 of 2011.

1. Presentation of the Financial Statements

1.1 Basis of preparation

The Financial Statements have been prepared on a modified cash basis of accounting, except where otherwise stated. The modified cash basis constitutes the cash basis of accounting supplemented with additional disclosure items. Under the cash basis of accounting, a transaction and other events are recognised when cash is received or paid.

1.2 Presentation currency

All amounts have been presented in the currency of the South African Rand (R), which is also the functional currency of the department.

1.3 Rounding

Unless otherwise stated all financial figures have been rounded to the nearest one thousand Rand (R'000).

1.4 Prior period comparative information has been presented in the current year 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.

1.5 Comparative figures – Appropriation Statement

A comparison between actual and budgeted amounts per major classification of expenditure is included in the Appropriation Statement.

2. Revenue

2.1 Appropriated funds

Appropriated funds comprises departmental allocations.

Appropriated funds are recognised in the financial records on the date the appropriation becomes effective. Adjustments made in terms of the adjustments budget process are recognised in the financial records on the date the adjustments become effective.

Unexpended appropriated funds are surrendered to the National Revenue Fund. Any amounts owing to the National Revenue at the end of the financial year are recognised as payable in the statement of financial position.

Any amount due from the National Revenue Fund at the end of the financial year is recognised as a receivable in the statement of financial position.

2.2 Departmental revenue

All departmental revenue is recognised in the statement of financial performance when received and is subsequently paid into the National Revenue Fund, unless otherwise stated.

Any amount owing to National Revenue Fund is recognised as a payable in the statement of financial position.

No accrual is made for the amount receivable from the last receipt date to the end of the reporting period. These amounts are however disclosed in the disclosure note to the annual financial statement.

2.3 Aid assistance

Aids assistance is recognised as revenue when received.

All in-kind aid assistance is disclosed at fair value on the date of receipt in the annexures to the Annual Financial Statements.

The cash payments made during the year relating to aid assistance projects are recognised as expenditure in the statement of financial performance when final authorisation for payments is effected on the system.

The value of the assistance expended prior to the receipt of funds is recognised as a receivable in the Statement of Financial Position.

Inappropriately expensed amounts, using local and foreign aid assistance and any unutilised amounts are recognised as payables in the Statement of Financial Position.

3. Expenditure

3.1 Compensation of employees

3.1.1 Salaries and Wages

Salaries and wages are expensed in the statement of financial performance when the final authorisation for payment is effected on the system.

Other employee benefits that give rise to a present legal or constructive obligation are disclosed in the disclosure notes to the financial statements at its face value and are not recognised in the statement of financial performance.

3.1.2 Social contributions

Employer contributions to post-employment benefit plans in respect of current employees are expensed in the statement of financial performance when the final authorisation for payment is effected on the system.

No provision is made for retirement benefits in the financial statements of the department. Any potential liabilities are disclosed in the financial statements of the National Revenue Fund and not in the financial statements of the employer department.

Employer contributions made by the department for certain of its ex-employees (such as medical benefits) are classified as transfers to households in the statement of financial performance.

3.2 Goods and services

Payments made during the year for goods and/or services are recognised as an expense in the statement of financial performance when the final authorisation for payment is effected on the system.

The expense is classified as capital if the goods and services were acquired for a capital project or if the total purchase price exceeds the capitalisation threshold (currently R5 000). All other expenditures are classified as current.

3.3 Interest and rent on land

Interest and rental payments are recognised as an expense in the statement of financial performance when the final authorisation for payment is effected on the system. This item excludes rental for the use of buildings or other fixed structures. If it is not possible to distinguish between payment for the use of land and the fixed structures on it, the whole amount is recorded under goods and services.

3.4 Payments for financial assets

Debts are written off when identified as irrecoverable. Debts written off are limited to the amount of savings and/or underspending of appropriated funds. The write-off occurs at year-end or when funds are available. No provision is made for irrecoverable amounts but an estimate is included in the disclosure notes to the financial statements amounts.

All other losses are recognised when authorisation has been granted for the recognition thereof.

3.5 Transfers and subsidies

Transfers and subsidies are recognised as an expense when the final authorisation for payment is effected on the system.

3.6 Unauthorised expenditure

When confirmed unauthorised expenditure is recognised as an asset in the statement of financial position until such time as the expenditure is either approved by the relevant authority, recovered from the responsible person or written off as irrecoverable in the statement of financial performance.

Unauthorised expenditure approved with funding is derecognised from the statement of financial position when the unauthorised expenditure is approved and the related funds are received.

Where the amount is approved without funding it is recognised as expenditure in the statement of financial performance on the date of approval.

3.7 Fruitless and wasteful expenditure

Fruitless and wasteful expenditure is recognised as expenditure in the statement of financial performance according to the nature of the payment and not as a separate line item on the face of the statement. If the expenditure is recoverable it is treated as an asset until it is recovered from the responsible person, or written off as irrecoverable in the statement of financial performance.

3.8 Irregular expenditure

Irregular expenditure is recognised as expenditure in the statement of financial performance. If the expenditure is not condoned by the relevant authority it is treated as an asset until it is recovered or written off as irrecoverable.

4. Assets

4.1 Cash and cash equivalents

Cash and cash equivalents are carried in the statement of financial position at cost.

Bank overdrafts are shown separately on the face of the statement of financial position.

For the purposes of the cash flow statement, cash and cash equivalents comprise cash on hand, deposits held, other short-term highly liquid investments and bank overdrafts.

4.2 Other financial assets

Other financial assets are carried in the statement of financial position at cost.

4.3 Prepayments and advances

Amounts prepaid or advanced are recognised in the statement of financial position when the payments are made and derecognised as and when the goods/services are received or the funds are utilised.

Prepayments and advances outstanding at the end of the year are carried in the statement of financial position at cost.

4.4 Receivables

Receivables included in the statement of financial position arise from cash payments made that are recoverable from another party (including departmental employees) and are derecognised upon recovery or write-off.

Receivables outstanding at year-end are carried in the statement of financial position at cost plus any accrued interest. Amounts that are potentially irrecoverable are included in the disclosure notes.

4.5 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 or FIFO cost formula.

4.6 Capital assets

4.6.1 Movable assets

Initial recognition

A capital asset is recorded in the asset register upon receipt of the item at cost. Cost of an asset is defined as the total cost of acquisition. Where the cost cannot be determined accurately, the movable capital asset is stated at fair value. Where fair value cannot be determined, the capital asset is included in the asset register at R1.

All assets acquired prior to 1 April 2002 are included in the register at R1.

Subsequent recognition

Subsequent expenditure of a capital nature is recorded in the statement of financial performance as “expenditure for capital asset” and is capitalised in the asset register of the department on completion of the project.

Repairs and maintenance is expensed as current “goods and services” in the statement of financial performance.

4.6.2 Immovable assets

Initial recognition

A capital asset is recorded upon receipt of the item at cost. Cost of an asset is defined as the total cost of acquisition. Where the cost cannot be determined accurately, the immovable capital asset is stated at R1, unless the fair value for the asset has been reliably estimated.

Subsequent recognition

Work-in-progress of a capital nature is recorded in the statement of financial performance as “expenditure for capital asset”. Upon 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.

4.6.3 Intangible assets

Initial recognition

An intangible asset is recorded in the asset register upon receipt of the item at cost. Cost of an intangible asset is defined as the total cost of acquisition. Where the cost cannot be determined accurately, the intangible asset is stated at fair value. Where fair value cannot be determined, the intangible asset is included in the asset register at R.I.

All intangible assets acquired prior to 1 April 2002 are included in the register at R.I.

Subsequent recognition

Subsequent expenditure of a capital nature is recorded in the statement of financial performance as “expenditure for capital asset” and is capitalised in the asset register of the department.

Maintenance is expensed as current “goods and services” in the statement of financial performance.

5. Liabilities

5.1 Payables

Recognised payables mainly comprise amounts owing to other governmental entities. These payables are carried at cost in the statement of financial position.

5.2 Contingent liabilities

Contingent liabilities are included in the disclosure notes to the financial statements when it is possible that economic benefits will flow from the department, or when an outflow of economic benefits or service potential is probable but cannot be reliably measured.

5.3 Commitments

Commitments are not recognised in the statement of financial Position as a liability or as expenditure in the statement of financial performance but are included in the disclosure notes.

5.4 Accruals

Accruals are not recognised in the statement of financial position as a liability or as expenditure in the statement of financial performance, but are included in the disclosure notes.

5.5 Employee benefits

Short-term employee benefits that give rise to a present legal or constructive obligation are disclosed in the disclosure notes to the financial statements. These amounts are not recognised in the statement of financial performance or the statement of financial position.

5.6 Lease commitments

Finance lease

Finance leases are not recognised as assets and liabilities in the statement of financial position. Finance lease payments are recognised as an expense in the statement of financial performance and are appropriated between the capital and interest portions. The finance lease liability is disclosed in the disclosure notes to the financial statement.

Operating lease

Operating lease payments are recognised as an expense in the statement of financial performance. The operating lease commitments are disclosed in the disclosure notes to the financial statements.

5.7 Impairment

The department tests for impairment where there is an indication that a receivable, loan or investment may be impaired. An assessment of whether there is an indication of possible impairment is done at each reporting date. An estimate is made for doubtful loans and receivables, based on a review of all outstanding amounts at year-end. Impairments on investments are calculated as being the difference between the carrying amount and the present value of the expected future cash flows/service potential from the instrument.

5.8 Provisions

Provisions are disclosed 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 will be required to settle the obligation and a reliable estimate of the obligation can be made.

6. Receivables for departmental revenue

Receivables for departmental revenue are disclosed in the disclosure notes to the annual financial statements.

7. Net Assets

7.1 Capitalisation reserve

The capitalisation reserve comprises financial assets and/or liabilities originating in a prior reporting period but which are recognised in the statement of financial position for the first time in the current reporting period. Amounts are recognised in the capitalisation reserves when identified in the current period and are transferred to the National Revenue Fund when the underlying asset is disposed and the related funds are received.

7.2 Recoverable revenue

Amounts are recognised as recoverable revenue when a payment made in previous financial year becomes recoverable from a debtor in the current financial year. Amounts are either transferred to the National Revenue Fund when recovered or are transferred to the statement of financial performance when written off.

8. Related party transactions

Specific information with regard to related party transactions is in the disclosure notes.

9. Key management personnel

Compensation paid to key management personnel, including their family members where relevant, is included in the disclosure notes.

10. Public Private Partnerships

A description of the Public Private Partnership (PPP) arrangement, the contract fees and current and capital expenditure relating to the PPP arrangement is included in the disclosure notes.

1. Annual Appropriation

1.1 Annual Appropriation

	2011/12		Funds not requested / Not received	Appropriation Received 2010/11
	Final Appropriation	Actual Funds Received	R'000	R'000
Programmes	R'000	R'000		
Administration	294 062	294 062	-	266 920
Curriculum Policy, Support and Monitoring Teachers, Education HR & Institutional Development	1 796 698	1 796 698	-	1 345 618
Planning, Information and Assessment	580 713	580 713	-	503 705
Educational Enrichment Services	6 581 334	6 581 334	-	165 938
	4 827 659	4 827 659	-	3 889 818
Total	14 080 466	14 080 466	-	6 171 999

2. Departmental Revenue

	Note	2011/12 R'000	2010/11 R'000
Sales of goods and services other than capital assets	2.1	12 148	1 270
Fines, penalties and forfeits	2.2	2	-
Interest, dividends and rent on land	2.3	100	379
Transactions in financial assets and liabilities	2.4	481	11
Departmental revenue collected		12 731	1 660

2.1 Sales of goods and services other than capital assets

	2	2011/12 R'000	2010/11 R'000
Sales of goods and services produced by the department		12 148	1 270
Sales by market establishment		121	214
Administrative fees		11 944	980
Other sales		83	76
Total		12 148	1 270

2.2 Fines, penalties and forfeits

	2	2011/12 R'000	2010/11 R'000
Penalties		2	-
Total		2	-

2.3 Interest, dividends and rent on land

	2	2011/12 R'000	2010/11 R'000
Interest		100	379
Total		100	379

2.4 Transactions in financial assets and liabilities

	2	2011/12 R'000	2010/11 R'000
Loans and advances		-	4
Receivables		480	-
Stale cheques written back		1	1
Other Receipts including Recoverable Revenue		-	6
Total		481	11

	2011/12	2010/11
<i>Note</i>	R'000	R'000
3. Direct Exchequer Receipts		
Other	3 093	-
Total	3 093	-

4. Aid Assistance

4.1 Aid assistance received in cash from RDP

Foreign		
Opening Balance	(9 815)	-
Revenue	157 060	63 000
Expenditure	(146 788)	(72 815)
Current	(138 664)	(65 526)
Capital	(829)	(89)
Transfers	(7 295)	(7 200)
Closing Balance	457	(9 815)

4.2 Total

Opening Balance	(9 815)	-
Revenue	157 060	63 000
Expenditure	(146 788)	(72 815)
Current	(138 664)	(65 526)
Capital	(829)	(89)
Transfers	(7 295)	(7 200)
Closing Balance	457	(9 815)

4.3 Analysis of balance

Aid assistance receivable	-	(9 815)
RDP	-	(9 815)
Aid assistance repayable	457	-
RDP	457	-
Closing balance	457	(9 815)

	<i>Note</i>	2011/12 R'000	2010/11 R'000
5. Compensation of Employees			
5.1 Salaries and wages			
Basic salary		170 343	150 249
Performance award		9 013	3 120
Service-based		236	95
Compensative/Circumstantial		18 983	20 820
Periodic payments		23 544	15 065
Other non-pensionable allowances		45 758	37 840
Total		267 877	227 189

5.2 Social Contributions

Employer contributions

Pension		20 066	18 584
Medical		7 444	7 061
Bargaining Council		33	73
Official unions association		3	-
Total		27 546	25 718
Total compensation of employees		295 423	252 907
Average number of employees		662	625

The average number of employees includes permanent and temporary employees during the financial year.

6. Goods and services

Administrative fees		1 052	1 183
Advertising		5 840	4 988
Assets less than R5,000	<i>6.1</i>	737	1 656
Bursaries (employees)		168	276
Catering		7 032	4 506
Communication		5 156	4 812
Computer services	<i>6.2</i>	45 718	39 768
Consultants, contractors and agency/outsourced services	<i>6.3</i>	59 696	42 049
Entertainment		140	121
Audit cost – external	<i>6.4</i>	8 980	5 184
Inventory	<i>6.5</i>	517 604	39 562
Operating leases		1 317	1 271
Owned and leasehold property expenditure	<i>6.6</i>	67 367	66 438
Rental and hiring		3 121	-
Travel and subsistence	<i>6.7</i>	100 068	47 171
Venues and facilities		7 772	2 717
Training and staff development		799	4 718
Other operating expenditure	<i>6.8</i>	788 624	557 581
Total		1 621 191	824 001

	<i>Note</i>	2011/12 R'000	2010/11 R'000
6.1 Assets less than R5,000	6		
Tangible assets		687	1 647
Machinery and equipment		687	1 647
Intangible assets		50	9
Total		737	1 656
6.2 Computer services	6		
SITA computer services		42 702	36 545
External computer service providers		3 016	3 223
Total		45 718	39 768
6.3 Consultants, contractors and agency/outsourced services	6		
Business and advisory services		8 998	4 955
Infrastructure and planning		-	5
Legal costs		1 177	1 102
Contractors		1 346	1 480
Agency and support/outsourced services		48 175	34 507
Total		59 696	42 049
6.4 Audit cost – external	6		
Regularity audits		7 184	3 282
Performance audits		1 528	133
Other audits		268	1 769
Total		8 980	5 184
6.5 Inventory	6		
Learning and teaching support material		101	1 038
Food and food supplies		5	3
Other consumable materials		217	88
Maintenance material		16	329
Stationery and printing		517 265	38 077
Medical supplies		-	27
Total		517 604	39 562
6.6 Property payments	6		
Property management fees		67 287	65 467
Property maintenance and repairs		7	969
Other		73	2
Total		67 367	66 438
6.7 Travel and subsistence	6		
Local		96 021	45 450
Foreign		4 047	1 721
Total		100 068	47 171

	<i>Note</i>	2011/12 R'000	2010/11 R'000
6.8 Other operating expenditure			
Professional bodies, membership and subscription fees	6	10	4
Resettlement costs		336	438
Other		788 278	557 139
Total		788 624	557 581

Included under other on this note are the following:

Courier and delivery services	252 766
Freight and goods transport services	7
Honoraria for voluntary workers (Kha Ri Gude)	360 386
Printing and publication services	175 099
Library insurance premium	10
Nonlife insurance premium	10
Total	788 278

7. Interest and Rent on Land

Interest paid	52 519	51 548
Total	52 519	51 548

8. Transfers and Subsidies

Provinces and municipalities	<i>Note 32</i>	10 357 686	3 915 838
Departmental agencies and accounts	<i>Annexure 1A</i>	467 988	448 415
Foreign governments and international organisations	<i>Annexure 1B</i>	10 455	9 353
Non-profit institutions	<i>Annexure 1C</i>	50	50
Households	<i>Annexure 1D</i>	2 415	189
Gifts, donations and sponsorships made	<i>Annexure 1G</i>	1	1
Total		10 838 595	4 373 846

The household transfer includes expenditure for officials who left the Department. This expenditure does not form part of compensation of employee expenditure of the Department since these officials are no longer employees of the Department.

9. Expenditure for capital assets

Tangible assets		90 838	11 664
Buildings and other fixed structures	31	80 287	3 772
Machinery and equipment	29	10 551	7 892
Software and other intangible assets		3 177	1 200
Computer software	30	3 177	1 200
Total		94 015	12 864

9.1 Analysis of funds utilised to acquire capital assets: 2011/12

	Voted Funds R'000	Aid Assistance R'000	TOTAL R'000
Tangible assets	90 757	81	90 838
Buildings and other fixed structures	80 287	-	80 287
Machinery and equipment	10 470	81	10 551
Software and other intangible assets	2 429	748	3 177
Computer software	2 429	748	3 177
Total	93 186	829	94 015

9.2 Analysis of funds utilised to acquire capital assets – 2010/11

	Voted Funds R'000	Aid Assistance R'000	TOTAL R'000
Tangible assets	11 575	89	11 664
Buildings and other fixed structures	3 772	-	3 772
Machinery and equipment	7 803	89	7 892
Software and other intangible assets	1 200	-	1 200
Computer software	1 200	-	1 200
Total	12 775	89	12 864

<i>Note</i>	2011/12 R'000	2010/11 R'000
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10. Cash and Cash Equivalents

Consolidated Paymaster General Account	898 458	679 851
Cash receipts	-	31
Disbursements	-	(34 535)
Cash on hand	18	18
Total	898 476	645 365

11. Prepayments and Advances

Travel and subsistence	36	19
Prepayments	1 115	6
Advances paid to other entities	207 735	610
Total	208 886	635

Advances paid to other entities:

Development Bank of South Africa (DBSA)	144 121
Electricity Supply Commission (ESKOM)	46 085
Professional Educators Union (PEU)	110
SAB&T Business Innovation Group	17 419
	207 735

					2011/12	2010/11
		Less than one year	One to three years	Older than three years	Total	
<i>Note</i>		R'000	R'000	R'000	R'000	R'000
12. Receivables						
Claims recoverable	12.1					
	<i>Annex 3</i>	77 091	48	-	77 139	2 914
Recoverable expenditure	12.2	184	265	-	449	1 088
Staff debt	12.3	42	18	377	437	12
Other debtors	12.4	6	1 510	-	1 516	-
Total		77 323	1 841	377	79 541	4 014

		2011/12	2010/11
	<i>Note</i>	R'000	R'000
12.1 Claims recoverable	12		
National departments		1 241	255
Provincial department		65 615	-
Public entities		10 248	2 619
Private enterprises		35	40
Total		77 139	2 914

The claim recoverable include an amount of R65,615 million in respect of the debt of the Eastern Cape taken over from the former Department of Education. The amount will be written off as and when the Department realises any savings.

		2011/12	2010/11
	<i>Note</i>	R'000	R'000
12.2 Recoverable expenditure (disallowance accounts)	12		
Disallowance Miscellaneous		262	215
Salary Disallowance		155	873
Clearing accounts		32	-
Total		449	1 088

		2011/12	2010/11
	<i>Note</i>	R'000	R'000
12.3 Staff debt	12		
Bursaries debts		11	12
Breach of contract		10	-
Employee		177	-
Ex-employee		93	-
Suppliers		7	-
Other debts		139	-
Total		437	12

	2011/12	2010/11
<i>Note</i>	R'000	R'000
	12	
12.4 Other debtors		
Dishonoured cheques	6	-
Kha Ri Gude (Overpayment of stipends to volunteers)	1 510	-
Total	1 516	-

13. Voted Funds to be Surrendered to the Revenue Fund

Opening balance	656 922	-
Transfer from statement of financial performance	1 179 552	656 922
Paid during the year	(656 922)	-
Closing balance	1 179 552	656 922

14. Departmental revenue and NRF receipts to be surrendered to the Revenue Fund

Opening balance	412	-
Transfer from Statement of Financial Performance	12 731	1 660
Paid during the year	(13 101)	1 248
Closing balance	42	412

15. Direct Exchequer receipts to be surrendered to the Revenue Funds

Opening balance	-	-
Transfer from Statement of Financial Performance	3 093	-
Closing balance	3 093	-

16. Payables - current

Advance received	16.1	1 114	696
Clearing accounts	16.2	2 603	1 787
Total		3 717	2 483

16.1 Advance received

United Nations Educational, Scientific and Cultural Organization	16	1 091	696
Association for the Development of Education in Africa (ADEA)		23	-
Total		1 114	696

16.2 Clearing accounts

South African Revenue Services	16	2 559	1 783
Government Pension Funds		2	3
Bargaining Council		1	-
Salary disallowance accounts		41	-
Other		-	1
Total		2 603	1 787

<i>Note</i>	2011/12 R'000	2010/11 R'000
17. Net cash flow available from operating activities		
Net surplus/(deficit) as per Statement of Financial Performance	1 205 648	648 767
Add back non cash/cash movements not deemed operating activities	(858 552)	9 450
(Increase)/decrease in receivables – current	(75 527)	(4 014)
(Increase)/decrease in prepayments and advances	(208 251)	(635)
Increase/(decrease) in payables – current	1 234	2 483
Expenditure on capital assets	94 015	12 864
Surrenders to Revenue Fund	(670 023)	(1 248)
Net cash flow generated by operating activities	347 096	658 217
18. Reconciliation of cash and cash equivalents for cash flow purposes		
Consolidated Paymaster General account	898 458	679 851
Cash receipts	-	31
Disbursements	-	(34 535)
Cash on hand	18	18
Total	898 476	645 365

		2011/12	2010/11
	<i>Note</i>	R'000	R'000
19. Contingent liabilities and contingent assets			
19.1 Contingent liabilities			
Liable to	Nature		
Motor vehicle guarantees	Employees	5	61
Housing loan guarantees	Employees	92	356
Claims against the department	<i>Annex 2B</i>	20 430	-
Total		20 527	417

19.2 Contingent Assets

Nature of contingent assets			
Allegation that the supplier charged VAT while not registered as a VAT vendor		536	-
Total		536	-

20. Commitments

Current expenditure			
Approved and contracted		47 741	328 846
Approved but not yet contracted		-	308
		47 741	329 154
Capital Expenditure (including transfers)			
Approved and contracted		829 536	318
Approved but not yet contracted		-	6
		829 536	324
Total Commitments		877 277	329 478

The commitments exclude operating lease commitments as disclosed on separate notes. The purchase order to the value of R 1 093 952.31 was cancelled after the reporting date.

21. Accruals

Listed by economic classification	30 days	30+ days	Total	Total
Goods and services	12 572	64 745	77 317	118 277
Capital assets	6 372	15	6 387	13
Total	18 944	64 760	83 704	118 290

Listed by programme level

Programme 1: Administration	1 933	437
Programme 2: Curriculum Policy, Support and Monitoring	24 190	116 125
Programme 3: Teachers, Education HR and Institutional Development	27 193	167
Programme 4: Planning, Information and Assessment	29 227	1 362
Programme 5: Educational Enrichment Services	1 161	199
Total	83 704	118 290

	2011/12 R'000	2010/11 R'000
22. Employee benefits		
Leave entitlement	7 808	6 799
Service bonus (Thirteenth cheque)	6 435	5 964
Performance awards	178	1 379
Capped leave commitments	16 579	17 003
Other	93	-
Total	31 093	31 145

23. Lease commitments**23.1 Operating leases expenditure**

2011/12	Machinery and equipment R'000	Total R'000
Not later than 1 year	937	937
Later than 1 year and not later than 5 years	572	572
Total lease commitments	1 509	1 509

2010/11	Machinery and equipment R'000	Total R'000
Not later than 1 year	898	898
Later than 1 year and not later than 5 years	1 208	1 208
Total lease commitments	2 106	2 106

2011/12 R'000	2010/11 R'000
------------------	------------------

24. Receivable for departmental revenue**24.1 Analysis of receivables for departmental revenue**

Opening balance	-	-
Less: Amount received	9	-
Add: Amount recognised	9	-
Closing balance	-	-

	2011/12	2010/11
	R'000	R'000

25. Irregular Expenditure

25.1 Reconciliation of irregular expenditure

Opening balance	81 771	-
Add: Irregular expenditure - related to prior year	(3 060)	81 771
Add: Irregular expenditure - relating to current year	74 820	-
Irregular expenditure awaiting condonation	153 531	81 771

Analysis of awaiting condonation per age classification

Current year	74 820	81 771
Prior year	78 711	-
Total	153 531	81 771

25.2 Details of irregular expenditure - current year

2011/12

R'000

Incident

The Department of Education entered into a contract with a service provider in 2008. The purpose of the contract was to provide basic literacy to illiterate adults in the country. The Department of Basic Education took over the contract during the functional split of the Department of Education. During the audit of 2010/11, it was established that not all the supply chain processes were adhered to. National Treasury was consulted on the matter and they confirmed the finding of the Auditor-General. Although the service provider did not follow the SCM processes to the letter, a fair, transparent and competitive bidding process was followed. No one benefited unfairly from this process. At the time of the audit, procurement of LTSM for the project had already started for 2011. Therefore part of the procurement for 2011/12 financial year is deemed as irregular according to National Treasury. The Department is in the process of obtaining condonation for the irregular expenditure.

Disciplinary steps taken/criminal proceedings

Under investigation	74 820
	74 820

26. Related party transactions

ELRC
SACE
UMALUSI

	<i>No. of Individuals</i>	2011/12 R'000	2010/11 R'000
27. Key management personnel			
Political office bearers (provide detail below)	2	3 385	3 303
Officials:			-
Level 15 to 16	12	12 617	10 437
Level 14 (incl CFO if at a lower level)	20	18 366	11 855
Family members of key management personnel	0	-	-
Total		34 368	25 595

Minister: 2010/11: R1.811 million; 2011/12: R1.856 million.

Deputy Minister: 2010/11: R1.491 million; 2011/12: R1.528 million.

28. Public Private Partnership

A description of the arrangement

The Department of Education has obtained Treasury Approval III from National Treasury to enter into a PPP agreement on 20 April 2007 for financing, design, construction, operation and maintenance of office accommodation. The PPP contract between the Department of Education and Sethekgo PTY LTD was transferred to the Department of Basic Education after the split of the Department of Education.

The Department of Basic Education pays a unitary fee to the Sethekgo PTY LTD which will increase annually with CPI for a period of 25 years commencing on 15 February 2010. The Department of Basic Education is entitled to charge the service provider with penalties when the agreed services levels are not met.

The agreement made provision for the Department to request any change to the Works except for any request which will increase the likelihood of the services not complying with the service specifications or materially and adversely affect the Private Party's ability to perform its obligations under the PPP Agreement (small works). These services are paid separately from the unitary fee as either a pass through or an additional cost.

The commencement of the PPP accounting term is the date from which the Department of Basic Education is entitled to exercise its right to use the asset.

The private party in turn assumes an obligation to provide such services, normally in accordance with performance requirements set by the Department of Basic Education.

The Department of Basic Education does not have the obligation to acquire the property from the private party during the PPP agreement operation period. However at the end of the 25 year contract period the entire property, including the building and its furniture and equipment will be transferred to the Department of Basic Education.

Provision is made in the PPP Agreement for the termination and renewal of the agreement if so required.

Accounting Approach

The following accounting standards were considered on the approach used on determining the disclosure of the PPP lease.

1. IFRIC 4 Determining whether an Arrangement contains a Lease
2. Accounting Standard GRAP 13 (Accounting for leases)
3. Accounting Standard Guideline on Accounting for Public Private Partnerships

Disclosure Notes

The financial statement of the Department are prepared on a modified cash basis accounting system and therefore the National Treasury guide on accounting for finance lease and PPP agreement was used in the following disclosure.

The actual payments of unitary fee paid during the year	2011/12	2010/11
	R'000	R'000
Contract fee paid	129 037	122 961
Fixed component	61 750	57 495
Indexed component	67 287	65 466
Analysis of indexed component	67 287	65 466
Goods and Services(excluding lease payments)	67 287	65 466
Other	1 784	-
Other obligations	1 784	-

The following disclosure is based on the commitments of the PPP agreement as at 31/03/2012. Note 23 of the annual financial statement would require the following addition in respect of the PPP finance lease.

PPP Finance leases commitments

2011/12	Buildings and other fixed structures	Machinery and equipment	Total
	R'000	R'000	R'000
Not later than 1 year	60 442	8 213	68 655
Later than 1 year and not later than 5 years	302 210	24 638	326 848
Later than 5 years	1 027 514	-	1 027 514
Total lease commitments	1 390 166	32 851	1 423 017
LESS: finance costs	879 913	6 301	886 214
Total present value of lease liabilities	510 253	26 550	536 803

2010/11	Buildings and other fixed structures	Machinery and equipment	Total
	R'000	R'000	R'000
Not later than 1 year	53 537	3 958	57 495
Later than 1 year and not later than 5 years	267 687	15 832	283 519
Later than 5 years	963 672	-	963 672
Total lease commitments	1 284 896	19 790	1 304 686
Less: finance costs	828 729	4 571	833 300
Total present value of lease liabilities	456 167	15 219	471 386

29. Movable Tangible Capital Assets

MOVEMENT IN MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2012

	Opening balance	Curr year adjustments to prior year balances	Additions	Disposals	Closing balance
	R'000	R'000	R'000	R'000	R'000
MACHINERY AND EQUIPMENT	29 944	299	5 535	235	35 543
Transport assets	3 083	-	587	-	3 670
Computer equipment	20 783	299	3 144	229	23 997
Furniture and office equipment	3 771	(8)	992	6	4 749
Other machinery and equipment	2 307	8	812	-	3 127
TOTAL MOVABLE TANGIBLE CAPITAL ASSETS	29 944	299	5 535	235	35 543

29.1 Additions

ADDITIONS TO MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2012

	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	10 564	-	(5 029)	-	5 535
Transport assets	587	-	-	-	587
Computer equipment	3 144	-	-	-	3 144
Furniture and office equipment	6 021	-	(5 029)	-	992
Other machinery and equipment	812	-	-	-	812
TOTAL ADDITIONS TO MOVABLE TANGIBLE CAPITAL ASSETS	10 564	-	(5 029)	-	5 535

29.2 Disposals

DISPOSALS OF MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2012

	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	-	235	235	-
Computer equipment	-	229	229	-
Furniture and office equipment	-	6	6	-
TOTAL DISPOSAL OF MOVABLE TANGIBLE CAPITAL ASSETS	-	235	235	-

29.3 Movement for 2010/11

MOVEMENT IN MOVABLE TANGIBLE CAPITAL ASSETS PER THE ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2011

	Opening balance	Additions	Disposals	Closing balance
	R'000	R'000	R'000	R'000
	-	30 300	356	29 944
Transport assets	-	3 083	-	3 083
Computer equipment	-	20 926	143	20 783
Furniture and office equipment	-	3 771	-	3 771
Other machinery and equipment	-	2 520	213	2 307
TOTAL MOVABLE TANGIBLE CAPITAL ASSETS	-	30 300	356	29 944

29.4 Minor assets

MOVEMENT IN MINOR ASSETS PER THE ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2012

	Intangible assets	Machinery and equipment	Total
	R'000	R'000	R'000
Opening balance	94	23 189	23 283
Adjustment to Prior yr balance	-	(17 308)	(17 308)
Additions	49	941	990
Disposals	-	320	320
TOTAL MINOR ASSETS	143	6 502	6 645
	Intangible assets	Machinery and equipment	Total
	R'000	R'000	R'000
Number of R1 minor assets	52	1 515	1 567
Number of minor assets at cost	60	3 592	3 652
TOTAL NUMBER OF MINOR ASSETS	112	5 107	5 219

Minor assets

MOVEMENT IN MINOR ASSETS PER THE ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2011

	Intangible assets	Machinery and equipment	Total
	R'000	R'000	R'000
Additions	94	23 189	23 283
TOTAL MINOR ASSETS	94	23 189	23 283
	Intangible assets	Machinery and equipment	Total
	R'000	R'000	R'000
Number of R1 minor assets	5	1 562	1 567
Number of minor assets at cost	32	8 824	8 856
TOTAL NUMBER OF MINOR ASSETS	37	10 386	10 423

29.5 Movable assets written off

MOVABLE ASSETS WRITTEN OFF FOR THE YEAR ENDED 31 MARCH 2012

	Machinery and equipment	Total
	R'000	R'000
Assets written off	79	79
TOTAL MOVABLE ASSETS WRITTEN OFF	79	79

MOVABLE ASSETS WRITTEN OFF FOR THE YEAR ENDED 31 MARCH 2011

	Machinery and equipment	Total
	R'000	R'000
Assets written off	29	29
TOTAL MOVABLE ASSETS WRITTEN OFF	29	29

30. Intangible Capital Assets

MOVEMENT IN INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2012

	Opening balance	Curr year adjustments to prior year balances	Additions	Disposals	Closing balance
	R'000	R'000	R'000	R'000	R'000
Computer Software	1 956	-	4 392	-	6 348
TOTAL INTANGIBLE CAPITAL ASSETS	1 956	-	4 392	-	6 348

Additions

ADDITIONS TO INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2012

	Cash	Non-cash	(Development work-in-progress current costs)	Received current, not paid	Total
	R'000	R'000	R'000	R'000	R'000
Computer Software	3 177	4 339	(3 124)	-	4 392
TOTAL ADDITIONS TO INTANGIBLE CAPITAL ASSETS	3 177	4 339	(3 124)	-	4 392

Movement for 2010/11

MOVEMENT IN INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR YEAR ENDED 31 MARCH 2011

	Opening balance R'000	Additions R'000	Disposals R'000	Closing balance R'000
Computer Software	-	1 956	-	1 956
TOTAL INTANGIBLE CAPITAL ASSETS	-	1 956	-	1 956

31. Immovable Tangible Capital Assets

MOVEMENT IN IMMOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2012

	Opening balance R'000	Curr year adjustments to prior year balances R'000	Additions R'000	Disposals R'000	Closing balance R'000
HERITAGE ASSETS	3 600	-	-	-	3 600
Heritage assets	3 600	-	-	-	3 600
TOTAL IMMOVABLE TANGIBLE CAPITAL ASSETS	3 600	-	-	-	3 600

Additions

31.1 ADDITIONS TO IMMOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2012

	Cash R'000	Non-cash R'000	(Capital work-in- progress current costs and finance lease payments) R'000	Received current, not paid R'000	Total R'000
BUILDINGS AND OTHER FIXED STRUCTURES	80 287	-	(80 287)	-	-
Non-residential buildings	80 287	-	(80 287)	-	-
TOTAL ADDITIONS TO IMMOVABLE TANGIBLE CAPITAL ASSETS	80 287	-	(80 287)	-	-

Movement for 2010/11

31.2 MOVEMENT TO IMMOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2011

	Opening balance R'000	Addition R'000	Disposal R'000	Closing balance R'000
HERITAGE ASSETS	-	3 600	-	3 600
Heritage assets	-	3 600	-	3 600
TOTAL IMMOVABLE TANGIBLE CAPITAL ASSETS	-	3 600	-	3 600

32. STATEMENT OF CONDITIONAL GRANTS PAID TO THE PROVINCES

NAME OF PROVINCE /GRANT	GRANT ALLOCATION			TRANSFER			SPENT		2010/11 Division of Revenue Act R'000		
	Division of Revenue Act R'000	Roll-overs R'000	Adjustments R'000	Total Available R'000	Actual Transfer R'000	Funds Withheld R'000	Re-allocations by National Treasury or National Department R'000	Amount received by department R'000		Amount spent by department R'000	% of available funds spent by dept %
Dinaledi Schools Grant											
Eastern Cape	8 400	-	-	8 400	8 400	-	-	8 400	8 396	100%	-
Free State	5 040	-	-	5 040	5 040	-	-	5 040	4 816	96%	-
Gauteng	14 140	-	-	14 140	14 140	-	-	14 140	14 140	100%	-
KwaZulu-Natal	12 320	-	-	12 320	12 320	-	-	12 320	13 543	110%	-
Limpopo	7 140	-	-	7 140	4 998	2 142	-	4 998	607	12%	-
Mpumalanga	6 440	-	-	6 440	6 440	-	-	6 440	5 696	88%	-
Northern Cape	2 380	-	-	2 380	2 380	-	-	2 380	2 379	100%	-
North West	7 420	-	-	7 420	7 420	-	-	7 420	6 542	88%	-
Western Cape	6 720	-	-	6 720	6 720	-	-	6 720	6 683	99%	-
Education Infrastructure Grant											
Eastern Cape	968 435	-	125 100	1 093 535	726 326	367 209	-	726 326	704 686	97%	-
Free State	418 776	-	6 480	425 256	425 256	-	-	425 256	424 174	100%	-
Gauteng	461 011	-	-	461 011	461 011	-	-	461 011	309 353	67%	-
KwaZulu-Natal	1 158 136	-	17 820	1 175 956	1 175 956	-	-	1 175 956	1 215 531	103%	-
Limpopo	874 897	-	23 040	897 937	897 937	-	-	897 937	894 034	100%	-
Mpumalanga	472 881	-	3 600	476 481	476 481	-	-	476 481	590 184	124%	-
Northern Cape	289 158	-	-	289 158	289 158	-	-	289 158	291 905	101%	-
North West	469 967	-	3 960	473 927	473 927	-	-	473 927	522 022	110%	-
Western Cape	385 039	-	-	385 039	385 039	-	-	385 039	302 427	79%	-

32. STATEMENT OF CONDITIONAL GRANTS PAID TO THE PROVINCES - CONTINUES

NAME OF PROVINCE /GRANT	GRANT ALLOCATION			TRANSFER			SPENT			2010/11 Division of Revenue Act R'000	
	Division of Revenue Act R'000	Roll -overs R'000	Adjustments R'000	Total Available R'000	Actual Transfer R'000	Funds Withheld R'000	Re-allocations by National Treasury or National Department R'000	Amount received by department R'000	Amount spent by department R'000		% of available funds spent by dept %
HIV and Aids (Life Skills Education) Grant											
Eastern Cape	34 346	-	-	34 346	34 346	-	-	34 346	36 877	107%	32 189
Free State	11 772	-	-	11 772	11 772	-	-	11 772	10 434	89%	10 866
Gauteng	28 175	-	-	28 175	18 314	9 861	-	18 314	26 750	146%	26 202
KwaZulu-Natal	45 114	-	-	45 114	45 114	-	-	45 114	45 284	100%	42 686
Limpopo	28 088	-	-	28 088	28 088	-	-	28 088	25 640	91%	28 322
Mpumalanga	16 388	-	-	16 388	16 388	-	-	16 388	15 881	97%	15 392
Northern Cape	4 357	-	-	4 357	4 357	-	-	4 357	4 183	96%	4 084
North West	14 700	-	-	14 700	14 700	-	-	14 700	14 827	101%	12 912
Western Cape	16 388	-	-	16 388	16 388	-	-	16 388	14 086	86%	15 392
National School Nutrition Programme Grant											
Eastern Cape	845 166	-	-	845 166	845 166	-	-	845 166	840 626	99%	702 936
Free State	244 699	-	-	244 699	244 699	-	-	244 699	248 204	101%	195 194
Gauteng	509 798	-	-	509 798	509 798	-	-	509 798	468 870	92%	388 884
Kwazulu-Natal	1 070 013	-	-	1 070 013	1 070 013	-	-	1 070 013	1 144 250	107%	855 285
Limpopo	829 669	-	-	829 669	829 669	-	-	829 669	779 336	94%	659 233
Mpumalanga	440 923	-	-	440 923	440 923	-	-	440 923	415 891	94%	354 341
Northern Cape	105 116	-	-	105 116	105 116	-	-	105 116	104 968	100%	84 536
North West	305 935	-	-	305 935	305 935	-	-	305 935	311 080	102%	249 599
Western Cape	227 433	-	-	227 433	227 433	-	-	227 433	230 024	101%	173 318

32. STATEMENT OF CONDITIONAL GRANTS PAID TO THE PROVINCES - CONTINUES

NAME OF PROVINCE /GRANT	GRANT ALLOCATION			TRANSFER			SPENT		2010/11 Division of Revenue Act R'000		
	Division of Revenue Act R'000	Roll -overs R'000	Adjustments R'000	Total Available R'000	Actual Transfer R'000	Funds Withheld R'000	Re-allocations by National Treasury or National Department R'000	Amount received by department R'000		Amount spent by department R'000	% of available funds spent by dept %
Technical Secondary Schools Recapitalisation Grant											
Eastern Cape	37 584	2 688	-	40 272	40 272	-	-	40 272	34 492	86%	9 549
Free State	14 428	-	-	14 428	14 428	-	-	14 428	14 428	100%	7 477
Gauteng	30 596	-	-	30 596	30 596	-	-	30 596	10 649	35%	17 944
Kwazulu-Natal	38 563	-	-	38 563	38 563	-	-	38 563	35 276	91%	15 274
Limpopo	27 450	4 444	-	31 894	31 894	-	-	31 894	11 043	35%	8 479
Mpumalanga	18 078	3 386	-	21 464	21 464	-	-	21 464	21 780	101%	5 869
Northern Cape	7 667	-	-	7 667	7 667	-	-	7 667	7 829	102%	3 423
North-West	17 015	-	-	17 015	17 015	-	-	17 015	7 662	45%	8 697
Western Cape	8 619	-	-	8 619	8 619	-	-	8 619	8 610	100%	3 288
Total	10 546 380	10 518	180 000	10 736 898	10 357 686	379 212	-	10 357 686	10 206 098		3 931 371

The Department hereby certifies that all transfers were deposited into the primary bank account of the provinces for the 2011/12 financial year. The over-expenditure in respect of some conditional grants will be covered via the provincial allocations.

ANNEXURE 1A

STATEMENT OF TRANSFERS TO DEPARTMENTAL AGENCIES AND ACCOUNTS

DEPARTMENT/AGENCY/ACCOUNT	TRANSFER ALLOCATION				TRANSFER		2010/11 Appropriation Act R'000
	Adjusted Appropriation R'000	Roll-overs R'000	Adjustments R'000	Total Available R'000	Actual Transfer R'000	% of Available Funds Transferred %	
ETDP SETA	158	-	-	158	157	99%	141
National Student Financial Aid Scheme	449 440	-	-	449 440	449 440	100%	424 000
Umalusi	18 391	-	-	18 391	18 391	100%	17 350
South African Council for Educators	-	-	-	-	-	-	1 000
Human Science Research Council (HSRC)	-	-	-	-	-	-	5 900
Total	467 989	-	-	467 989	467 988		448 391

ANNEXURE 1B

STATEMENT OF TRANSFERS TO FOREIGN GOVERNMENT AND INTERNATIONAL ORGANISATIONS

FOREIGN GOVERNMENT INTERNATIONAL ORGANISATION	TRANSFER ALLOCATION			EXPENDITURE		2010/11 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 %
	R'000	R'000	R'000	R'000	R'000		%
Transfers							
Association for the Development of Education in Africa (ADEA)	27	-	-	27	-	25	
Guidance, Counselling and Youth Development Centre for Africa: Malawi	100	-	-	100	-	100	
UNESCO (United Nations Educational, Scientific and Cultural Organisation)	10 739	-	-	10 739	10 455	97%	
Total	10 866	-	-	10 866	10 455	10 256	

ANNEXURE 1C

STATEMENT OF TRANSFERS TO NON-PROFIT INSTITUTIONS

NON-PROFIT INSTITUTIONS	TRANSFER ALLOCATION				EXPENDITURE		2010/11 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							
Childline South Africa	50	-	-	50	50	100%	50
Total	50	-	-	50	50		50

ANNEXURE 1D

STATEMENT OF TRANSFERS TO HOUSEHOLDS

HOUSEHOLDS	TRANSFER ALLOCATION				EXPENDITURE		2010/11 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	35	-	2 396	2 431	2 415	99%	214
Total	35	-	2 396	2 431	2 415		214

ANNEXURE 1E

STATEMENT OF GIFTS, DONATIONS AND SPONSORSHIPS RECEIVED

NAME OF ORGANISATION	NATURE OF GIFT, DONATION OR SPONSORSHIP	2011/12		2010/11	
		R'000		R'000	
Received in kind					
Anglo American Chairman's Funds	Recognition of the Matric examinations, 2009	-	-	1 500	-
Birchwood Hotel and Conference Centre	National Teacher Awards	150	-	-	-
EDTP SETA	National Teacher Awards	1 000	-	-	-
General Motors SA	National Teacher Awards	129	-	-	-
Independent Newspaper	National Teacher Awards	2 028	-	-	-
Intel	National Teacher Awards	270	-	-	-
MacMillan SA (PTY) LTD	National Teacher Awards	64	-	-	-
Nestle	National Teacher Awards	16	-	-	-
Oxford University Publishers	National Teacher Awards	35	-	-	-
Paarl Media	National Teacher Awards	200	-	-	-
Pan MacMillan	National Teacher Awards	4	-	-	-
SABC Education	National Teacher Awards	13 000	-	-	-
Sangari South Africa	National Teacher Awards	16	-	-	-
Telkom	National Teacher Awards	2 000	-	-	-
Travel with Flair	National Teacher Awards	300	-	-	-
US Embassy	National Teacher Awards	2	-	-	-
VIA Africa	National Teacher Awards	500	-	-	-
Vodacom	National Teacher Awards	350	-	-	-
Total		20 064		1 500	

ANNEXURE 1F

STATEMENT OF AID ASSISTANCE RECEIVED

NAME OF DONOR	PURPOSE	OPENING BALANCE R'000	REVENUE R'000	EXPENDITURE R'000	CLOSING BALANCE R'000
Received in cash					
European Union	PrimEdSPSP	(9 815)	155 000	144 728	457
European Union	School Infrastructure Support Programme	-	2 061	2 061	-
Total		(9 815)	157 061	146 789	457

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 (Group major categories but list material items including name of organisation)	2011/12	2010/11
	R'000	R'000
Paid in Cash		
Flowers (Department of Sport and Recreation, R402.75; Minister of Basic Education, R399.95)	1	1
Total	1	1

ANNEXURE 2A

STATEMENT OF FINANCIAL GUARANTEES ISSUED AS AT 31 MARCH 2012 - LOCAL

GUARANTOR INSTITUTION	Guarantee in respect of	Original guaranteed capital amount R'000	Opening balance 1 April 2011 R'000	Guarantees draw downs during the year R'000	Guaranteed repayments/ cancelled/ reduced/ released during the year R'000	Revaluations R'000	Closing balance 31 March 2012 R'000	Guaranteed interest for year ended 31 March 2012 R'000	Realised losses not recoverable i.e. claims paid out R'000
Motor vehicles									
	Motor Finance Scheme	197	61	-	56	-	5	-	-
Employees	Subtotal	197	61	-	56	-	5	-	-
Housing Loans									
	Standard Bank Employees	423	83	-	-	-	83	-	-
	FirstRand Bank Employees	47	9	-	-	-	9	-	-
	Nedbank Limited Employees	719	142	-	142	-	-	-	-
	Absa Employees	146	29	-	29	-	-	-	-
	Unique Finance Employees	129	26	-	26	-	-	-	-
	Nedbank (NSB) Employees	-	14	-	14	-	-	-	-
	FNB (Saambou) Employees	75	15	-	15	-	-	-	-
	Old Mutual Employees	193	38	-	38	-	-	-	-
	Subtotal	1 732	356	-	264	-	92	-	-
	Total	1 929	417	-	320	-	97	-	-

ANNEXURE 2B

STATEMENT OF CONTINGENT LIABILITIES AS AT 31 MARCH 2012

Nature of liability	Opening balance 1 April 2011	Liabilities incurred during the year	Liabilities paid/ cancelled/ reduced during the year	Liabilities recoverable (Provide details hereunder)	Closing balance 31 March 2012
	R'000	R'000	R'000	R'000	R'000
Claims against the department					
Lingua Franca Publishers vs. the Department of Basic Education	-	13 430	-	-	13 430
Procon Fischer (Pty) Ltd vs. The Minister of Education	-	7 000	-	-	7 000
Subtotal	-	20 430	-	-	20 430

ANNEXURE 3 : CLAIMS RECOVERABLE

Government entity	Confirmed balance outstanding		Unconfirmed balance outstanding		Total	
	31/03/2012 R'000	31/03/2011 R'000	31/03/2012 R'000	31/03/2011 R'000	31/03/2012 R'000	31/03/2011 R'000
Department						
DOE: Department of Rural Development	-	-	24	-	24	-
Free State Department of Education	-	-	40	-	40	-
Gauteng Department of Health and Social Development	-	13	13	-	13	13
National Department of Health	-	11	23	-	23	11
Department of Higher Education and Training	-	-	231	71	231	71
Department of Higher Education and Training (Telkom account)	-	-	-	140	-	140
Department of Justice and Constitutional Development	-	-	1	-	1	-
KwaZulu-Natal Department of Education	-	-	95	-	95	-
Department of Land Affairs	-	-	1	-	1	-
North West Agriculture Conservative	-	-	27	-	27	-
Statistics South Africa	-	-	12	-	12	-
Department of Water Affairs	-	-	-	20	-	20
Western Cape Department of Education	-	-	2	-	2	-
Eastern Cape Department of Education	-	-	65 615	-	65 615	-
National Department of Education	-	-	773	-	773	-
		24	66 857	231	66 857	255
Other Government Entities						
South African Revenue Services	-	-	10 248	2 619	10 248	2 619
Auditor-General	-	-	5	-	5	-
	-	-	10 253	2 619	10 253	2 619
Private Enterprises						
Drake and Skull	-	-	12	-	12	-
Fedicks	-	-	5	-	5	-
Rennies	-	-	3	-	3	-
Tsebo	-	-	9	-	9	-
	-	-	29	-	29	-
Total	-	24	77 139	2 850	77 139	2 874

ANNEXURE 4

INVENTORY

Note	2011/12		2010/11	
	Quantity	R'000	Quantity	R'000
Inventory				
Opening balance	1 370 405	27 498	-	-
Add/(Less): Adjustments to prior year balances	28 705	89	1 055 335	21 583
Add: Additions/Purchases - Cash	5 404 186	57 723	4 679 872	69 186
Add: Additions – Non-cash	-	-	92	-
(Less): Disposals	(4)	-	(48)	-
(Less): Issues	(4 713 670)	(64 736)	(4 373 790)	(63 394)
Add/(Less): Adjustments	18 805	217	8 944	123
Closing balance	2 108 427	20 791	1 370 405	27 498

4

Human Resource Management

Oversight Report

The statistics and information published in this part of the annual report are required in terms of Chapter 1, Part III J.3 of the Public Service Regulations, 2001 and have been prescribed by the Minister for the Public Service and Administration for all departments within 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 the powers granted under Public Service and Public Finance legislation in a responsible manner,
- is achieving national transformation priorities established by the Cabinet, for example, affirmative action.

Annual reports are produced after the end of the financial year. This is aimed at strengthening the accountability of departments to key stakeholders.

4.1 SERVICE DELIVERY

All departments are required to develop a Service Delivery Improvement (SDI) Plan. The following tables reflect the components of the SDI Plan as well as progress made in the implementation of the plans.

Table 4.1.1 – Main service provided and standards

Main service	Actual customers
Provision of Early Childhood Development education	Learners: 0 – 4 years
Provision of Grade Programmes	Learners: 5 years
Provision of Basic Education (Grades 1-9)	Learners: 6 – 15 years
Provision of Further Education and Training Programmes	Learners: 16 – 18 years
Improving the quality of education	All learners
Ensuring a credible outcomes- focused planning and accountability system	Education System

Table 4.1.2 – Consultation arrangements with customers

Type of arrangement	Actual Customers	Actual achievements
Heads of Education Departments Committee (HEDCOM)	All 9 Provincial Education Departments	Achieved
Council of Education Ministers (CEM)	All 9 Provincial Education Departments	Achieved
Heads of Education Departments Committee (HEDCOM)	All 9 Provincial Education Departments	Achieved
Council of Education Ministers (CEM)	All 9 Provincial Education Departments	Achieved

Table 4.1.3 – Service delivery access strategy

Access Strategy	Actual achievements
Call centre	Telephonic
Electronic Mail	Internet
Website	Internet
Government Gazettes	Newspaper
Media	Advertisements
Presidency hotline	Telephonic
Minister's hotline	Telephonic

Table 4.1.4 – Service information tool

Types of information tool	Actual achievements
Report on National Senior Certificate Results	Report published in January 2012
Report on NSC results: School Performance Analysis	Report published in January 2012
Report on NSC results: National Diagnostic Report on Learner Performance	Report published in January 2012
Report on Annual National Assessments	Report published in June 2011
Report on Qualitative Analysis of Annual National Assessments	Report published in March 2012
Macro Indicator Trends in Schooling Summary Report	Report produced in 2011
DBE Strategic Plan 2011 - 2014	Published in April 2011

Table 4.1.5 – Complaints mechanism

Complaints Mechanism	Actual achievements
Hotline	
Responding to enquiries that come through the Call Centre	11 515 were received and responded to
Responding to enquiries that come through the hotlines	1 525 enquiries were received of which 77% were resolved.

4.2 EXPENDITURE

Note: During 2011/12 a total of R10,570 million was spent on remuneration for examiners and moderators. This amount is excluded from the personnel expenditure tables as these officials are remunerated on a claim per task basis. The inclusion of this in the following tables would give a false reflection on personnel numbers and costs in the tables.

The following figures are also not included in the personnel expenditure table:

Expenditure for interns, R967 000 and Workbooks, R18.168 million as well as smaller projects such as, Systemic Evaluation and the National Curriculum Institute, R4.814 million.

Department's budget in terms of clearly defined programmes. The following tables summarise final audited expenditure by programme (Table 4.2.1) and by salary bands (Table 4.2.2). In particular the tables provide an indication of the amount spent on personnel costs in terms of each of the programmes or salary bands within the Department.

TABLE 4.2.1 – Personnel costs by programme, 1 April 2011 to 31 March 2012

Programme	Total expenditure (R'000)	Personnel expenditure (R'000)	Professional and Special Services (R'000)	Personnel cost as a % of total expenditure	Average personnel cost per employee (R'000)
1	287 734	86 485	4 232	30.06	300
2	1 700 304	42 485	39 059	2.50	506
3	537 568	51 571	2 336	9.59	403
4	5 563 859	51 630	62 731	0.93	427
5	4 811 449	28 733	792	0.60	471
Total	12 900 914	260 904	109 150	2.02	383

TABLE 4.2.2 – Personnel costs by salary bands, 1 April 2011 to 31 March 2012

Salary bands	Personnel expenditure (R'000)	% of total personnel cost	Average personnel cost per employee (R'000)
Lower skilled (Levels 1-2)	0	0.00	0
Skilled (Levels 3-5)	5 998	2.30	143
Highly skilled production (Levels 6-8)	45 073	17.28	195
Highly skilled supervision (Levels 9-12)	144 008	55.19	432
Senior Management (Levels 13-16)	65 825	25.23	866
Total	260 904	100.00	383

The following tables provide a summary per programme (Table 4.2.3) and salary bands (Table 4.2.4), of expenditure incurred as a result of salaries, overtime, home owner's allowance and medical assistance. In each case, the table provides an indication of the percentage of the personnel budget that was used for these items.

TABLE 4.2.3 – Salaries, Overtime, Home Owner's Allowance and Medical Assistance by programme, 1 April 2011 to 31 March 2012

Programme	Salaries			Overtime		Home Owners Allowance		Medical Assistance	
	Personnel costs (R'000)	Amount (R'000)	Salaries as a % of personnel cost	Amount (R'000)	Overtime as a % of personnel cost	Amount (R'000)	HOA as a % of personnel cost	Amount (R'000)	Medical assistance as a % of personnel cost
1	86 485	64 189	74.22	1 691	1.96	1 310	1.51	2 639	3.05
2	42 485	31 835	74.93	130	0.31	813	1.91	1 128	2.66
3	51 571	38 175	74.02	48	0.09	553	1.07	1 340	2.60
4	51 630	38 994	75.53	959	1.86	1 242	2.41	1 676	3.25
5	28 733	23 172	80.65	0	0.00	330	1.15	661	2.30
Total	260 904	196 365	75.26	2 828	1.08	4 248	1.63	7 444	2.85

TABLE 4.2.4 – Salaries, Overtime, Home Owner’s Allowance and Medical Assistance by salary bands, 1 April 2011 to 31 March 2012

Salary bands	Salaries			Overtime		Home Owner’s Allowance		Medical Assistance	
	Personnel costs (R’000)	Amount (R’000)	Salaries as a % of personnel cost	Amount (R’000)	Overtime as a % of personnel cost	Amount (R’000)	HOA as a % of personnel cost	Amount (R’000)	Medical assistance as a % of personnel cost
Lower skilled (Levels 1-2)	0	0	0.00	0	0.00	0	0.00	0	0.00
Skilled (Levels 3-5)	5 998	3 748	62.49	1 431	23.86	182	3.03	228	3.80
Highly skilled production (Levels 6-8)	45 073	33 151	73.55	556	1.23	1 477	3.28	2 787	6.18
Highly skilled supervision (Levels 9-12)	144 008	108 559	75.38	841	0.58	2 140	1.49	3 640	2.53
Senior Management (Levels 13-16)	65 825	50 907	77.34	0	0.00	449	0.68	789	1.20
Total	260 904	196 365	75.26	2 828	1.08	4 248	1.63	7 444	2.85

4.3 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 who are additional to the establishment. This information is presented in terms of three key variables:- programme (Table 4.3.1), Salary Band (Table 4.3.2) and Critical Occupations (Table 4.3.3). The Department has identified critical occupations that need to be monitored. Table 4.3.3 provides establishment and vacancy information for the key critical occupations of the Department.

The vacancy rate reflects the percentage of posts that are not filled

TABLE 4.3.1 – Employment and vacancies by programme, 31 March 2012

Programme	Number of posts	Number of posts filled	Vacancy rate %	Number of posts filled additional to the establishment
1	358	288	19.55	2
2	94	84	10.64	1
3	159	128	19.50	2
4	134	121	9.70	0
5	78	61	21.79	0
Total	823	682	17.13	5

TABLE 4.3.2 – Employment and vacancies by salary bands, 31 March 2012

Salary band	Number of posts	Number of posts filled	Vacancy rate %	Number of posts filled additional to the establishment
Lower skilled (Levels 1-2)	0	0	0.00	
Skilled (Levels 3-5)	47	42	10.64	
Highly skilled production (Levels 6-8)	282	231	18.09	1
Highly skilled supervision (Levels 9-12)	392	333	15.05	1
Senior Management (Levels 13-16)	102	76	25.49	3
Total	823	682	17.13	5

TABLE 4.3.3 – Employment and vacancies by critical occupation, 31 March 2012

Critical occupations	Number of posts	Number of posts filled	Vacancy Rate %	Number of posts filled additional to the establishment
Educators	87	87	0	1
Total	87	87	0	1

The information in each case reflects the situation as at 31 March 2012. For an indication of changes in staffing patterns over the year under review, please refer to section 5 of this report.

Note: The main functions of the Department are policy formulation and implementation where different kinds of skills are necessary at different stages. The specialised nature of work in most of the areas of the Department necessitates the use of highly skilled people who are at some stages not readily available for permanent appointment and have to be appointed on contract for periods as may be required. The Department also seconded highly skilled professionals from tertiary institutions and other organisations to address specific needs that arise. These people are appointed against posts on the fixed staff establishment of the Department for short periods, for example three to six months. The above practice might create the impression of a higher than normal staff turnover which is in fact not the case.

4.4 JOB EVALUATION

The Public Service Regulations, 1999 introduced job evaluation as a way of ensuring that work of equal value is remunerated equally. Within a nationally determined framework, executing authorities may evaluate or re-evaluate any job in their organisations. In terms of the Regulations all vacancies on Salary Levels 9 and higher must be evaluated before they are filled.

The following table (Table 4.4.1) summarises the number of jobs that were evaluated during the period under review. The table also provides statistics on the number of posts that were upgraded or downgraded..

TABLE 4.4.1 – Job Evaluation, 1 April 2011 to 31 March 2012

Salary band	Number of posts	Number of jobs evaluated	% of posts evaluated by salary bands	Posts upgraded		Posts downgraded	
				Number	% of posts evaluated	Number	% of posts evaluated
Lower skilled (Levels 1-2)	0	0	0	0	0	0	0
Skilled (Levels 3-5)	47	0	0	0	0	0	0
Highly skilled production (Levels 6-8)	282	48	17.02	48	17.02	0	0
Highly skilled supervision (Levels 9-12)	392	0	0	0	0	0	0
Senior Management Service Band A	64	0	0	0	0	0	0
Senior Management Service Band B	27	0	0	0	0	0	0
Senior Management Service Band C	10	0	0	0	0	0	0
Senior Management Service Band D	1	0	0	0	0	0	0
Total	823	48	5.83	48	5.83	0	0

The following table provides a summary of the number of employees whose salary positions were upgraded due to their posts being upgraded.

TABLE 4.4.2 – Profile of employees whose salary positions were upgraded due to their posts being upgraded, 1 April 2011 to 31 March 2012

Beneficiaries	African	Indian	Coloured	White	Total
Female	43	0	0	2	45
Male	3	0	0	0	3
Total	46	0	0	2	48
Employees with a disability					0

The following table summarises the number of cases where remuneration levels exceeded the grade determined by job evaluation.

TABLE 4.4.3 – Employees whose salary level exceed the grade determined by job evaluation, 1 April 2011 to 31 March 2012 (in terms of PSR I.V.C.3)

Occupation	Number of employees	Job evaluation level	Remuneration level	Reason for deviation
Total number of employees whose salaries exceeded the grade determined by job evaluation in 2011/12				None

Table 4.4.4 summarises the beneficiaries of the above in terms of race, gender, and disability.

TABLE 4.4.4 – Profile of employees whose salary level exceeds the grade determined by job evaluation, 1 April 2011 to 31 March 2012 (in terms of PSR I.V.C.3)

Beneficiaries	African	Indian	Coloured	White	Total
Female	0	0	0	0	0
Male	0	0	0	0	0
Total	0	0	0	0	0
Employees with a disability					0

4.5 EMPLOYMENT CHANGES

This section provides information on changes in employment over the financial year. Turnover rates provide an indication of trends in the employment profile of the Department. The following tables provide a summary of turnover rates by salary band (Table 4.5.1) and by critical occupations (Table 4.5.2). (These “critical occupations” should be the same as those listed in Table 4.3.3).

TABLE 4.5.1 – Annual turnover rates by salary band for the period 1 April 2011 to 31 March 2012

Salary band	Number of employees per band as on 1 April 2011	Appointments and transfers into the Department	Terminations and transfers out of the Department	Turnover rate %
Lower skilled (Levels 1-2)	0	0	0	0
Skilled (Levels 3-5)	75	10	7	9.33
Highly skilled production (Levels 6-8)	159	17	7	4.40
Highly skilled supervision (Levels 9-12)	308	46	32	10.39
Senior Management Service Band A	44	3	4	9.09
Senior Management Service Band B	18	4	1	5.56
Senior Management Service Band C	7	0	2	28.57
Senior Management Service Band D	1	0	0	0.00
Total	612	80	53	8.66

TABLE 4.5.2 – Annual turnover rates by critical occupation for the period 1 April 2011 to 31 March 2012

Occupations	Number of employees per occupation as on 1 April 2011	Appointments and transfers into the Department	Terminations and transfers out of the Department	Turnover rate %
Educators	41	0	4	9.76
Total	41	0	4	9.76

Table 4.5.3 identifies the major reasons why staff left the Department.

TABLE 4.5.3 – Reasons why staff are leaving the Department

Termination Type	Number	% of total
Death	4	7.55
Resignation	5	9.43
Transfers to other Public Service Departments	16	30.19
Expiry of contract	21	39.62
Employee initiated severance packages	1	1.89
Discharge due to ill health	0	0
Dismissal – misconduct	0	0
Retirement	6	11.32
Total	53	100.00
Total number of employees who left as a % of the total employment		7.77

The following tables provide information on the number of promotions by critical occupation (Table 4.5.4) and the number of promotions by salary band (Table 4.5.5).

TABLE 4.5.4 – Promotions by critical occupation

Occupations	Employees as on 1 April 2011	Promotions to another salary level	Salary level promotions as a % of employees by occupation	Progressions to another notch within a salary level	Notch progressions as a % of employees by occupation
Educators	87	0	0	80	91.95
Total	87	0	0	80	91.95

Note: From the 87 officials, 46 were converted to CS Educators during the period 1 April 2011 to 31 March 2012.

TABLE 4.5.5 – Promotions by salary band

Salary band	Employees as on 1 April 2011	Promotions to another salary level	Salary bands promotions as a % of employees by salary level	Progressions to another notch within a salary level	Notch progressions as a % of employees by salary band
Lower skilled (Levels 1-2)	0	0	0	0	0.00
Skilled (Levels 3-5)	75	0	0	29	38.67
Highly skilled production (Levels 6-8)	159	0	0	79	49.69
Highly skilled supervision (Levels 9-12)	308	3	0.97	195	63.31
Senior Management (Levels 13-16)	70	1	1.43	51	72.86
Total	612	4	0.65	354	57.84

4.6 EMPLOYMENT EQUITY

The tables in this section are based on the formats prescribed by the Employment Equity Act, (Act 55 of 1998)

TABLE 4.6.1 - Total number of employees (including employees with disabilities) in each of the following occupational categories as on 31 March 2012

Occupational categories (SASCO)	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Senior Managers	28	6	8	6	15	4	5	4	76
Educators and Middle Managers	132	9	14	28	99	4	13	34	333
Officers and Senior Clerks, Machine Operators	62	0	0	2	142	3	2	20	231
Elementary occupations (Cleaners, Messengers, Food Services Aids, Security)	25	0	0	0	17	0	0	0	42
Total	247	15	22	36	273	11	20	58	682
Employees with disabilities	7	0	0	2	2	0	0	3	14

TABLE 4.6.2 - Total number of employees (including employees with disabilities) in each of the following occupational bands as on 31 March 2012

Occupational Bands	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management	1	0	2	0	2	1	0	1	7
Senior Management	27	6	6	6	13	3	5	3	69
Educators and Middle Managers	132	9	14	28	99	4	13	34	333
Skilled and academically qualified workers	62	0	0	2	142	3	2	20	231
Semi-skilled and discretionary decision making	25	0	0	0	17	0	0	0	42
Unskilled and defined decision making	0	0	0	0	0	0	0	0	0
Total	247	15	22	36	273	11	20	58	682

TABLE 4.6.3 - Recruitment for the period 1 April 2011 to 31 March 2012

Occupational bands	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management	0	0	0	0	0	0	0	0	0
Senior Management	0	0	1	0	0	0	0	0	1
Educators and Middle Managers	13	1	4	3	10	1	1	2	35
Skilled and academically qualified workers	1	0	0	0	0	1	0	0	2
Semi-skilled and discretionary decision making	0	0	0	0	0	2	0	0	2
Unskilled and defined decision making	0	0	0	0	0	0	0	0	0
Total	14	1	5	3	10	4	1	2	40
Employees with disabilities	0	0	0	0	0	0	0	0	0

TABLE 4.6.4 - Promotions for the period 1 April 2011 to 31 March 2012

Occupational bands	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management	0	0	0	0	0	0	0	0	0
Senior Management	0	0	1	0	0	0	0	0	1
Educators and Middle Managers	2	0	0	0	1	0	0	0	3
Skilled and academically qualified workers	0	0	0	0	0	0	0	0	0
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	2	0	1	0	1	0	0	0	4
Employees with disabilities	0	0	0	0	0	0	0	0	0

TABLE 4.6.5 - Terminations for the period 1 April 2011 to 31 March 2012

Occupational bands	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management	0	2	0	0	1	0	0	0	3
Senior Management	4	0	0	0	1	0	0	0	5
Educators and Middle Managers	9	5	1	4	11	1	0	1	32
Skilled and academically qualified workers	2	0	0	0	4	0	0	0	6
Semi-skilled and discretionary decision making	2	0	0	0	5	0	0	0	7
Unskilled and defined decision making	0	0	0	0	0	0	0	0	0
Total	17	7	1	4	22	1	0	1	53
Employees with disabilities	0	0	0	0	0	0	0	0	0

TABLE 4.6.6 - Disciplinary action for the period 1 April 2011 to 31 March 2012

Type of disciplinary action	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Disciplinary action	None	None	None	None	None	None	None	None	0

TABLE 4.6.7 - Skills development for the period 1 April 2011 to 31 March 2012

Occupational categories	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Senior Managers	1	0	0	1	9	0	0	0	11
Educators and Middle Managers	66	12	9	6	61	1	13	10	178
Officers and Clerks	16	0	0	0	33	0	2	0	51
Elementary occupations (Cleaners, Messengers, Food Services Aids, Security, Interns)	16	0	0	0	8	0	0	0	24
Total	99	12	9	7	111	1	15	10	264
Employees with disabilities	1	0	0	0	0	0	0	0	1

4.7 PERFORMANCE REWARDS

To encourage good performance, the Department has granted the following performance rewards during the period under review. The information is presented in terms of race, gender, and disability (Table 4.7.1), salary bands (Table 4.7.2) and critical occupations (Table 4.7.3).

TABLE 4.7.1 – Performance rewards by race, gender, and disability, 1 April 2011 to 31 March 2012

Race	Beneficiary Profile			Cost	
	Number of beneficiaries	Total number of employees in group	% of total within group	Cost (R'000)	Average cost per employee (R'000)
African:					
Male	74	247	29.96	3 071	42
Female	87	273	31.87	2 666	31
Indian:					
Male	8	22	36.36	460	58
Female	10	20	50.00	642	64
Coloured:					
Male	7	15	46.67	446	64
Female	5	11	45.45	148	30
White:					
Male	10	36	27.78	465	47
Female	25	58	43.10	1 033	41
Total	226	682	33.14	8 931	40

TABLE 4.7.2 – Performance rewards by salary bands for personnel below Senior Management Service, 1 April 2011 to 31 March 2012

Salary bands	Beneficiary profile				Cost		
	Total personnel expenditure for level (R'000)	Number of beneficiaries	Number of employees	% of total within salary bands	Total Cost (R'000)	Average cost per employee (R,000)	Total cost as a % of the total personnel expenditure
Lower skilled (Levels 1-2)	0	0	0	0	0	0	0.00
Skilled (Levels 3-5)	5 998	6	42	14.29	52	9	0.87
Highly skilled production (Levels 6-8)	45 073	84	231	36.36	1 155	14	2.56
Highly skilled supervision (Levels 9-12)	96 028	66	246	26.83	2 562	39	2.67
Total	147 099	156	519	30.06	3 769	24	2.56

TABLE 4.7.3 – Performance rewards by critical occupations, 1 April 2011 to 31 March 2012

Critical occupations	Beneficiary profile				Cost		
	Total personnel expenditure for level (R'000)	Number of beneficiaries	Number of employees	% of total within occupation	Total cost (R'000)	Average cost per employee (R,000)	Total cost as a % of the total personnel expenditure
Educators (Level 10)	8 432	7	21	33.33	302	43	3.58
Educators (Level 12)	39 548	22	66	33.33	1 677	76	4.24
Total	47 980	29	87	33.33	1 979	68	4.12

TABLE 4.7.4 – Performance related rewards (cash bonus), by salary band, for Senior Management Service

Salary band	Beneficiary profile				Cost		
	Total personnel expenditure for level (R'000)	Number of beneficiaries	Number of employees	% of total within band	Total cost (R'000)	Average cost per employee (R'000)	Total cost as a % of the total personnel expenditure
Band A	37 305	26	46	56.52	1 837	71	4.92
Band B	18 956	14	23	60.87	1 292	92	6.82
Band C	8 075	1	6	16.67	54	54	0.67
Band D	1 489	0	1	0,00	0	0	0.00
Total	65 825	41	76	53.95	3 183	78	4.84

4.8 FOREIGN WORKERS

The tables below summarise the employment of foreign nationals in the Department in terms of salary bands and by major occupation. The tables also summarise changes in the total number of foreign workers in each salary band and by each major occupation.

TABLE 4.8.1 – Foreign workers, 1 April 2011 to 31 March 2012, by salary band

Salary band	1 April 2011		31 March 2012		Change	
	Number	% of total	Number	% of total	Number	% change
Highly skilled supervision (Levels 9-12)	1	100.00	3	75.00	2	200.00
Senior Management (Levels 13-16)	0	0	1	25.00	1	100.00
Total	1	100.00	4	100.00	3	300.00

TABLE 4.8.2 – Foreign worker, 1 April 2011 to 31 March 2012, by major occupation

Major Occupation	1 April 2011		31 March 2012		Change	
	Number	% of total	Number	% of total	Number	% change
Educators	0	0	0	0	0	0
Total	0	0	0	0	0	0

4.9 LEAVE UTILISATION FOR THE PERIOD 1 JANUARY 2011 TO 31 DECEMBER 2011

The Public Service Commission identified the need for careful monitoring of sick leave within the public service. The following tables provide an indication of the use of sick leave (Table 4.9.1) and disability leave (Table 4.9.2). In both cases, the estimated cost of the leave is also provided.

TABLE 4.9.1 – Sick leave, 1 January 2011 to 31 December 2011

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)	Total number of days with medical certification
Lower skilled (Levels 1-2)	0	0.00	0	0.00	0	0	0
Skilled (Levels 3-5)	166	84.34	21	50.00	8	50	140
Highly skilled production (Levels 6-8)	1 330	78.65	174	75.32	8	670	1 046
Highly skilled supervision (Levels 9-12)	1 501	79.81	212	63.66	7	2 228	1 198
Senior Management (Levels 13-16)	264	77.65	43	56.58	6	762	205
Total	3 261	79.39	450	65.98	7	3 710	2 589

TABLE 4.9.2 – Disability leave (temporary and permanent), 1 January 2011 to 31 December 2011

Salary band	Total days taken	% days with medical certification	Number of employees using disability leave	% of total employees using disability leave	Average days per employee	Estimated cost (R'000)	Total number of days with medical certificate
Lower skilled (Levels 1-2)	0	0.00	0	0.00	0	0	0
Skilled (Levels 3-5)	39	100.00	2	4.76	20	12	39
Highly skilled production (Levels 6-8)	125	100.00	6	2.60	21	60	125
Highly skilled supervision (Levels 9-12)	253	100.00	9	2.70	28	417	253
Senior Management (Levels 13-16)	5	100.00	1	1.32	5	14	5
Total	422	100.00	18	2.64	23	503	422

Table 4.9.3 summarises the utilisation of annual leave. The wage agreement concluded with trade unions in the PSCBC, requires management of annual leave to prevent high levels of accrued leave being paid at the time of termination of service.

TABLE 4.9.3 – Annual leave, 1 January 2011 to 31 December 2011

Salary bands	Total days taken	Average days per employee	Number of Employees who took leave
Lower skilled (Levels 1-2)	0	0	0
Skilled (Levels 3-5)	689	16	42
Highly skilled production (Levels 6-8)	4 336	19	226
Highly skilled supervision (Levels 9-12)	6 034	19	316
Senior Management (Levels 13-16)	1 508	20	74
Total	12 567	19	658

TABLE 4.9.4 – Capped leave, 1 January 2011 to 31 December 2011

Salary bands	Total days of capped leave taken	Average number of days taken per employee	Number of employees who took capped leave
Lower skilled (Levels 1-2)	0	0	0
Skilled (Levels 3-5)	69	17	4
Highly skilled production (Levels 6-8)	2	1	2
Highly skilled supervision (Levels 9-12)	162	9	19
Senior Management (Levels 13-16)	21	4	6
Total	254	8	31

TABLE 4.9.5 – Leave payouts for the period 1 April 2011 to 31 March 2012

The following table summarises payments made to employees as a result of leave that was not taken.

	Total amount (R'000)	Number of employees	Average payment per employee (R'000)
Leave payout due to non-utilisation of leave	0	0	0
Current leave payout on termination of service	254	26	10
Capped leave payout on termination of service	866	5	173
Total	1 120	31	36

4.10 HIV AND AIDS & HEALTH PROMOTION PROGRAMMES

TABLE 4.10.1 – Steps taken to reduce the risk of occupational exposure

Units/categories of employees identified to be at high risk of contracting HIV and related diseases (if any)	Key steps taken to reduce the risk
None	First Aid kit
	HTC Campaign
	Distribution of pamphlets, booklets and leaflets

TABLE 4.10.2 – Details of Health Promotion and HIV and AIDS Programmes (tick the applicable boxes and provide the required information)

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, Social Responsibility and Labour Relations
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 one employee to promote the 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 task related and personal problems.
4. Has the Department established (a) committee(s) as contemplated in Part VI E.5 (e) of Chapter 1 of the Public Service Regulations, 2001? If so, please provide the names of the members of the committee and the stakeholder(s) that they represent.	Yes		Each Branch is represented in the committee. Ms T Khoza, Mr J Matjeni, Mr D Maphoto, Mr D Ntloana, Ms J Mtombeni, Ms E Mnisi
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
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 & evaluate the impact of its health promotion programme? If so, list these measures/indicators.	Yes		<ul style="list-style-type: none"> • Number of people who attended voluntary counselling and testing campaign. • Number of people who attended Health Screening. • Number of people who attended support group. • Number of people who attended Post Test Counselling. • Information session and Distribution of booklets and pamphlets on HIV and Aids.

4.11 LABOUR RELATIONS

The following collective agreements were entered into with trade unions within the Department.

TABLE 4.11.1 – Collective agreements, 1 April 2011 to 31 March 2012

Total collective agreements	None
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The following table summarises the outcome of disciplinary hearings conducted within the Department during the period under review.

TABLE 4.11.2 – Misconduct and disciplinary hearings finalised, 1 April 2011 to 31 March 2012

Disciplinary hearings-2011/12	None
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TABLE 4.11.3 – Types of misconduct addressed at disciplinary hearings for the period 1 April 2011 to 31 March 2012

Type of misconduct	Number	% of total
Mismanagement of funds	None	0.00
Negligently cause loss of state property	None	0.00
Total	None	0.00

TABLE 4.11.4 – Grievances lodged for the period 1 April 2011 to 31 March 2012

	Number	% of total
Number of grievances resolved	4	100.00
Number of grievances not resolved	0	0.00
Total number of grievances lodged	4	100.00

TABLE 4.11.5 – Disputes lodged with Councils for the period 1 April 2011 to 31 March 2012

	Number	% of total
Number of disputes upheld	0	0.00
Number of disputes dismissed	4	100.00
Number of dispute outstanding	0	0.00
Total number of disputes lodged	4	100.00

TABLE 4.11.6 – Strike actions for the period 1 April 2011 to 31 March 2012

Total number of person working days lost	None
Total cost number of working days lost	None
Amount (R'000) recovered as a result of no work no pay	None

TABLE 4.11.7 – Precautionary suspensions for the period 1 April 2011 to 31 March 2012

Number of people suspended	None
Number of people whose suspension exceeded 30 days	None
Average number of days suspended	None
Cost (R'000) of suspensions	None

4.12 SKILLS DEVELOPMENT

This section highlights the efforts of the Department with regard to skills development.

TABLE 4.12.1 - Training needs identified | April 2011 to 31 March 2012

Occupational categories	Gender	Number of employees as at 1 April 2011	Training needs identified at start of reporting period			
			Number of employees identified for training	Skills Programmes and other short courses	Other forms of training	Total
Senior Managers	Female	26	3	3	0	3
	Male	44	2	2	0	2
Educators and Middle Managers	Female	140	110	110	0	110
	Male	168	80	80	0	80
Officers, Clerks and Machine Operators	Female	151	100	100	0	100
	Male	59	48	48	0	48
Elementary occupations (Cleaners, Messengers, Food Services Aids, Security, Interns)	Female	9	0	0	0	0
	Male	15	0	0	0	0
Sub Total	Female	326	213	213	0	213
	Male	286	130	130	0	130
Total		612	343	343	0	343

TABLE 4.12.2 - Training provided | April 2011 to 31 March 2012

Occupational categories	Gender	Number of employees as at 31 March 2012	Training provided within the reporting period			
			Learnerships / Internships	Skills Programmes and other short courses	Other forms of training	Total
Senior Managers	Female	28	0	9	0	9
	Male	48	0	2	0	2
Educators and Middle Managers	Female	150	0	90	0	90
	Male	183	0	88	0	88
Officers, Clerks and Machine Operators	Female	167	0	31	0	31
	Male	64	0	20	0	20
Elementary occupations (Cleaners, Messengers, Food Services Aids, Security, Interns)	Female	17	36	8	0	44
	Male	25	27	16	0	43
Sub Total	Female	362	36	138	0	174
	Male	320	27	126	0	153
Total		682	63	264	0	327

4.13 INJURY ON DUTY

The following table provides basic information on injuries on duty.

TABLE 4.13.1 – Injury on duty, 1 April 2011 to 31 March 2012

Nature of injury on duty	Number	% of total
Required basic medical attention only	2	100.00
Temporary Total Disablement	0	0
Permanent Disablement	0	0
Fatal	0	0
Total	2	100.00

4.14 UTILISATION OF CONSULTANTS

TABLE 4.14.1 - Report on consultant appointments using appropriated funds for the period 1 April 2011 to 31 March 2012

Project title	Total number of consultants that worked on the project	Duration: Work days	Contract value In Rand (R,000)
School Monitoring Survey in Public ordinary School:			
Fieldworkers:	107	6 276	6 125
Consultants:	8		
Total:	115	6 276	6 125

TABLE 4.14.2 - Report on consultant appointments using Donor funds

Project title	Total number of consultants that worked on the project	Duration: Work days	Donor and Contract value in Rand (R,000)
None	None	None	None

TABLE 4.14.3 - Analysis of consultant appointments using Donor funds, in terms of Historically Disadvantaged Individuals (HDIs)

Project title	Percentage ownership by HDI groups	Percentage management by HDI groups	Number of Consultants from HDI groups that work on the project
None	None	None	None

5

Other Information

5.1 Acronyms

ACE	Advance Certificate in Education
ABET	Adult Basic Education and Training
ADEA	Association for the Development of Education in Africa
ANA	Annual National Assessment
ASIDI	Accelerated Schools Infrastructure Development Initiative
BELA	Basic Education Laws Amendment Act
BEM	Boys Education Movement
BI	Business Intelligence
BOR	Bill of Responsibilities
CAPS	Curriculum and Assessment Policy Statements
CEM	Council for Education Ministers
CHE	Council for Higher Education
CSTL	Care and Support for Teaching and Learning
DBSA	Development Bank of Southern Africa
ECD	Early Childhood Development
EIG	Education Infrastructure Grant
ELRC	Education Labour Relations Council
EMIS	Education Management Information System
EMS	Education Management Services
EU	European Union
FET	Further Education and Training
GFET	General and Further Education and Training
GFETQA	General and Further Education and Training Quality Assurance
GEM	Girls Education Movement
GEPF	Government Employees Pension Fund
GHS	General Household Survey
HEARD	Health Economic and HIV/AIDS Research Division
HRMIS	Human Resource Management Information System
HIGCSE	Higher General Certificate of Secondary Education
IIEP	International Institution for Education Planning
LTSM	Learning and Teaching Support Materials
ICT	Information and Communication Technology
IQMS	Integrated Quality Management System
MTSF	Medium Term Strategic Framework
NEEDU	National Education Evaluation and Development Unit
NELDS	National Early Learning Development Standards
NICPD	National Institute for Curriculum and Professional Development
NLRD	National Learner Record Databases

PMDS	Performance Management Development Scheme
PICC	Presidential Infrastructure Coordinating Committee
PrimEdSPSP	Primary Education Sector Policy Support Programme
OECD	Organisation for Economic Cooperation and Development
QLTC	Quality Learning and Teaching Campaign
QCTO	Quality Council for Trades and Occupations
RPL	Recognition of Prior Learning
SACE	South African Council of Educators
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SASL	South African Sign Language
SASQAF	South African Statistical Quality Assessment Framework
SASSA	South African Social Security Agency
SGB	School Governing Body
SIAS	Screening Identification Assessment and Support
TIMSS	Trends in International Mathematics and Science Study

5.2 List of contact details

Bobby Soobrayan

Director-General

Department of Basic Education

Pretoria Office: Tel: 012 357 3000 Fax: 012 323 3233

Cape Town Office: Tel: 021 486 7000 Fax: 021 461 8110

Email: soobrayan.b@dbe.gov.za

Vivienne Carelse

Deputy Director-General: Strategy, Research and Communication

Department of Basic Education

Tel: 012 357 3997 Fax: 012 328 6008

Email: carelse.v@dbe.gov.za

Carol Nuga Deliwe

Chief Director: Strategic Planning, Research and Co-ordination

Department of Basic Education

Tel: 012 357 3339 Fax: 012 323 5898

Email: nuga.c@dbe.gov.za

Gerrit Coetzee

Director: Strategic Planning and Reporting

Department of Basic Education

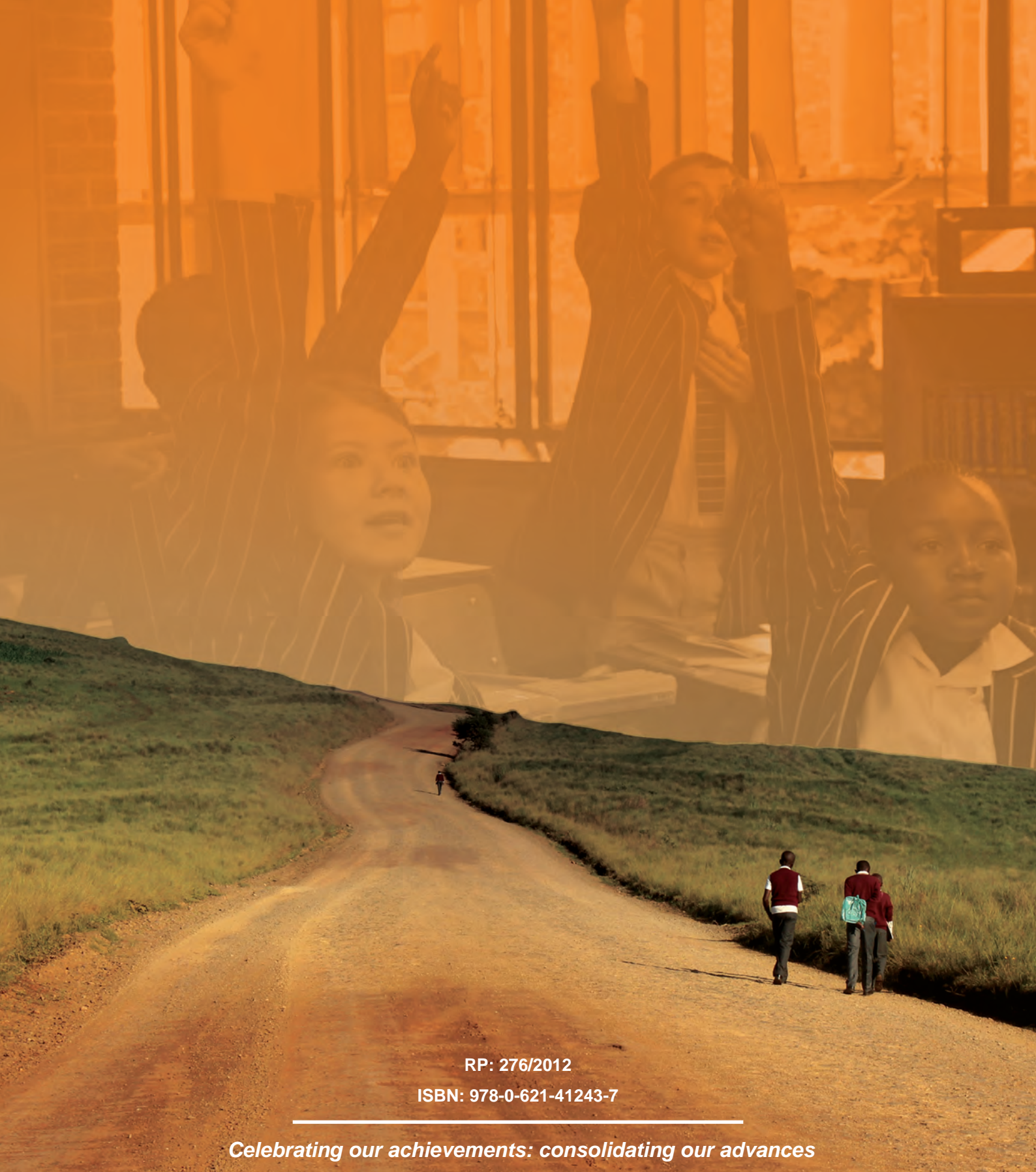
Tel: 012 357 3380 Fax: 012 321 0102

Email: coetzee.g@dbe.gov.za

5.3 Additional information

The following key documents are published and available on the Department of Basic Education website at <http://www.education.gov.za>:

- The Action Plan to 2014: Towards the Realisation of Schooling 2025
- The Delivery Agreement
- Curriculum and Assessment Policy Statements
- Workbooks
- Annual National Assessments
- Integrated Strategic Planning Framework for Teacher Education and Development in South Africa 2011- 2025
- Department of Basic Education Draft Integrated Strategy on HIV and Aids 2012- 2016



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Department of Basic Education

222 Struben Street, Pretoria, 0001

Private Bag X895, Pretoria, 0001, South Africa

Tel: (012) 357 3000 • Fax: (012) 323 0601

Private Bag X9035, Cape Town, 8000, South Africa

Tel: (021) 486 7000 • Fax: (021) 461 8110

Hotline: 0800 202 933

website

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