

ANNUAL REPORT 2018/2019



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



DEPARTMENT OF BASIC EDUCATION

VOTE NO. 14

ANNUAL REPORT
2018/2019

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PART A: GENERAL INFORMATION

1. DEPARTMENT GENERAL INFORMATION

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2. LIST OF ABBREVIATIONS/ACRONYMS

ABF	Annual Bilateral Forum
AGSA	Auditor-General South Africa
AIDS	Acquired Immune Deficiency Syndrome
AMESA	Association for Mathematics Education of South Africa
APIPs	Academic Performance Improvement Plans
APP	Annual Performance Plan
ASIDI	Accelerated Schools Infrastructure Delivery Initiative
AYWG	Adolescent Young Women and Girls
B-BBEE	Broad-Based Black Economic Empowerment
BELA	Basic Education Laws Amendment
BMM	Broad Management Meeting
BMS	Building Management System
BSE	Budget Standard Exercise
C/LSPID	Children/ Learners with Severe to Profound Intellectual Disability
CAIPs	Circuit Academic Improvement Plans
CAPS	Curriculum and Assessment Policy Statements
CCL	Centre for Child Law
CCR	Centre for Curriculum Redesign
CEM	Council of Education Ministers
CEO	Chief Executive Officer
CIPs	Circuit Improvement Plans
CMTT	Circuit Management Task Team
CPTD	Continuing Professional Teacher Development
CSDA	Centre for Social Development in Africa
CSTL	Care and Support for Teaching and Learning
DAC	Department of Arts and Culture
DBE	Department of Basic Education
DG	Director-General
DHET	Department of Higher Education and Training
DIRCO	Department of International Relations and Co-operation
DoH	Department of Health
DoRA	Division of Revenue Act
DPME	Department of Planning, Monitoring and Evaluation
DPSA	Department of Public Services and Administration
DSCs	District Steering Committees
DSD	Department of Social Development
DST	Department of Science and Technology
EAC	English Across Curriculum
EC	Eastern Cape
ECBCA	Eastern Cape Black Contractors Association
ECD	Early Childhood Development
EFAL	English First Additional Language
EGMP	Early Grade Mathematics Project
EGRS	Early Grade Reading Study
EHP	Environmental Health Practitioner

EIG	Education Infrastructure Grant
EIS	Education Information System
ELITS	Education Library Information and Technology Services
ELRC	Education Labour Relations Council
EMASA	Education Management Association of South Africa
EMIS	Education Management Information Systems
EMS	Education Management Service
ENE	Estimate of National Expenditure
EQPRS	Electronic Quarterly Performance Reporting System
ETDP	Education, Training and Development Practices
ETDP SETA	Education, Training and Development Practices Sector Education and Training Authority
EU	European Union
EUSA	Education Union of South Africa
FAQ	Frequently Asked Questions
FET	Further Education and Training
FOPs	Fundamentals of Performance
FOSAD	Forum of South African Directors-General
FP	Foundation Phase
FS	Free State
FUEL	Feed, Uplift, Educate and Love
GBS	General Budget Support
GCIS	Government Communication and Information System
GELP	Global Education Leaders' Partnership
GESF	Global Education and Skills Forum
GET	General Education and Training
GITO	Government Information and Technology Office
GP	Gauteng Province
GPSSBC	General Public Service Sectoral Bargaining Council
HEDCOM	Heads of Education Departments Committee
HIV	Human Immunodeficiency Virus
HoDs	Heads of Department
HPV	Human Papillomavirus
HR	Human Resources
HRD	Human Resource Development
ICT	Information and Communication Technology
IDC	Industrial Development Corporation
IFAP	Information for All Programme
IIAL	Incremental Introduction of African Languages
IP	Intermediate Phase
IPSC	Inter-sectoral Project Steering Committee
IPT	Internet Protocol Telephony
IQMS	Integrated Quality Management System
IRC	Information Resource Centre
IRM	Infrastructure Reports Model
ISHP	Integrated School Health Programme
IT	Information Technology
IYM	In-Year Monitoring
JET	Joint Education Trust
JICA	Japan International Co-operation Agency

KZN	KwaZulu-Natal
LAN	Local Area Network
LIS	Library and Information Services
LP	Limpopo
LSAs	Learners Support Agents
LTSM	Learning and Teaching Support Material
LURITS	Learner Unit Record Information and Tracking System
MECs	Members of the Executive Council
MOU	Memorandum of Understanding
MP	Mpumalanga
MPAT	Management Performance Assessment Tool
MST	Mathematics, Science and Technology
MTEF	Medium-Term Expenditure Framework
MTSF	Medium-Term Strategic Framework
NA	National Assembly
NACH	National Anti-Corruption Hotline
NAETSA	National Association of English Teachers of South Africa
NAPTOSA	National Professional Teachers' Organisation of South Africa
NATU	National Teachers Union
NC	Northern Cape
NCATT	National Curriculum and Assessment Task Team
NCF	National Curriculum Framework
NCOPs	National Council of Provinces
NDP	National Development Plan
NECT	National Education Collaboration Trust
NEDCOM	National Education Committee
NEEDU	National Education Evaluation and Development Unit
NEIMS	National Education Infrastructure Management System
NGOs	Non-Governmental Organisations
NID	National Institute for the Deaf
NIDS	National Income Dynamics Survey
NIIED	National Institute for International Education
NPNC	Non-Personnel Non-Capital
NRC	National Reading Coalition
NSC	National Senior Certificate
NSDIF	National Service Delivery Improvement Forum
NSFAS	National Student Financial Aid Scheme
NSNP	National School Nutrition Programme
NSSF	National School Safety Framework
NSSSC	National School Safety Steering Committee
NTA	National Teacher Awards
NW	North-West
ODG	Office of the Director-General
OECD	Organisation for Economic Co-operation and Development
OHS	Occupational Health Specialist
PAMs	Personnel Administrative Measures
PATs	Practical Assessment Tasks
PCTA	Palliative Care Treatment and Access
PDFDL	Professional Development Framework for Digital Learning

PEDs	Provincial Education Departments
PERSAL	Personnel Salary System
PEU	Professional Educators Union
PIRLS	Progress in International Reading Literacy Study
PLCs	Professional Learning Communities
PMDS	Performance Management and Development Scheme
PMT	Project Management Team
PPMs	Programme Performance Measures
PPN	Post-Provisioning Norm
PSA	Public Service Act
PSC	Project Steering Committee
PSCBC	Public Service Co-ordinating Bargaining Council
PSETA	Public Service Education and Training Authority
PSRIP	Primary School Reading Improvement Programme
PSS	Psychosocial Support
PTEDC	Provincial Teacher Education and Development Committee
QASD	Quality Assurance and Skills Development
RAF	Road Accident Fund
RCLs	Representative Councils for Learners
RCME	Research Co-ordination, Monitoring and Evaluation
REAP	Rural Education Assistant Project
RSP	Reading Support Project
SACE	South African Council of Educators
SADC	Southern African Development Community
SADTU	South African Democratic Teachers Union
SAFE	Sanitation Appropriate For Education
SAHRC	South African Human Rights Commission
SAICA	South African Institute of Chartered Accountants
SAL	Second Additional Language
SAOU	Suid-Afrikaanse Onderwysersunie
SAPA	South African Principals Association
SAPESI	South Africa Primary Education Support Initiative
SAPS	South African Police Service
SAQA	South African Qualifications Authority
SA-SAMS	South African School Administration and Management System
SASCE	South African School Choral Eisteddfod
SAUPEA	South African Universities Physical Education Association
SBA	School-Based Assessment
SC	Senior Certificate
SDIP	Service Delivery Improvement Plan
SDLC	System and Development Lifecycle
SEACMEQ	Southern and Eastern African Consortium for Monitoring Educational Quality
SETA	Skills Education Training Authorities
SGBs	School Governing Bodies
SISCOs	School Improvement Support Co-ordinators
SITA	State Information Technology Agency
SLPs	Scripted Lesson Plans
SMM	Senior Management Meeting
SMS	School Monitoring Survey

SMTs	School Management Teams
SONA	State of the Nation Address
SOPs	Standard Operating Procedures
SPCHD	Social Protection, Community and Human Development
SRH	Sexual and Reproductive Health
SRSA	Sports and Recreation South Africa
STIs	Sexually Transmitted Infections
TALIS	Teaching and Learning International Survey
TARMII	Teacher Assessment Resource for Monitoring and Improving Instruction
TASP	Teacher Appreciation Support Programme
TB	Tuberculosis
TBF	Tiger Brands Foundation
TDCM	Teacher Development Curriculum Management
TDI	Teacher Development Implementation
TEPEC	Teacher Education Programme Evaluation Committee
TIMSS	Trends in International Mathematics and Science Study
TMU	Teaching Mathematics for Understanding
TPTTP	Taking Parliament to the People
TSCM	Technical Security Counter Measure
TUC	Teacher Union Collaboration
TVET	Technical and Vocational Education and Training
TWG	Technical Working Group
UFH	University of Fort Hare
UIS	UNESCO Institute for Statistics
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations International Children's Emergency Fund
UNISA	University of South Africa
USAID	United States Agency for International Development
VAT	Value-Added Tax
VoD	Video on Demand
VOIP	Voice Over Internet Protocol
VPN	Virtual Private Network
VVOB	Flemish Association for Development Cooperation and Technical Assistance
WC	Western Cape
WHO	World Health Organisation
WSE	Whole-School Evaluation

3. FOREWORD BY THE MINISTRY

The year 2018 has been declared “Nelson Mandela Centenary 2018, Be the Legacy”. Nelson Mandela’s love of children was aptly illustrated when he said that: “Education is the most powerful weapon which you can use to change the world.” His quest for unity among citizens was also evident when he said: “The power of education extends beyond the development of skills we need for economic success. It can contribute to nation-building and reconciliation.”

We are providing young people with skills, competencies, and knowledge for the changing world. To realise this, we are implementing the Three-Stream Curriculum Model, the Fourth Industrial Revolution and Entrepreneurship in our schools.

The National Senior Certificate (NSC) results have shown consistent improvements in recent years, both in terms of pass rates and the number of learners passing every year. One important reflection of quality in the system is the number of NSC candidates achieving a “Bachelors-level” pass each year as this is required for access to university education.

The most dramatic improvement in access to education has been in the area of pre-school attendance, driven mainly by the expansion of the Grade R programme since the White Paper of 2001. The numbers of children enrolled in Grade R has increased from 241 525 in 2001 to 839 515 in 2017. When one looks at the daily activities of 5 and 6-year-old children in South Africa, this has clearly had a massive impact. About 40% of 5-year-olds were attending an educational institution in 2002, but by 2017 this figure had increased to almost 90%. Amongst 6-year-olds there is now almost universal attendance of an educational institution, and approximately 95% of children entering Grade 1 have previously attended Grade R.

In 2017 approximately 99% of 7 to 15-year-olds were attending educational institutions, up from about 96% in 2002. Amongst 16 to 18-year-olds the participation rate is about 86%, indicating that it is within this age range that school dropout begins to occur in large numbers, although this figure has also been steadily improving over the years. Primary and secondary school completion rates yield a similar trend. Whilst primary school completion has increased from about 85% in 2002 to about 95% in 2017, the secondary school completion rate has increased from about 40% to just over 50%. These are significant improvements. Yet there is clearly much work to be done in order to reach the NDP’s vision for secondary school completion. South Africa achieves high rates of secondary school completion relative to most African countries but lags behind many countries in Asia, Eastern Europe and South America.

When talented children do not participate in school, or drop out before achieving their potential, this is a grossly inefficient use of a country’s human capital. On the other hand South Africa’s schooling system has struggled with inefficiency caused by high levels of grade repetition, low levels of learning achieved by those in school, and high dropout late in the school programme (Grades 10 – 12). In effect, this means many years of per student funding per matric pass. Late entry into school is also inefficient since crucial formative phases would have been missed and by the time these children reach secondary school they are more likely to drop out of school due to family responsibilities, pregnancy or the pressure to find work.

One important achievement in recent years is that fewer children are entering school late. The percentage of 7-year-olds surveyed in the GHS who have already completed Grade 1 has increased from about 35% in 2002 to about 64% in 2017. Similarly, the percentages of 8 and 9-year-olds who have completed Grade 1 has increased significantly.

Grade repetition has historically been high in South Africa, though not in comparison to most other countries in the region. Southern and Eastern African Consortium for Monitoring Educational Quality (SEACMEQ) data indicated that in both the 2000 and 2007 surveys, smaller percentages of South African Grade 6 children had repeated at least one

grade compared to the regional average. Between 2000 and 2007, the percentage of South African Grade 6 children who had already repeated a grade decreased from 42% to 29%. After an increase in grade repetition between 2009 and 2013, the average repetition rate has returned to a little under 10%. This includes all grades combined according to the GHS since 2009.

In a country like South Africa, where the quality of education provision is in the public eye and receives a lot of critique, a perception may exist that education quality is stagnant or even deteriorating. Meanwhile, there is now global recognition that widening access to schooling does not always equate to satisfactory levels of learning, and yet there is mounting evidence of how important acquiring basic cognitive skills in school is for a country's subsequent economic growth. For these reasons, it is critical to undertake careful analysis of the best available data sources to gauge whether the system is making progress in the core business of learning outcomes.

The best available data sources designed explicitly for measuring trends in learning at a national level come from three international assessments in which South Africa has participated – Trends in International Mathematics and Science Studies (TIMSS) (in 1995, 1999, 2002, 2011 and 2015), Progress in International Reading Literacy Study (PIRLS) (in 2006, 2011 and 2016) and SEACMEQ (in 2000, 2007 and 2013). These surveys have been instrumental in raising awareness throughout the sector that the levels of learning in primary school Mathematics, reading and literacy as well as Mathematics and Science in junior secondary school are worryingly low in South Africa. The PIRLS assessments, for example, have revealed that large proportions of South African children reach Grade 5 without having learned to read with comprehension.

The good news is that in recent rounds of TIMSS, PIRLS and SEACMEQ we have observed that the country's levels of learning have been on an upward trend. In the TIMSS assessment (Grade 9 Mathematics and Science), South Africa has been the fastest improving country between the surveys of 2002, 2011 and 2015. There appears to have been a significant improvement in the country's PIRLS results between 2006 and 2011, although no significant change between 2011 and 2016. In SEACMEQ, a large improvement at the Grade 6 level was noted between 2007 and 2013 in both Mathematics and reading.

Through the Primary School Reading Improvement Programme (PSRIP), teachers have been capacitated and upskilled in teaching reading in English First Additional Language (EFAL); ultimately this will improve literacy and reading outcomes for learners in the Foundation Phase (FP). After the successful implementation in Phase 1, over 11 600 FP teachers and over 260 FP subject advisors were trained, and in turn benefitted ± 500 000 learners across all nine provinces.

The Second Chance Matric Programme has afforded many youths the opportunity to obtain a Senior Certificate and National Senior Certificate, some of whom would have dropped-out. The number of candidates who wrote the NSC examination increased from 91% in 2017 to 99.6% in 2018. The Programme supported 64 062 learners to achieve NSC and SC (A) qualification.

In our efforts to attract young and qualified teachers especially in the scarce subjects, the Department approved 13 070 bursaries to students enrolled for initial teacher education in different Universities.

In response to the President of the country's call to inculcate a culture of reading in the country, the National Education Collaboration Trust (NECT) and the Department of Basic Education (DBE) launched the National Reading Collaboration (NRC) on 15 February 2019. The NRC is aimed at co-ordinating reading improvement efforts nationally. The NRC brings together leaders in education, community, government and the private sector to improve children's literacy, and aims to mobilise and coordinate reading initiatives.

We are on track with the Systemic Evaluation which is a replacement for the Annual National Assessment (ANA). Test items for Mathematics and Language Grades 3, 6 and 9 were piloted in a national sample of 100 schools from 15-19 October 2018.

We have partnered with the Numeracy National Research Foundation (NRF) Chairs to develop diagnostic assessments that focus on mental strategies and strategic thinking for Grade 3 Mathematics. The instruments will be field tested in 54 schools across three provinces in the new financial year.

Our pro-poor policy has reached over nine million learners who have benefitted from nutritious meals through the National School Nutrition Programme. We appreciate the partnerships with companies that have walked this journey with us in fighting against poverty and inequality in education.

The service delivery protests persist and affect the teaching and learning in schools. The education sector is losing money which could be allocated to other resources.

We are grateful for the parental involvement in the education of their children through School Governing Bodies (SGBs). This proves without a doubt that education is a societal issue as highlighted in the National Development Plan (NDP).

We are pleased to present the Annual Report for the Department of Basic Education for the 2018/19 financial year.



MRS AM MOTSHEKGA, MP
Minister
September 2019

DR MR MHAULE, MP
Deputy Minister
September 2019

4. REPORT OF THE ACCOUNTING OFFICER

4.1. Overview of the operations of the Department

The 2018/19 financial year saw the re-prioritisation of the Department and the filling of key posts to strengthen human resources and improve efficient service delivery. Key posts filled were Deputy Director-General for Branch: Finance and Administration, Chief Director for Education Human Resource Development, Chief Director for Curriculum Implementation and Monitoring, Chief Director for Legal and Legislative Services, Chief Director for Partnerships in Education, Chief Director for Curriculum and Quality Enhancement Programmes, Director for Assessment and Administration, Director for EMIS, Director for GITO and Director for Logistical Services.

The Department has doubled its efforts in the oversight monitoring of the Provincial Education Departments (PEDs) to drive the implementation of key curriculum initiatives. Monitoring of the sector has been done through school readiness visits, DG Provincial and District visits, Ministerial roadshows and visits, and programme and subject specific interventions in the PEDs filtering down to school level. We have strengthened communication within the sector to deliver on our mandates and service delivery. Our interventions are informed by the government mandates among others, the National Development Plan (NDP): Vision 2030, the Medium Term Strategic Framework for 2014-2019 and our sector plan, The Action Plan to 2019: *Towards the Realisation of Schooling 2030*.

We closed the 2018/19 financial year on a high note when more than 600 stakeholders attended the Basic Education Sector Lekgotla from 22 to 24 January 2019. The Lekgotla is a platform where all stakeholders in the basic education sector get together to deliberate on all matters facing the basic education system.

To improve connectivity in schools, the DBE, in partnership with the National Education Collaboration Trust (NECT), has developed an Information and Communication Technology (ICT) Strategy aimed at providing a common vision and framework for ICT implementation in schools. An estimated 30 000 teachers have been trained in ICT Integration to equip them with emerging technologies for teaching and learning.

The Department of Basic Education hosted the 19th Annual National Teacher Awards (NTA) ceremony on 16 February 2019. The NTA is one (1) of the ways in which the DBE acknowledges extraordinary efforts made by teachers, often in very difficult conditions.

The printing and delivery of workbooks to support teaching and learning has gained momentum over the past years. A total of 61 424 745 Grades R to 9 Volumes 1 and 2 workbooks were printed. A total of 59 392 645 Grades R to 9 workbooks were delivered to 23 353 (100%) public schools.

In order to eradicate unsafe and inappropriate sanitation facilities in schools, the Department has undertaken an audit of sites to ascertain how many schools need urgent attention and a project team is working to address the matter.

4.2. Overview of the financial results of the Department

Table 1: Departmental receipts

Departmental receipts	2018/2019			2017/2018		
	Estimate	Actual Amount Collected	(Over)/ Under Collection	Estimate	Actual Amount Collected	(Over)/ Under Collection
	R'000	R'000	R'000	R'000	R'000	R'000
Sale of goods and services other than capital assets	3 218	2 885	333	2 927	2 480	447
Transfers received	-	-	-	244	-	244
Interest, dividends and rent on land	11 000	5 093	5 907	11 682	20 020	(8 338)
Sale of capital assets	15	8	7	190	-	190
Financial transactions in assets and liabilities	700	2 315	(1 615)	146	3 153	(3 007)
Total	14 933	10 301	4 632	15 189	25 653	(10 464)

4.3. Services Rendered by the Department

Services rendered

The Department is mainly responsible for the formulation of National Education Policy and for the monitoring and evaluation of the implementation policy. The National Education Policy Act requires national and provincial departments to be responsible for provision concurrently. There are six (6) specific concurrent functions:

1. Curriculum and assessment management and delivery.
2. Supply, monitoring and professional development of education personnel.
3. Provision of teaching and learning support materials and equipment.
4. Leadership and management at school, district and head office level.
5. Financial management at school and provincial level
6. Provision and management of physical infrastructure.

The challenge to improve state capacity is well recognised in the National Development Plan as well as basic education sector plans (the Strategic Plan and the Action Plan). The Action Plan to 2019 has specific goals around improving school management practices and about the quality of district support provided to schools.

Services were also rendered on a national basis in respect of matric certification (Matric/Grade 12).

Tariff policy

Tariff for the services rendered in respect of the National Technical Examination were as follows:

Table 2: Tariffs

Certification	Tariff in R
Replacement and re-issue of a Senior Certificate/National Senior Certificate	107
Changes or amendments on certificates (re-issue)	107
Confirmation document issued prior to the certificate (system generated document)	45
Letter to embassy and authentication of qualifications (work/study abroad)	45
Re-issue of statement results (provincial)	45
Replacement of Standard 6,7,8,9,10 and Std 10 practical certificate	107
Replacement of teacher qualification	45
Verification of qualification prior to 1992 for government organisations	45
Verification of qualification prior to 1992 for non-government institutions	85
Examination Fees	
Re-mark	105
Re-check	25
Viewing	205

4.4. Programme Expenditure

Table 3: Programme expenditure

Programme	2018/2019			2017/2018		
	Final Appropriation	Actual Expenditure	(Over)/ Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/ Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Administration	476 565	471 919	4 646	435 072	435 072	0
Curriculum Policy, Support and Monitoring	1 861 689	1 802 190	59 499	1 766 338	1 731 097	35 241
Teacher Education, Human Resource	1 307 146	1 297 610	9 536	1 250 688	1 243 823	6 865
Planning Information and Assessment	12 943 527	12 734 641	208 886	12 800 957	12 785 811	15 146
Educational Enrichment Services	7 110 656	7 108 407	2 249	6 740 565	6 736 153	4 412
Total	23 699 583	23 414 767	284 816	22 993 620	22 931 956	61 664

4.5. Expenditure per Economic Classification

Table 4: Expenditure per economic classification

Economic Classification	Financial Appropriation	Actual Expenditure	Percentage
	R'000	R'000	%
Current Payments			
Compensation of Employees	510 590	491 223	96.2%
Departmental Operation	1 789 211	1 713 678	95.8%
Specifically and Exclusively appropriated			
School Infrastructure Backlog Grant	2 271 826	2 086 447	91.8%
Conditional Grants to Provinces for:			
Mathematics, Science and Technology Grant	370 483	370 483	100.0%
Learners with Profound Intellectual Disability Grant	186 788	180 798	96.8%
Education Infrastructure	10 093 563	10 093 563	100.0%
HIV and AIDS	243 235	243 235	100.0%
National School Nutrition Programme	6 802 079	6 802 079	100.0%
Other Transfers	1 431 808	1 433 261	100.1%
Total Expenditure	23 699 583	23 414 767	98.8%

4.6. Virements/roll overs

Reason for the virement

Savings were mainly realised from Programme 3: Teachers, Education Human Resources and Institutional Development: Sub-programme: Education Human Resources Management: Foreign Transfers such as UNESCO, ADEA and SACMEQ in Programme 4. Due to the favourable exchange rate on the date of transaction, Treasury approval with reference 9/4/4/4/13 was granted to utilise the savings to defray shortfalls in other programmes.

The Department shifted funds from Programme 2: Curriculum Policy, Support and Monitoring from the Second Chance Matric Programme to increase transfer payment to NECT in Programme 4. Saving realised on the Second Chance Matric Programme was as a result of educators that were required to have certain numbers of learners in a class to provide tuition for the programme. Educators were not going to be paid if the number of learners was less than the required number. Due to the lower number of learners, most educators opted not to participate in the programme. Treasury approval no 9/4/4/4/13 dated 11 March 2019 was granted to shift the funds.

Table 5: Virements

Shifted from	Amount	Shifted to	Amount
	R'000		R'000
Programme 2: Curriculum Policy, Support and Monitoring	(3 400)	Programme 1: Administration	3 400
Programme 3: Teachers, Education Human Resources and Institutional Development	(1020)	Programme 1: Administration	1020
Programme 2: Curriculum Policy, Support and Monitoring	(2 027)	Programme 4: Planning Information and Assessment	2 027
Programme 3: Teachers, Education Human Resources and Institutional Development	(3 187)	Programme 4: Planning Information and Assessment	3 187
Programme 3: Teachers, Education Human Resources and Institutional Development	(1 688)	Programme 5: Educational Enrichment Services	1 688

Public Private Partnerships

The Department did not enter into a new PPP for the 2018/19 Financial Year.

Supply Chain Management

The Department appointed a service provider to conduct the BBBEE compliance assessment for the 2017/18 financial year information. During the course of the assessment, the appointed service provider was liquidated and could not complete the process. Therefore the results of the 2017/18 financial year could not be included in the 2018/19 annual report.

The Department has since appointed another service provider to do the BBBEE compliance assessment. The said service provider is in the process of assessing the information provided to them for the 2018/19 financial year. The results of the assessment will be published in the 2019/20 annual report.



A handwritten signature in black ink, appearing to be 'HM Mweli', written over a horizontal line.

MR HM MWELI
Accounting Officer
September 2019

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

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

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

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

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

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

The Accounting Officer is responsible for the preparation of the annual financial statements and for the judgements made in this information.

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

The external auditors are engaged to express an independent opinion on the annual financial statements.

In my opinion, the annual report fairly reflects the operations, the performance information, the human resources information and the financial affairs of the department for the financial year ended 31 March 2019.

Yours faithfully



MR HM MWELI
Accounting Officer
September 2019

6. STRATEGIC OVERVIEW

6.1. Vision

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

6.2. Mission

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

6.3. Values

The Department of Basic Education adheres to the following values:

People

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

Excellence

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

Teamwork

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

Learning

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

Innovation

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

7. LEGISLATIVE AND OTHER MANDATES

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

7.1. Constitutional mandate

Table 6: Constitutional mandate

Constitutional mandate	Responsibilities
The Constitution of South Africa, 1996.	The Constitution requires education to be transformed and democratised in accordance with the values of human dignity, equality, human rights and freedom, non-racism and non-sexism. It guarantees basic education for all, with the provision that everyone has the right to basic education, including adult basic education.

7.2. Legislative mandate

Table 7: Legislative mandate

Act	Brief description
The National Education Policy Act, 1996 (Act 27 of 1996) (NEPA)	The NEPA inscribed into law the policies, the legislative and monitoring responsibilities of the Minister of Education, as well as the formal relations between national and provincial authorities. It laid the foundation for the establishment of the Council of Education Ministers, as well as the Heads of Education Departments Committee (HEDCOM), as inter-governmental forums that would collaborate in the development of a new education system. NEPA therefore provided for the formulation of national policy in both the general and further education and training bands policies for, <i>inter alia</i> , curriculum, assessment, language, and quality assurance. NEPA embodies the principle of co-operative governance, elaborated upon in Schedule 3 of the Constitution.
South African Schools Act, 1996 (Act 84 of 1996), as amended (SASA)	SASA provides for a uniform system for the organisation, governance and funding of schools. It ensures that all learners have the right of access to quality education without discrimination, and makes schooling compulsory for children aged 7 to 14 years.
Public Finance Management Act, 1999 (Act 1 of 1999) (PFMA)	The PFMA regulates financial management in the national and provincial governments and ensures that government resources are managed efficiently and effectively.
The Division of Revenue Act, 2013 (Act 2 of 2013) (DoRA)	The DoRA provides for equitable division of revenue raised nationally and provincially.
Employment of Educators Act, 1998 (Act 76 of 1998) South African Council for Educators Act, 2000 (Act 31 of 2000) (SACE Act)	The Employment of Educators Act, 1998 provides for the employment of educators by the state and for regulation of the conditions of service, discipline, retirement and discharge of educators. This act and the resultant professional council, the South African Council for Educators (SACE), regulate the teaching corps.
Public Service Act, 1994 (Act 103 of 1994), as amended	This act provides for the organisation and administration of the public service as well as the regulation of the conditions of employment, terms of office, discipline, retirement and discharge of members of the public service.

Act	Brief description
South African Qualifications Authority Act (SAQA), 1995 (Act 58 of 1995)	The National Qualifications Framework Act 67 of 2008 provides for the National Qualifications Framework (NQF). The NQF is a comprehensive system, approved by the Minister of Higher Education and Training, for the classification, registration and publication of articulated and quality-assured national qualifications and part-qualifications.
This Act has been repealed by the South African National Qualification Framework Act, 2008 (Act 67 of 2008) (NQF Act)	The South African NQF is a single integrated system comprising three co-ordinated qualifications Sub-Frameworks for General and Further Education and Training, Higher Education and Trades and Occupations.

7.3. Policy mandate

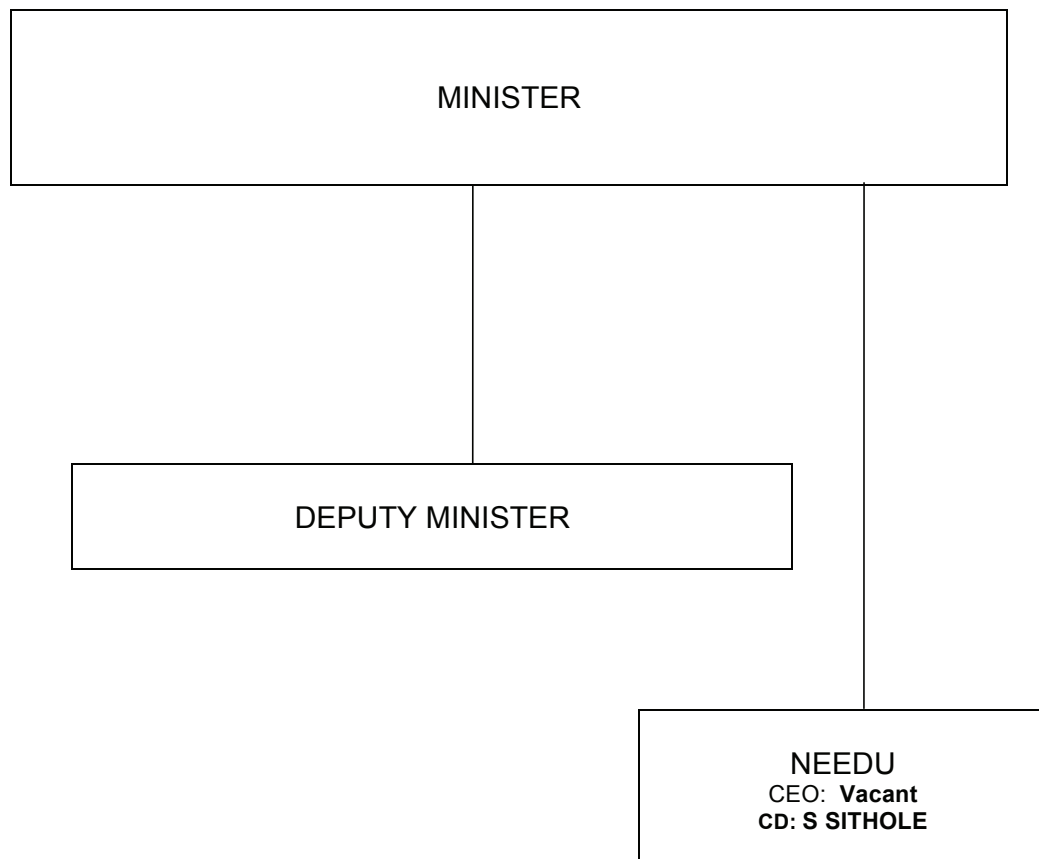
In addition to the national education legislative mandates, the following education White Papers and policies guide South African institutions in the delivery of quality education.

Table 8: White papers and policies

Education White Paper 1	The fundamental policy framework of the Ministry of Basic Education is stated in the Ministry's first White Paper, <i>Education and Training in a Democratic South Africa: First Steps to Develop a New System</i> (February 1995). This document adopted as its point of departure the 1994 education policy framework of the African National Congress. After extensive consultation, negotiations and revision, it was approved by Cabinet and has served as a fundamental reference for subsequent policy and legislative development.
Education White Paper 5	The <i>Education White Paper on Early Childhood Development</i> (2000) provided for the expansion and full participation of 5 year olds in pre-school reception grade education by 2010, as well as for an improvement in the quality of programmes, curricula and teacher development for 0 to 4 year olds and 6 to 9 year olds.
Education White Paper 6	<i>Education White Paper 6 on Inclusive Education</i> (2001) described the intention of the Department of Education to implement inclusive education at all levels of the system by 2020. Such an inclusive system will facilitate the inclusion of vulnerable learners and reduce barriers to learning through targeted support structures and mechanisms that will improve the retention of learners in the education system, particularly learners who are prone to dropping out.
Education White Paper 7	<i>Education White Paper 7</i> is about e-education and the use of ICT to accelerate the achievement of national education goals; connecting learners and teachers to each other and to professional support services; and providing platforms for learning. It seeks to connect learners and teachers to better information, ideas and one another via effective combinations of pedagogy and technology in support of educational reform.

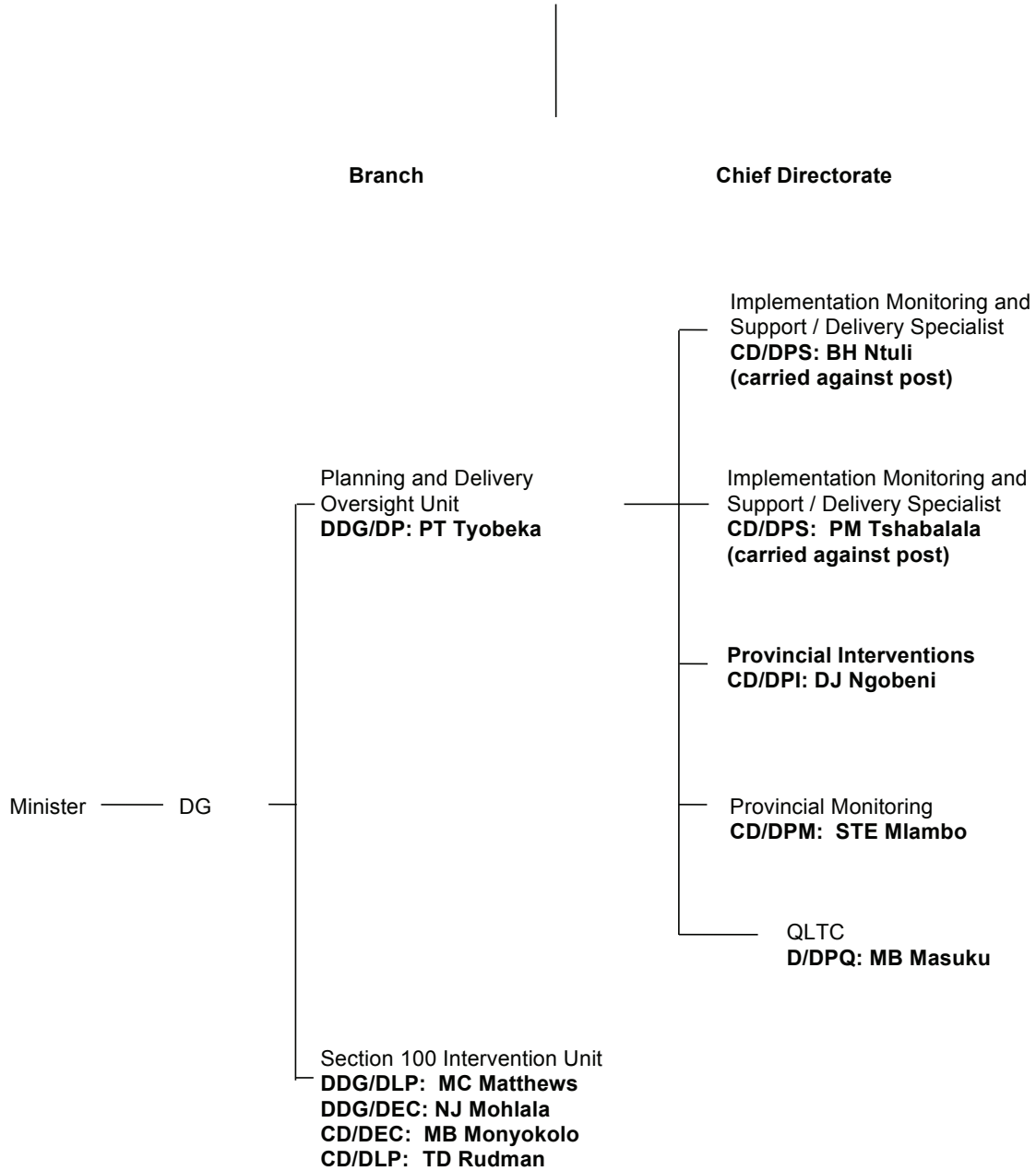
8. ORGANISATIONAL STRUCTURE

DEPARTMENT OF BASIC EDUCATION

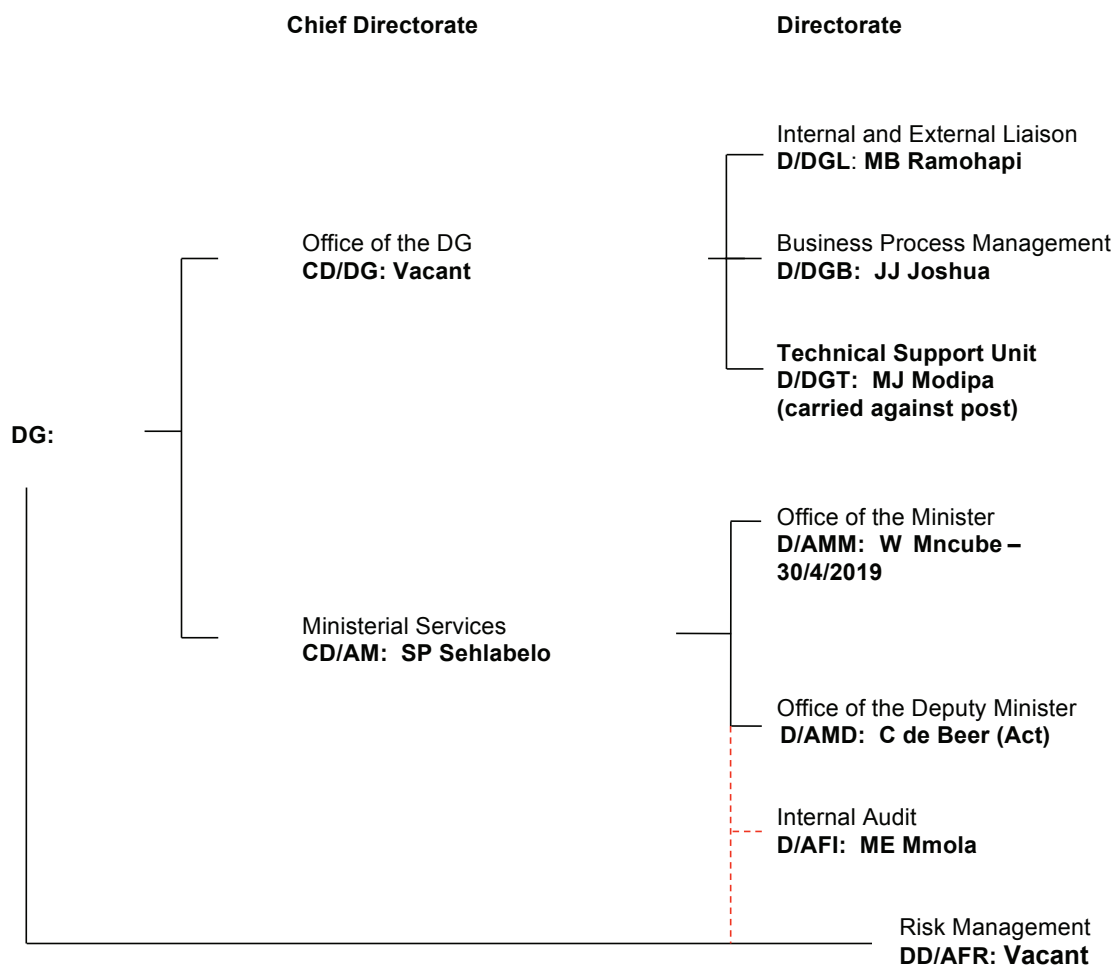


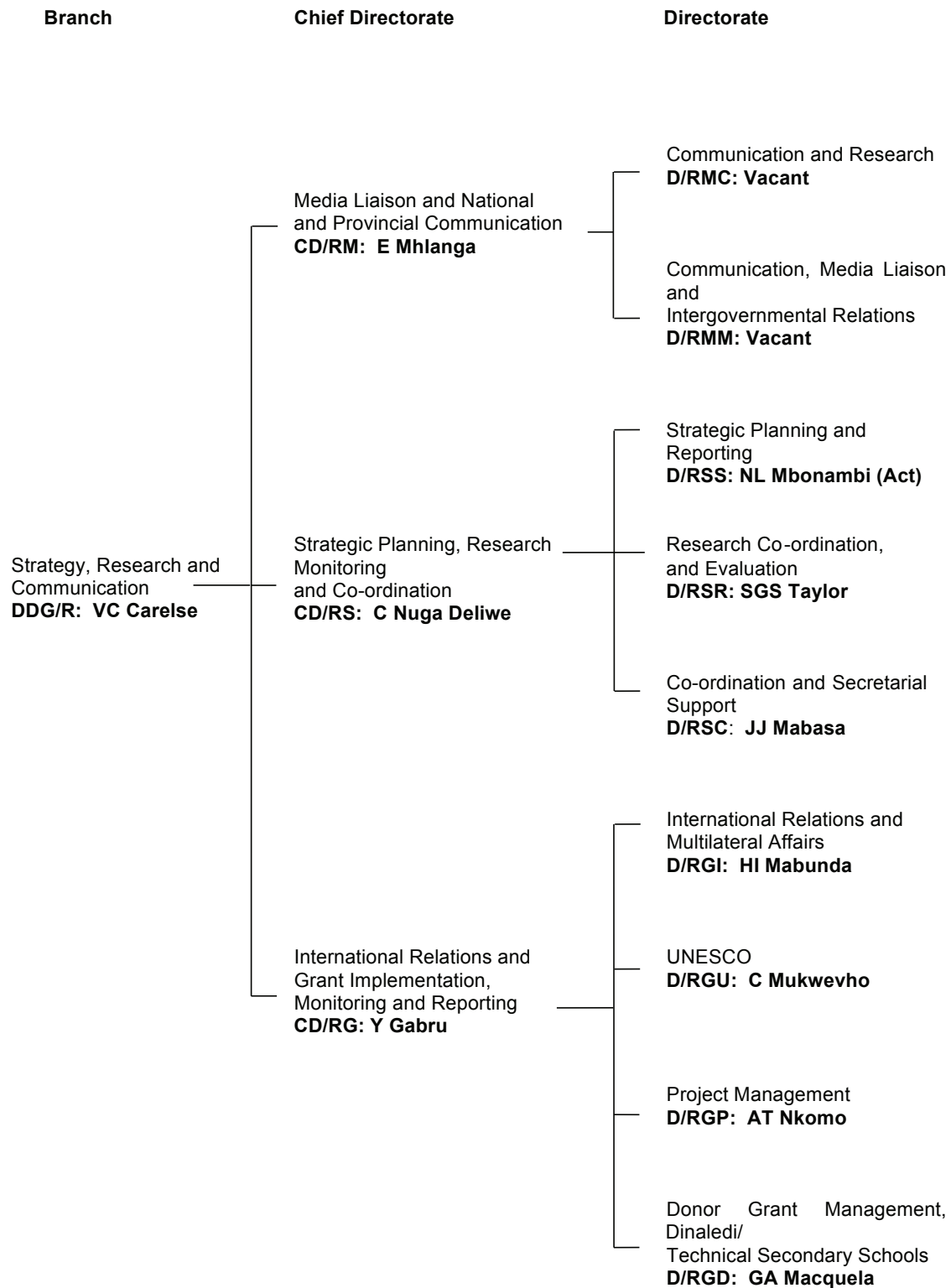
DEPARTMENT OF BASIC EDUCATION

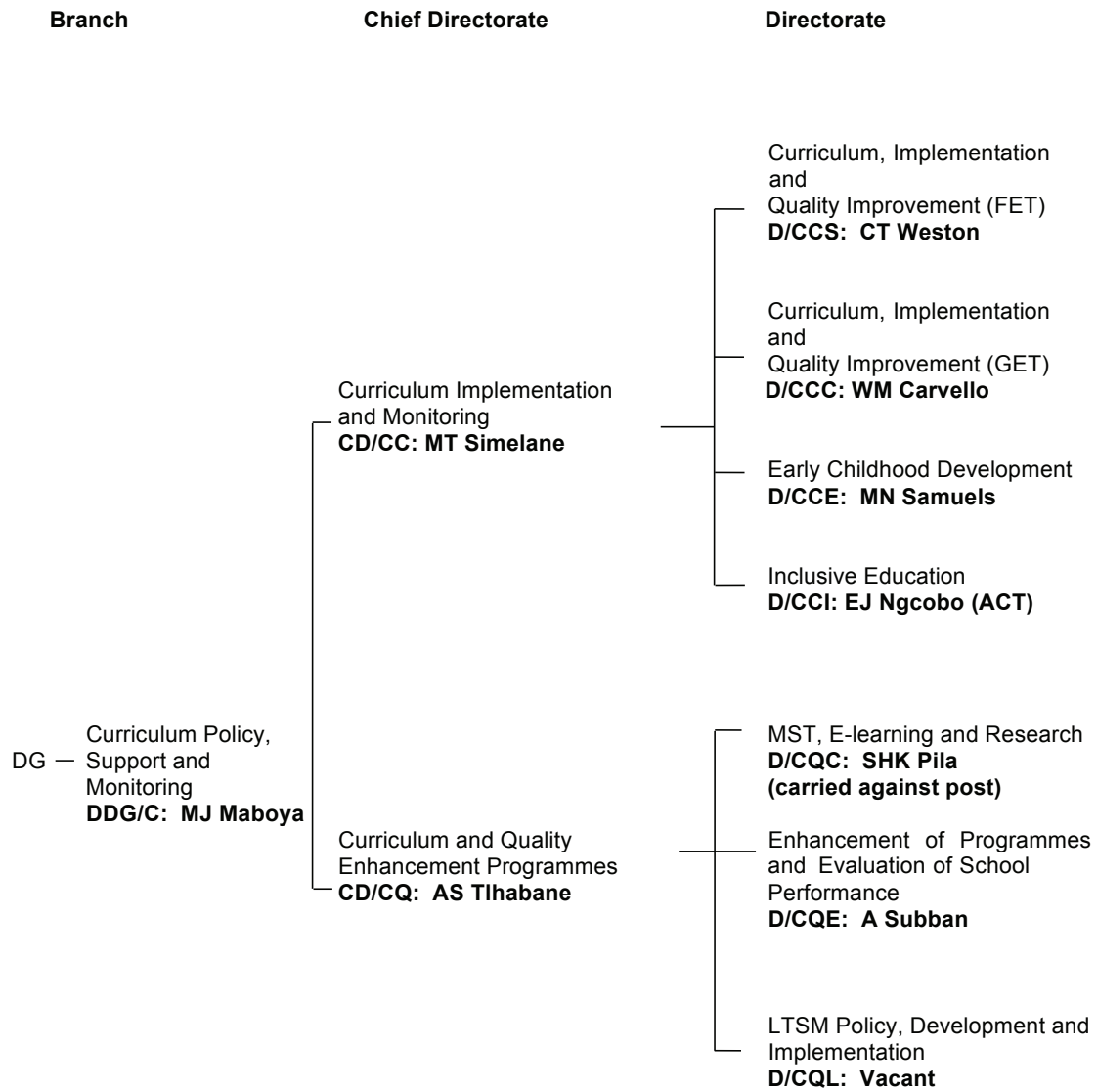
DIRECTOR-GENERAL
Mr HM Mweli

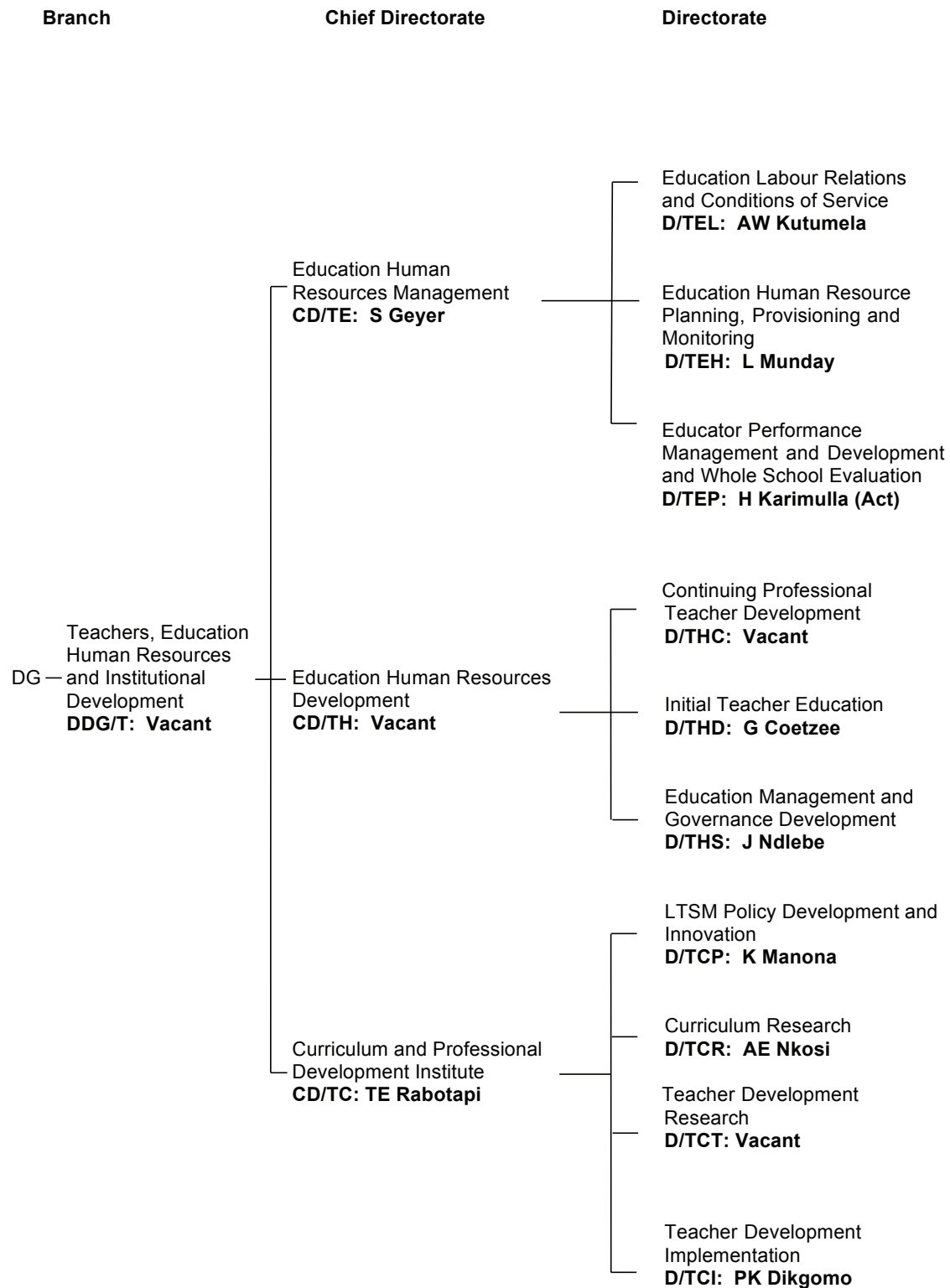


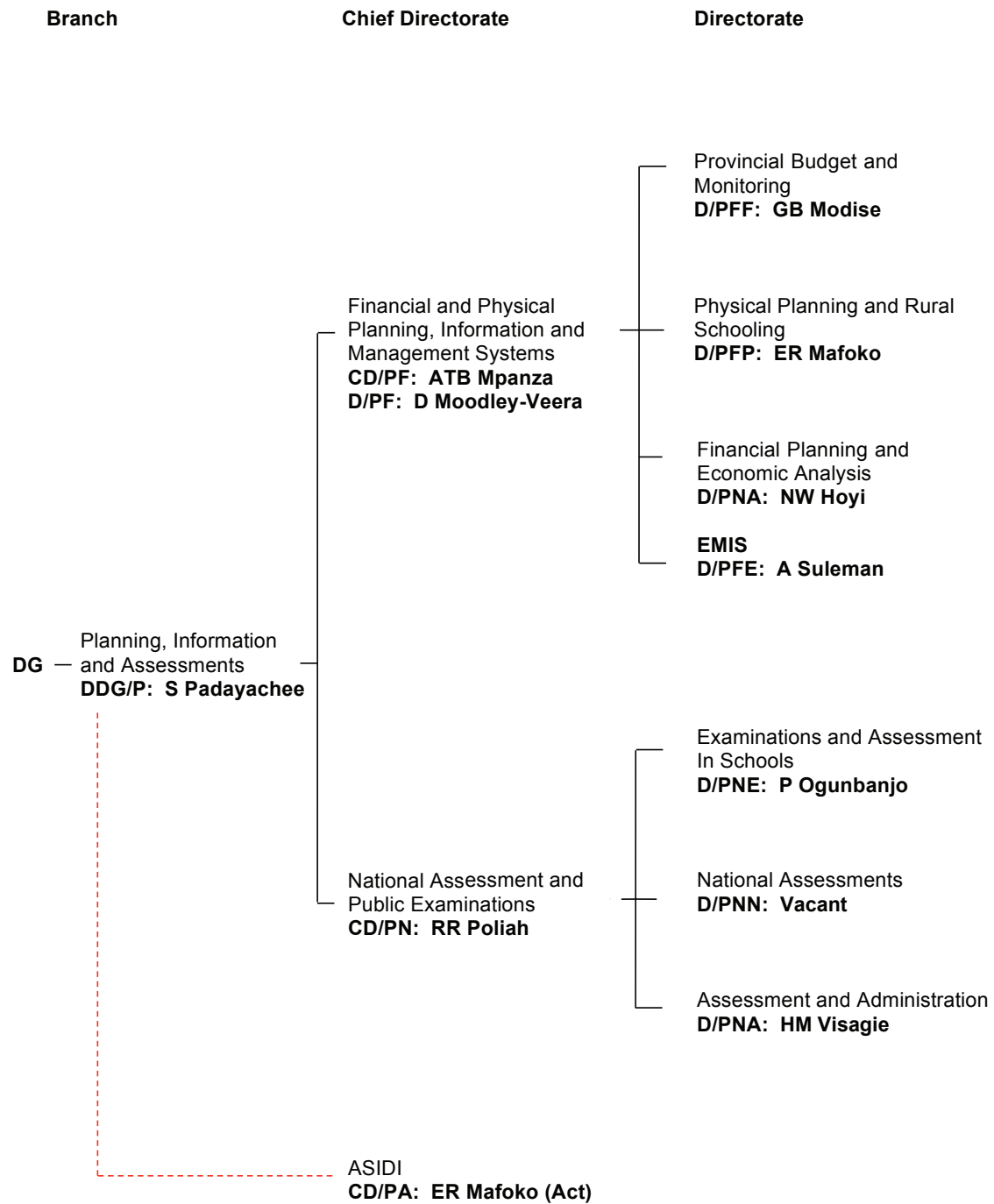
DEPARTMENT OF BASIC EDUCATION

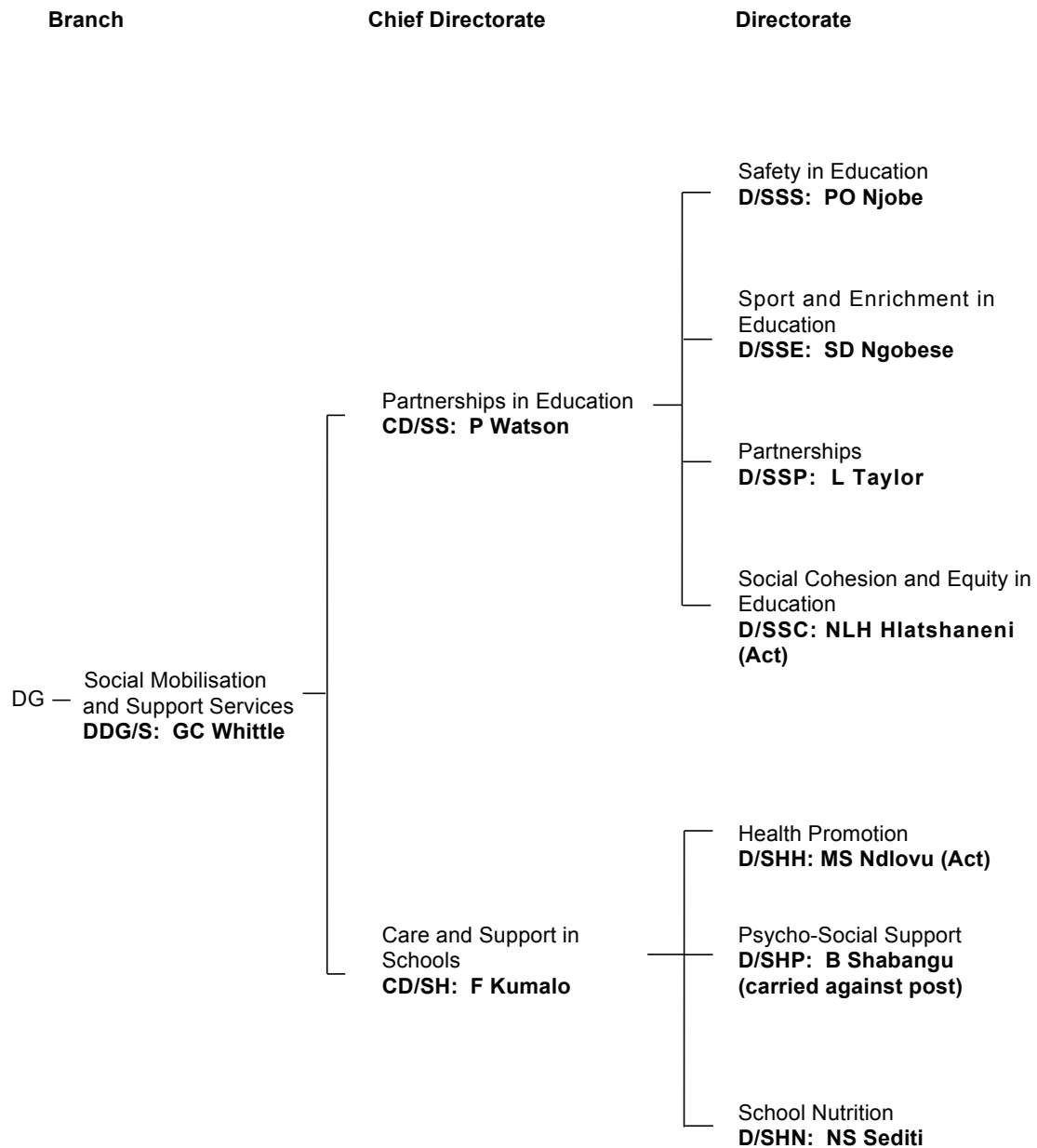


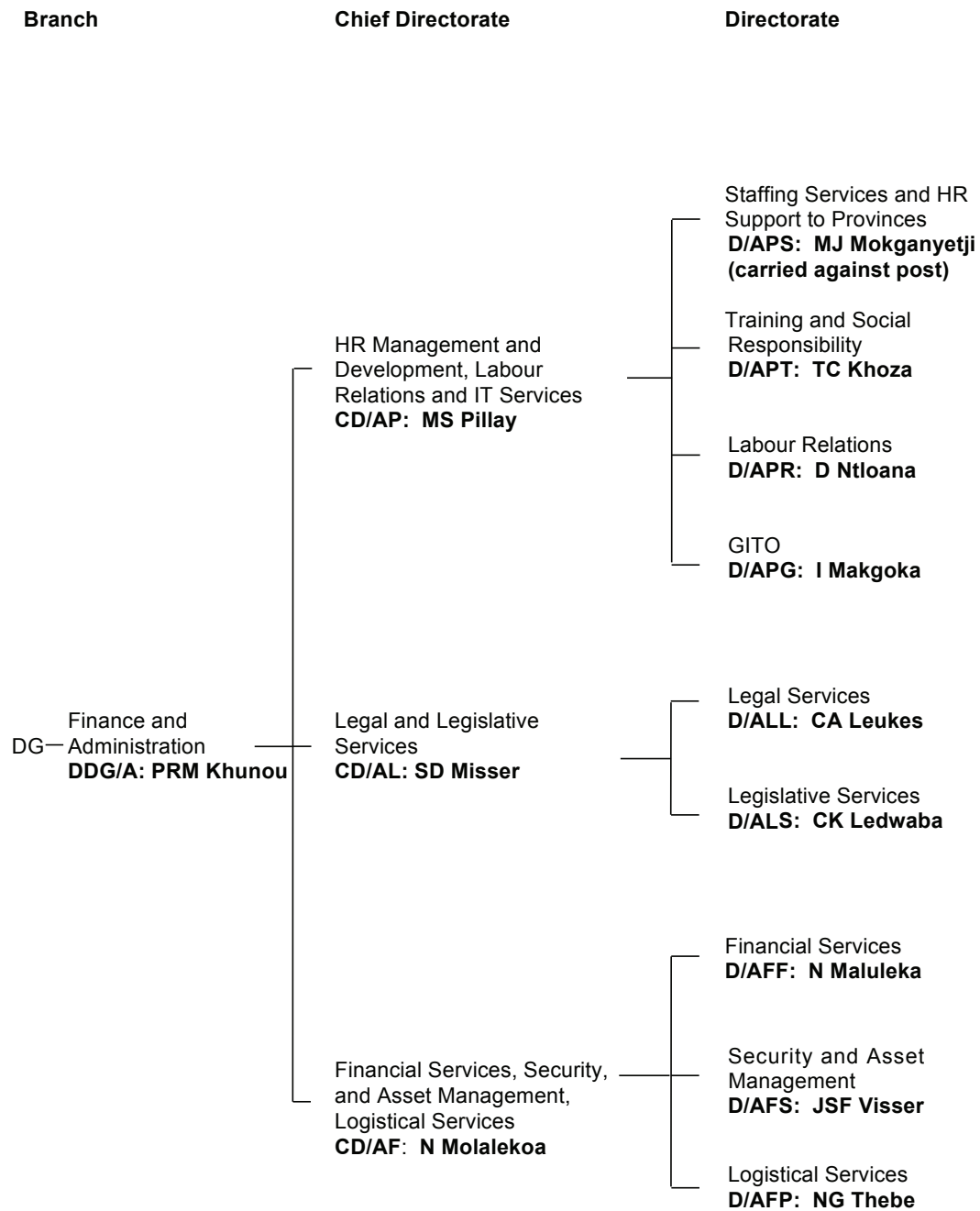












9. ENTITIES REPORTING TO THE MINISTER

The table below indicates the entities that report to the Minister.

Table 9: Entities reporting to the Minister

Name of Entity	Legislative Mandate	Financial Relationship	Nature of Operations
South African Council of Educators	Registration, promotion and professional development of educators, as well as setting, maintaining and protecting the ethical and professional standards of educators.	Subsidy for Continuous Professional Training and Development	Registration of educators; professional development of educators; policy, planning and research; and professional ethics.
Umalusi	Develop and maintain a framework of qualifications for general and further education and training: NQF Levels 1 – 4; and for the attendant quality assurance and certification of such qualifications.	Grant	Qualifications, curriculum and certification; quality assurance of assessment; evaluation and accreditation; and statistical information and research.



PART B: PERFORMANCE INFORMATION

1. AUDITOR GENERAL'S REPORT: PREDETERMINED OBJECTIVES

The AGSA currently performs certain audit procedures on the performance information to provide reasonable assurance in the form of an audit conclusion. The audit conclusion on the performance against predetermined objectives is included in the report to management, with material findings being reported under the Predetermined Objectives heading in the Report on other legal and regulatory requirements section of the auditor's report.

Refer to page 198 - 206 of the Report of the Auditor General, published as Part E: Financial Information.

2. OVERVIEW OF DEPARTMENTAL PERFORMANCE

2.1. Service Delivery Environment

The Basic Education function is a shared responsibility between the National Department of Basic Education and the Provincial Education Departments. The DBE is responsible for the development of policies, oversight and monitoring of all activities to ensure Quality Basic Education and the PEDs are responsible for enacting policies and making funding decisions towards Quality Basic Education.

The National Department of Basic Education assumes some of the services such as the provision of workbooks to the PEDs, development of State-owned textbooks and the building of schools through the Accelerated School Infrastructure Delivery Initiative (ASIDI) to address the school infrastructure backlog.

The 2018 school year was interrupted by the service delivery protests in Limpopo where special arrangements had to be made for Grade 12 learners to write the National Senior Certificate examination.

As part of its oversight responsibility, the Department conducted a number of Provincial and District visits namely; School Readiness Monitoring, monitoring for specific subjects, DG Provincial visits and Standard Budget meetings.

2.2. Service Delivery Improvement Plan

The 2018/19 Financial Year marks the last phase of the three (3) year cycle for the SDIP. The Department is implementing a three (3) year cycle SDIP on Certification.

The Department has legislation, policies, regulations and guidelines in place that are used to manage and implement the Certification mandate. The DBE works in collaboration with the Umalusi Council for Quality Assurance in General and Further Education and Training, on the mandate of certification. Umalusi has policies and directives in place to ensure proper management of the Certification function.

The Certification Unit is operating within two (2) seasons (peak and off-peak seasons). The peak seasons are during the months of January - February and July - August after the National Senior Certificate (NSC) and Senior Certificate (SC) results are released. The off-peak season constitutes the rest of the year. A number of Higher Education Institutions are located in Pretoria and Johannesburg and therefore the DBE becomes a point of access for applications for (a) statement of results, or (b) lost/duplicate certificates or (c) combination of results from many examination sittings. It is during this period that the Certification Unit in the DBE experiences long queues from the members of the public. The turnaround time that the clients wait for the final output which is the issuing

of replacement or duplicate certificates or certificates from combination of results from different sittings has been reduced. This will have a positive impact on the image of the Department.

Table 10: Main services and standards

Main services	Beneficiaries	Current/actual standard of service	Desired standard of service	Actual achievement
Issue replacement/duplicate certificates	Former matriculants; Employment Institutions	Turnaround time for the replacement of certificates at the beginning of 2018/19 is 3 weeks	Turnaround time reduced to 2 weeks for all applications	Turnaround time is 2 weeks for 50% of the applicants
Statement of results	Former matriculants	Immediately	Immediately	Immediately

Table 11: Minimum requirements for certification

Application	Required documents per application
Replacement of certificate	Minimum pass requirements of NSC,SC and ASC Certified copy of Identity Document Affidavit from Commissioner Payment
Statement of Results	Minimum pass requirements of NSC,SC and ASC Certified copy of Identity Document Payment
Combination of Results	Minimum pass requirements of NSC,SC and ASC Certified copy of Identity Document Payment

Table 12: Batho Pele arrangements with beneficiaries

Current/actual arrangements	Desired arrangements	Actual achievements
Turnaround time for the replacement of certificates at the beginning of 2017/18 was 3 weeks	Turnaround time reduced to 2 weeks	Turnaround time is 2 weeks
The Department communicates with clients via e-mail, post and telephone Certification@dbe.gov.za Toll-free line: 0800 202 933 Certification Call Centre: 012 357 4511/12/13/16 P/BAG X 895, PRETORIA, 0001	On-line application "SMS" facility Suggestion box at the centre of Certification Unit	Same as current Suggestion box at the entrance of Certification Unit. However the system is being enhanced to provide an online application and "SMS" facility
Clients can access the service through walk-ins Address: Sol Plaatje House Public Certification 222 Struben Street Pretoria 0001	On-line application	

Table 13: Annual application processed within three (3) weeks

Action	Achievement	Reason for rejection by Umalusi
Applications Received *	19 422	Systems error
Applications Processed	18 006	SC(A) system for issuing Combined Certificate not ready – system development not complete
Certificates issued/received	8035	Lack of supporting documents
Verifications processed	9905	
Statement of results processed	5517	
Emails received and processed	9752	
Calls received and answered	14 641	

*Applications received include statement of results and certificate requests

Table 14: Complaints mechanism

Current/actual complaints mechanism	Desired complaints mechanism	Actual achievements
Response to complaints via letters/e-mail to the Director-General and the Minister through the DBE Hotline	Response to complaints via letters/e-mail	Response to complaints via letters/e-mail
Complaints are monitored by the Director-General	Complaints are monitored	Complaints are monitored
Toll-free line: 0800 202 933	Toll-free line: 0800 202 933	Toll-free line: 0800 202 933
Certification Call Centre: 012 357 4511/12/13/16	Certification Call Centre: 012 357 4511/12/13/16	Certification Call Centre: 012 357 4511/12/13/16

2.3. Organisational environment

The following key posts of Deputy Director-General: Finance and Administration, Chief Director: Curriculum Quality Enhancement Programmes, Chief Director: National Institute of Curriculum and Professional Development, Chief Director: Social Inclusion and Partnerships in Education, Chief Director: Legal and Legislative Services, Chief Director: Curriculum Implementation and Monitoring, Director: EMIS, Director: GITO, Director: Logistical Services and Director: Assessment and Administration were filled during the course of the year.

Interviews for the Deputy Director-General for Branch: Teachers, Education Human Resources and Institutional Development were held and the Cabinet Memo prepared and submitted. Interviews for the posts of Chief Director: Office of the DG, Director: ANA and Director: CPTD were held and appointments will be made in the new year.

The Department's recruitment strategy of placing advertisements on the Intranet of the DBE, the DBE website, the DPSA website and in the national newspapers has yielded the results expected.

It must be noted, however, that serious budgetary constraints prevent the DBE from filling other key posts. The DBE has had to appoint officials to assist with the North West Intervention programme as well.

Capacity is also being developed through the Workplace Skills Plan and the Personal Development Plans of officials in the DBE. Training interventions for employees are informed by the Department's performance management outcomes. To this end 260 officials attended professional development courses.

The DBE has heeded Cabinet's mandate for Internship which seeks to address skills shortage, youth unemployment in particular and unemployed graduates. The Department has recruited 47 interns and continues to extend this figure over the MTEF.

The DBE is committed to providing financial aid, in the form of bursaries, to staff members who are interested in pursuing their studies. The main objective of the programme is to afford employees in the Department an opportunity to make use of formal study to equip themselves with knowledge and skills necessary for them to perform their present and future duties.

The DBE acknowledges that for the Department to deliver on its mandate, there are people who serve the Department through their different work responsibilities. As such, the Department has a prerogative to make their work environment a conducive one. As part of the employee wellness programme, there is an in-house doctor to render medical services to internal staff members. This allows for convenience of staff to visit the doctor during the course of the day. The DBE continues to play a supporting role in terms of assisting employees and family members with HIV related problems. Officials are also visited whilst in hospital and receive counselling. Furthermore, officials and family members who have alcohol and drug problems, work related and social problems are assisted through the Employee Assistance Programme.

2.4. Key policy developments and legislative changes

Policy Developments: Admission Policy

The Admission Policy is under review for the following reasons:

- There had been challenges relating to the administration of the admission of foreign undocumented learners to our school system;
- The interim court order in the Mubake matter had necessitated a review of the Admission Policy; and
- There is a need to align the policy with new legislative and policy developments.

In terms of the existing Admission Policy, one (1) of the requirements for the admission of learners to public schools is the submission of an official birth certificate. The majority of foreign learners in the country are unable to produce birth certificates or any other necessary documents, for a variety of reasons:

- Some of the learners (refugees) came to South Africa after fleeing their own countries due to genocide and other atrocities, and in the process, lost all their possessions.
- The parents of some of the foreign learners cannot be traced.
- Some of the foreign learners immigrated to South Africa illegally and without the correct legal documents.

Legislative Changes: Basic Education Law Amendment (BELA) Bill

The BELA Bill was published in the *Government Gazette* on 13 October 2017 to call for comments. It contains amendments to the South African Schools Act, 1996 (SASA) and the Employment of Educators Act, 1998 (EEA). The DBE received approximately 5 000 submissions from the general public and education stakeholders. On 19 February 2018, a task team consisting of representatives of the DBE and three (3) Provincial Education Departments started with the process of amending the Bill by incorporating constructive comments or deleting provisions that, after consideration, proved to be impractical or unnecessary. The task team had 19 meetings to discuss the amendments and the content was amended.

The following are the clauses of the Bill that elicited the largest number of reactions:

Admission Policy: The BELA Bill provides that the Head of Department has the final authority to admit a learner to a public school. It further provides that the School Governing Body (SGB) of a public school must submit the admission policy of the school, and any amendment thereof, to the Head of Department for approval.

Language Policy: The amendment in regard to the language policy is similar to that relating to the admission policy. It furthermore empowers the Head of Department to direct a public school to adopt more than one (1) language of instruction, after consulting with the school and taking certain prescribed factors into account. The clause also prescribes a procedure that the Head of Department needs to follow in this regard.

Liquor and prohibited substances on school premises: The relevant section of the SASA provides for the prohibition of a dangerous object or illegal drug on school premises. The SASA is amended to include a prohibition of liquor or a prohibited substance on school premises. The amendment is necessitated by the fact that learners have increasingly been found in possession of, or abusing, liquor and performance-enhancing substances.

Appointment of educators on post levels 2 to 4: This clause amends SASA and the EEA by providing for a limitation on the post levels for which the governing body may recommend candidates to the Head of Department. Any appointment, promotion or transfer to any promotional post on post levels 2 to 4 on the educator establishment of a public school is to be made amongst candidates identified by the Head of Department, and educators on these post levels will be appointed directly by the Head of Department. However, this will be done in the manner prescribed by regulation by the Minister.

Centralised procurement: This clause seeks to empower the Head of Department to centrally procure identified learning and teaching support material for public schools, after consultation with the governing body and on the basis of efficient, effective and economic utilisation of public funds or uniform norms and standards.

Investigation into financial affairs of schools and submission of quarterly reports of school finances: These amendments aim to bring about stronger oversight over the financial affairs of a public school, to create certainty in regard to reporting, and to promote open and transparent accounting and financial accountability, bearing in mind that public funds and parents' money are at stake.

Registration for home education: SASA is amended to provide for the application and process for registration of learners for home education. The amendments create clarity in regard to the powers and responsibilities of the Head of Department as well as the responsibilities of the parents of the learner.

3. STRATEGIC OUTCOME ORIENTED GOALS

The efforts of the Department and all its officials are geared towards ensuring the following, articulated through the DBE's programmes:

- Improved quality of teaching and learning through development, supply and effective utilisation of teachers;
 - Improved quality of teaching and learning through provision of adequate, quality infrastructure and Learning and Teaching Support Materials (LTSM);
 - Improving assessment for learning to ensure quality and efficiency in academic achievement;
 - Expanded access to Early Childhood Development and improvement of the quality of Grade R, with support for pre-Grade R provision;
 - Strengthened reading in English First Additional Language (EFAL) and Home Language in the Foundation Phase;
 - Refocusing the schooling system for accelerating Mathematics, Science and Technology (MST) participation;
 - Strengthening accountability and improving management and support at the school, community and district levels; and
 - Partnerships for education reform and improved quality.
- a) **Improved quality of teaching and learning through development, supply and effective utilisation of teachers**

In partnership with the British Council, DBE provided English First Additional Language (EFAL) training to 2 075 teachers in Gauteng, North West and Western Cape provinces. The training contributed towards improving access to quality teaching and learning as the content knowledge and pedagogic skills of English language were improved.

In addition, the Minister launched the National Association for English Teachers of South Africa (NAETSA) in March 2019. Prior to this seven (7) provinces (except Gauteng and KwaZulu-Natal) had launched their provincial Teachers' Associations for English language teachers. These structures are key platforms for teacher self-driven professional and personal development.

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

A total of 61 424 745 Grades R to 9 Volumes 1 and 2 workbooks were printed. A total of 59 392 645 (96.69%) Grades R to 9 workbooks were delivered to 23 353 (100%) public schools in preparation for the 2019 academic year.

Provision of IIAL SAL toolkits: The printing and delivery of Grade 1 SAL toolkits was completed. These resources were provided to provincial and district warehouses as requested by provinces for schools that were to offer IIAL for the first time. Grades 2 and 3 SAL resources were also provided to schools implementing IIAL in 2019. The resources were provided to eight (8) provinces with an exception of Eastern Cape which is implementing IIAL at First Additional Language.

Provision of Braille workbooks: Volume 2 Braille workbooks for Grades 1 to 3 Life Skills were printed and delivered to 22 Special schools.

Technology Subjects: The development of Textbooks for Grade 12 Technology Subjects was at 80% by end of March 2019.

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

In preparation for a pilot study in the fourth school term, test items for the Systemic Evaluation (SE) were prepared into test booklets, including nine forms for Mathematics and seven forms for Language for Grades 3, 6 and 9. Test items for Mathematics and Language Grades 3, 6 and 9 were piloted in a national sample of 100 schools from 15 - 19 October 2018. The DBE has partnered with the Numeracy National Research Foundation (NRF) Chairs to develop diagnostic assessments that focus on mental strategies and strategic thinking for Grade 3 Mathematics. The instruments will be field tested in 54 schools across three provinces in the new financial year.

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

A total of 8 485 ECD practitioners were trained on the implementation of the South African National Curriculum Framework for Children birth to four years (NCF) across all provinces. The training programme has been finalised to train the trainers of the South African Congress for Early Childhood Development on the NCF and 30 trainers have been identified per province to conduct the training of ECD practitioners. 80 935 participants have registered for the on-line training course on play-based learning and a total of 55 467 have completed the course. This course is designed to support the effective implementation of the NCF. This far exceeded the target of 42 000. An estimated 4 336 ECD practitioners, from registered ECD centres across the provinces, are in training towards a National Qualifications Framework (NQF) Level 4 ECD qualification.

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

The Department has strengthened the role of associations in the area of management and governance as per the expectation of the National Development Plan (NDP). The South African Principals' Association (SAPA) and the Education Management Association of South Africa (EMASA) were supported in organising national and provincial conferences throughout the country which were addressed by the Minister, MECs, Director-General, Heads of Department, other Departmental Officials and leaders in the field of leadership and management.

Various quarterly, annual and long range plans and reports will be provided in relation to both short and long term goals articulate in the NDP, Action Plan and in the 5 year Medium Term Strategic Framework (MTSF), as well as the Annual Performance Plan (APP). These will be used to support accountability and management in accounting for progress in the DBE in various fora, and in the media.

The Department in collaboration with the National Teacher's Union (NATU) implemented the Guidelines on the Strategy to improve Management and Governance in poor performing schools in Harry Gwala and Ilembe districts of KwaZulu-Natal.

f) Partnerships for education reform and improved quality

The Department works in collaboration with partners to improve teaching and learning. To improve connectivity in schools, the DBE, in partnership with the National Education Collaboration Trust (NECT), has developed an Information and Communication Technology (ICT) Strategy aimed at providing a common vision and framework for ICT implementation in schools.

The DBE has formalised partnerships with the following companies: Anglo American South Africa (AASA), Entsika Consulting, Fundza Literacy Trust, Department of Higher Education and Training, Terrapinn Limited South Africa, Biblioref South Africa, Unilever South Africa, National Library of South Africa, and Kamohelo Development Foundation.

4. PERFORMANCE INFORMATION BY PROGRAMME

4.1. PROGRAMME 1: ADMINISTRATION

PURPOSE

The purpose of Programme 1 is to provide strategic leadership, management and support services to the Department.

LIST OF SUB-PROGRAMMES

Ministry; Department Management; Corporate Services; Office of the Chief Financial Officer; Internal Audit and Risk Management; and Legal and Legislative Services

STRATEGIC OBJECTIVES

To improve the administrative and governance systems through compliance to the key legislations governing administration, in order to support the delivery of education and to strengthen accountability.

PROGRAMME OVERVIEW

The Programme: Administration is responsible for managing the Department through the provision of strategic and administrative support services. The Programme contributes to quality in the basic education system through effective institutional service delivery processes, planning and provisioning. Vacancy management, human resources development and performance management have been prioritised to increase the efficiency and capacity of the Department to deliver its mandate in terms of delivery of services to the public and the professional development of staff. Key processes are continuously strengthened to support the Department in respect of administrative procedures and systems.

PROGRAMME SUMMARY AND PERFORMANCE INFORMATION

4.1.1. HUMAN RESOURCE MANAGEMENT AND DEVELOPMENT, LABOUR RELATIONS AND IT SERVICES

Corporate Services

During the year under review, the Department had gone through a re-prioritisation process to ensure that key posts were filled. 100 posts were advertised and 98 posts were filled. The following key posts were filled: Deputy Director-General for Branch: Finance and Administration, Chief Director for Education Human Resource Development, Chief Director for Curriculum Implementation and Monitoring, Chief Director for Legal and Legislative Services, Chief Director for Partnerships in Education, Chief Director for Curriculum and Quality Enhancement Programmes, Director for Assessment and Administration, Director for EMIS, the Director for GITO and the Director for Logistical Services. Interviews for the posts of Deputy Director-General for Teachers, Education Human Resource and Institutional Development, Chief Director in the Office of the Director-General, Director for Staffing Services and HR Support to Provinces, Director for Annual National Assessment, Director for School Level Planning, Monitoring, Development and Support and the Director for Continuing Professional Teacher Development were held. Appointments will be made in the new financial year.

The Department had organised Performance and Management Development training for the implementation of the new PMDS system in the Department.

Training and Social Responsibility

Skills Development and Training: During the year under review, 260 employees attended skills development training and 23 programmes were conducted between 1 April 2018 and 31 March 2019 and these are presented as follows:

Table 15: Skills development and training

Training	Attendance
BAS Budget Capturing	2
Public Finance Management Act (PFMA)	13
Protocol Training	33
Finance for Non-Financial managers	15
Project Management	10
Standard Chart of Accounts (SCOA) course	5
Effective Stakeholder Management	1
Monitoring and Evaluation	9
Occupational Health and Safety	40
Compulsory Induction Program	1
Effective Stakeholder Management	1
Office Management	10
SQL Data Analysis	15
Microsoft Excel (Advanced)	15
On-line Digital Marketing	5
Supply Chain Management	10
Bid Committee (PFMA)	23
Risk Champions	7
Compulsory Induction Program	9
Policy Formulation	10
Business Writing course	15
Ethics and The Internal Auditor (ETIA)	3

Training	Attendance
Job Evaluation Panel	8
Total	260

The 2018/19 Workplace Skills Plan and 2017/18 Annual Training Report were submitted to the Education, Training and Development Practices Sector Education and Training Authority (EDTP-SETA) and Public Service Education and Training Authority (PSETA) respectively on 30 April 2018.

The Human Resource Development (HRD) Implementation Plan and HRD Monitoring Report were submitted to DPSA on 31 May 2018

Induction: 12 ETDP SETA Interns and 13 officials attended internal induction and 10 officials attended the online Compulsory Induction Programme (CIP).

Bursary: Currently, the Department has 84 bursary holders. 62 are recurring bursary holders and 22 officials were awarded bursaries for the 2019 academic year.

Internship and Learnership: Eight (8) interns were appointed during the year under review. Four (4) were appointed permanently and four (4) interns were appointed on contract. Currently the Department has 47 Interns, the breakdown is as follows:

Table 16: Internships and learnerships

Staff	Number
Interns	15
Learners	5
SAICA Interns	13
ETDP SETA	14
Total	47

Employee Health and Wellness:

- Four (4) PILLARS Operational Plans were submitted to DPSA on 31 March 2018.
- Annual Integrated Employee Health and Wellness Reports were submitted to DPSA on 31 May 2018.
- The System Monitoring Tool report was submitted to the DPSA on 30 June 2018.
- The Employee Health and Wellness and Financial Wellness Campaign were conducted in quarters 2, 3 and 4 and 765 employees participated in the campaigns.
- TB screening was conducted on 28 August 2018 and 40 officials were screened.
- A candlelight ceremony was organised on 3 December 2018.
- Pink Drive was held on 30 October 2018. 199 officials participated in cancer testing (Prostate, Pap Smear, Breast Examinations and Health checks).
- Onsite Doctors render health services every Wednesday in the Department.
- The DBE commemorates Thursdays in Black every Thursday.
- 40 counselling sessions were conducted.
- There were 10 referrals outside the Department for medical and psychological services.
- One (1) official was referred for rehabilitation services.

National Campaigns:

- Africa Day was celebrated on 30 May 2018.
- Mandela Day – officials attended the Nelson Mandela Memorial Lecture, while some participated in the 67 minutes by delivering different handouts to schools, hospitals and animal farms on 17 and 18 July 2018 respectively.
- Women’s Day was celebrated on 24 August 2018.
- Heritage Day was celebrated on 21 September 2018.
- Secretary’s Day was celebrated on 26 September 2018.
- The Men’s Forum was held on 23 November 2018.
- There were 28 employees who participated in the Public Servants Sports Tournament held on 20 October 2018.

Diversity Management:

- A Sexual Harassment report was submitted to DPSA on 30 April 2018.
- The Employment Equity Report was submitted to the Department of Labour on 7 January 2019.
- The Job Access and Gender Equality Reports and Strategic Plans were submitted on 28 February 2019.

Labour Relations

Collective Bargaining: Six (6) Departmental Bargaining Council meetings were held during this financial year. Eleven (11) Departmental policies were reviewed and inputs were made by relevant structures. Eight (8) were approved by the Director-General.

Finalisation of Disciplinary cases/hearings within 90 days: During the period under review, two (2) disciplinary hearings were held in which case the officials were found guilty of the alleged offences and suspended for two (2) and three (3) months without salaries respectively. The hearings were finalised within 90 days as prescribed.

Representing the Department in the resolution of disputes GPSSBC Matters): One (1) Conciliation meeting was held and the parties could not settle. Four (4) arbitration hearings were set down during the period under review. Three of these hearings were held at the GPSSBC in Centurion and one (1) at the CCMA Offices in Pretoria respectively. These matters were finalised. With regard to the CCMA case, where the intern alleged unfair dismissal, the employer settled the issue by paying compensation of R3500. Regarding the GPSSBC cases, the applications were dismissed in favour of the employer.

Finalisation of Grievances within 30 days: A total of thirty three (33) formal grievances were dealt with. Of the thirty three grievances, sixteen (16) were resolved within the prescribed period. Of the remaining seventeen (17) grievances, eight (8) PMDS grievances were resolved after the prescribed 30 days period after they were referred to the Assessment Appeal Panel. Five (5) were referred to external dispute resolution institutions (ELRC, PSC or GPSSBC) whilst the other two (2) did not indicate their decisions in terms of the Grievance Rules. The outstanding two (2) grievances were withdrawn by the aggrieved employees.

Labour Court Matters: The outcome of the Labour Court review in the matter between the *DBE and the executrix of the estate of the late Mr Mtongana* was received. In this case, the Labour Court upheld the Department’s application to review the decision of the Arbitrator regarding the reinstatement of the late Mr Mtongana to the Department. The Department received notice of leave of appeal from the executrix which it did not oppose. This matter remains unresolved.

Capacitate managers regarding the management of Discipline: 20 managers were trained in the management of discipline in the Department. They attended a three (3) day workshop on initiating and chairing of disciplinary hearings.

Government Information Technology Officer (GITO)

Enhancement of critical business applications: During the period under review 18 Security changes, 27 Infrastructure capacity changes and 22 of the 60 System Changes required by the Application Owners and their System Development Life Cycle (SDLC) processes for the following applications were monitored, implemented and released in production:

- Learner Unit Record Information Tracking System (LURITS)
- National Senior Certificate (NSC) and Senior Certificate (SC(A))
- E-Exams
- Funza Lushaka

Governance of ICT: During the period under review, eight (8) monthly Service Level Agreement meetings with State Information Technology Agency (SITA) were held and the resolutions taken monitored and implemented. Seven (7) Information and Communication Technology (ICT) Steering Committee meetings were held and the resolutions monitored and implemented. Thirteen ICT Operational meetings were held and the resolutions monitored and implemented. One (1) ICT Advisory Committee meeting was held and the resolutions monitored and implemented.

ICT infrastructure of the DBE: During the period under review, the Disaster Recovery (DR) capability of the Secure Cloud Data Centre was tested successfully. The hardware for the Refreshment of the Voice Over Internet Protocol Telephony (VOIP: IPT) was installed. The Virtual Private Network (VPN) refreshment equipment is currently in the installation phase. A comprehensive Disaster Recovery test for SITA Centurion Mainframe Clients was successfully completed.

Policy Developments: Admission Policy

The Admission Policy is under review for the following reasons:

- There had been challenges relating to the administration of the admission of foreign undocumented learners to our school system;
- The interim court order in the Mubake matter had necessitated a review of the Admission Policy; and
- There is a need to align the policy with new legislative and policy developments.

In terms of the existing Admission Policy, one (1) of the requirements for the admission of learners to public schools is the submission of an official birth certificate. The majority of foreign learners in the country are unable to produce birth certificates or any other necessary documents, for a variety of reasons:

- Some of the learners (refugees) came to South Africa after fleeing their own countries due to genocide and other atrocities, and in the process, lost all their possessions.
- The parents of some of the foreign learners cannot be traced.
- Some of the foreign learners immigrated to South Africa illegally and without the correct legal documents.

Legislative Changes: Basic Education Law Amendment (BELA) Bill

The BELA Bill was published in the *Government Gazette* on 13 October 2017 to call for comments. It contains amendments to the South African Schools Act, 1996 (SASA) and the Employment of Educators Act, 1998 (EEA). The DBE received approximately 5 000 submissions from the general public and education stakeholders. On 19 February 2018, a task team consisting of representatives of the DBE and three (3) Provincial Education Departments started with the process of amending the Bill by incorporating constructive comments or deleting provisions that, after consideration, proved to be impractical or unnecessary. The task team had 19 meetings to discuss the amendments and the content was amended.

The following are the clauses of the Bill that elicited the largest number of reactions:

Admission Policy: The BELA Bill provides that the Head of Department has the final authority to admit a learner to a public school. It further provides that the School Governing Body (SGB) of a public school must submit the admission policy of the school, and any amendment thereof, to the Head of Department for approval.

Language Policy: The amendment in regard to the language policy is similar to that relating to the admission policy. It furthermore empowers the Head of Department to direct a public school to adopt more than one (1) language of instruction, after consulting with the school and taking certain prescribed factors into account. The clause also prescribes a procedure that the Head of Department needs to follow in this regard.

Liquor and prohibited substances on school premises: The relevant section of the SASA provides for the prohibition of a dangerous object or illegal drug on school premises. The SASA is amended to include a prohibition of liquor or a prohibited substance on school premises. The amendment is necessitated by the fact that learners have increasingly been found in possession of, or abusing, liquor and performance-enhancing substances.

Appointment of educators on post levels 2 to 4: This clause amends SASA and the EEA by providing for a limitation on the post levels for which the governing body may recommend candidates to the Head of Department. Any appointment, promotion or transfer to any promotional post on post levels 2 to 4 on the educator establishment of a public school is to be made amongst candidates identified by the Head of Department, and educators on these post levels will be appointed directly by the Head of Department. However, this will be done in the manner prescribed by regulation by the Minister.

Centralised procurement: This clause seeks to empower the Head of Department to centrally procure identified learning and teaching support material for public schools, after consultation with the governing body and on the basis of efficient, effective and economic utilisation of public funds or uniform norms and standards.

Investigation into financial affairs of schools and submission of quarterly reports of school finances: These amendments aim to bring about stronger oversight over the financial affairs of a public school, to create certainty in regard to reporting, and to promote open and transparent accounting and financial accountability, bearing in mind that public funds and parents' money are at stake.

Registration for home education: SASA is amended to provide for the application and process for registration of learners for home education. The amendments create clarity in regard to the powers and responsibilities of the Head of Department as well as the responsibilities of the parents of the learner.

4.1.2. STRATEGIC PLANNING, RESEARCH AND CO-ORDINATION

The Chief Directorate plays an extensive liaison role in enhancing decision-making and policy support in the sector through providing contributions to administrative and co-ordination in the concurrent function that is the basic education sector. In addition, the Chief Directorate provides analysis which is valued on the progress and performance of the sector, and which influences the policy debate and narrative on education in South Africa using data information from various agencies, government departments such as Statistics South Africa, HSRC, Universities and Research Agencies. Members of the Chief Directorate are active in the development of the National Evaluation System intended to improve government performance. The unit contributes to sector co-ordination, monitoring and reporting and is acknowledged as a locus of evidence championship within government and within the public sector more broadly. Members of the unit provide advice on system performance monitoring and progress on sector programmes, and provide contributions on the aligned planning and reporting obligations to enable accountability and research in the sector.

The Chief Directorate provides advice, technical support and contributions to the accountability framework of government and the sector and has provided input into the development and design of monitoring tools, systems and drives within the DBE and sector programmes. Members of the unit have been appointed to various leadership and steering groups including in academic and policy institutes, Statistics South Africa and the Presidency/Department of Planning, Monitoring and Evaluation (DPME). They provide key contributions on education policy, planning and co-ordination, to the work of the Auditor General and Provincial Education Departments and education partners. The unit's work is guided by the goals of the NDP and the 27 goals of the Action Plan, among others, in support of

planning and monitoring progress in the sector. The unit also assists the Director-General to identify priority areas for strategic interventions and delivering the actions of the DBE in leadership of the sector.

Strategic Planning and Reporting

The following are the deliverables for 2018/19:

Institutional Planning: An Annual Performance Plan (APP) highlights what the Department intends to implement within an upcoming financial year and during the Medium-Term Expenditure Framework (MTEF) to implement its Strategic Plan towards achieving Strategic Plan objectives. The APP reflects performance indicators and targets for budget programmes and sub-programmes where relevant, to facilitate the institution in realising its goals and objectives set out in the Strategic Plan.

The 2019/20 Annual Performance Plan (APP) was approved by the Minister on 8 March 2019 and submitted to the Department of Planning, Monitoring and Evaluation (DPME) on 29 March 2019. The tabling of the 2019/20 APP was postponed to after the 2019 general elections.

The 2018/19 Operational Plans and Standard Operating Procedures (SOPs) were analysed and the identified gaps were presented at quarterly Branch Reviews.

Institutional and Sector Reporting: The new reporting system, the Electronic Quarterly Performance Reporting System (eQPRS), released by DPME, was implemented at National Departments in the 2018/19 Financial Year. The Department submitted the 2018/19 Quarterly Performance Reports timeously to DPME and National Treasury. These reports were subsequently presented at the Portfolio Committee as per schedule. The quarters 1-3 Outcome 1 reports were submitted to DPME and served at Cabinet as per reporting guidelines revised by DPME in March 2018. The 2018/19 Outcome 7, 13 and 14 reports were also submitted to the lead Departments as per reporting obligations.

2017/18 DBE Annual Report: In terms of Chapter 1 of the Public Service Regulations and the prescription by the Minister of Public Service and Administration, all Departments within the Public Service are required to publish their Annual Report.

The Annual Report was tabled in Parliament on 25 September 2018 and was presented to the Portfolio Committee on 10 October 2018.

Public Entities: The 2019/20 APPs for Umalusi and SACE were approved but also postponed to be tabled after the general elections are held. The Quarterly Performance Reports for Umalusi and SACE were analysed and the DBE provided feedback on the analysis of the 2019/20 APPs.

Sector Alignment: The HEDCOM Sub-committee on Planning, Monitoring and Evaluation convened standard and special meetings with the Auditor-General of South Africa (AGSA) and DPME to improve and strengthen alignment in the Sector and address key challenges. Among other things, the meetings provided guidance to the Sector in preparation for the 2019/20 Financial Year on the standardisation of the Medium-Term Strategic Framework (MTSF) aligned indicators for all departments. These discussions hinged on whether provinces monitoring systems were audit ready or not. The more audit ready provinces were able to deal with, and incorporate MTSF priorities in their programmes and plans more effectively.

Estimates of National Expenditure Estimates (ENE): The National Treasury provided the 2019 ENE guidelines on 15 October 2018. The final chapter was received from National Treasury for quality assurance and sign-off. The ENE chapter was reviewed and submitted to the CFO's office on 30 January 2019.

Branch Reviews: Branch Reviews were convened highlighting risks and identified gaps for 2018/19 performance information reporting as well as planning for the 2019/20 Financial Year.

Service Delivery Improvement Plan (SDIP): The approved SDIP Annual report was submitted to DPSA on 6 July 2018. A quarterly review meeting on Service Standards between DBE and DPSA was held on 1 February 2019. The Annual National Service Delivery Improvement Forum was held from 20 to 22 February 2019.

State of the Nation Address (SoNA): The DBE submitted SoNA 2019 inputs to Government Communication and Information System (GCIS) on 22 November 2018 covering the following four (4) areas:

- Achievements/Progress on the commitments made by the President on the programmes in the template;
- Key plans and upcoming programmes or projects;
- The envisaged policy interventions or changes; and
- Major planned communication activities.

The analysis of Provincial Annual Performance Plans and departmental Operational Plan was not conducted due to lack of capacity in the Strategic Planning and Reporting Unit.

Research, Co-ordination, Monitoring and Evaluation

25-Year Review: The Department of Planning, Monitoring and Evaluation (DPME) has been compiling a 25-Year Review of service delivery in the nation. The DBE provided inputs to the DPME for inclusion in this report, but has also taken the initiative to develop a more comprehensive 25-Year Review of the basic education sector. The purpose of the report is to reflect on the achievements, challenges and actions taken to address this since 1994. The DBE report is aligned to the MTSF and is reported according to the six (6) MTSF themes.

25-Year Review inputs were submitted to DPME and feedback was provided to the DPME on initial drafts of their report. The DBE's sector-specific report was presented in various forums including Senior Management on 8 February 2019, the Quality Assurance and Skills Development HEDCOM Subcommittee (QASD) on 13 February 2019, the Study Group on 13 February 2019 and CEM held on 7 March 2019, and feedback is being incorporated into the final version.

Capacity Building: The DBE through the RCME Directorate presented at the Nelson Mandela UCT School of Governance on 30 October 2018. The overarching objective of the course was to strengthen the use of evidence in order to improve the performance of government departments.

The development of the DBE's analytical research, monitoring and evaluation capacity has been contributed to through the provision of an internal capacity building course titled Sifunda Sonke, which is intended to provide officials in the Department, as well as other interested educational researchers, with quantitative and qualitative skills needed to undertake research and evaluations in the sector. The training took place from 3 to 4 December 2018, and 10 to 12 December 2018. Participants were limited to the Strategic Planning, Research and Co-ordination Chief Directorate.

The course was largely focussed on quantitative data analysis, by concentrating on and engaging with large-scale datasets using both STATA and Microsoft Excel. This involved a STATA refresher on basic commands and qualifiers, manipulating data, and equipping participants with the skills needed to create their own tables, graphs, and statistics, and how to report on them accurately.

Given the capacity building mandate of the DBE, the RCME unit provided capacity building to the Mpumalanga Department of Education. The training workshop was on policy development, monitoring and evaluation for colleagues in the Strategic Planning, Research and Project Co-Ordination Directorate and it took place from 5 to 7 December 2018. The programme included evidence-based policy development; research/evaluation design; sampling; data collection and report writing.

District Capacity Building Training: The district capacity building targeted District Directors and EMIS officials and is intended to be a data training using education data to improve district management and decision-making. A total of 20 districts were trained.

Early Grade Mathematics Project (EGMP): The DBE aims to develop and draw on a solid evidence base to inform new policy and programmatic initiatives in the area of Early Grade Mathematics. To this end, the EGMP aims to evaluate and build evidence on effective interventions to improve the teaching and learning of Mathematics in the Foundation Phase. A revised proposal and budget for the pilot phase were submitted to potential donors on 19 February 2019. A draft Terms of Reference for an evaluation Service Provider was also submitted to donors on 19 February 2019 in order to commence with a qualitative evaluation of the Teaching Mathematics for Understanding Framework.

Early Grade Reading Study I North West: The DBE's work to investigate the cost-effectiveness of different ways to improve the teaching and learning of reading has continued through the Early Grade Reading Study (EGRS I). The final evaluation report was approved and together with the approved Management Responses and Improvement Plan, were presented at several platforms including Cabinet in line with the National Evaluation Plan system during this reporting year. The study findings and improvement plan were presented to the Portfolio Committee on 27 November 2018 and at Cabinet on 29 November 2018.

The DBE is now responding to the findings of the EGRS by scaling up effective components of the programme, beginning with the North West Province. The scaled-up implementation in North West, now known as the Reading Support Project, has been implemented in 263 schools in the Ngaka Modiri Molema and Dr Kenneth Kaunda districts since February 2019. This is an increase in the number of schools from the 100 schools that received teacher support during the study phase of the project. Implementation will take place from Term 1 in 2019 to Term 4 in 2020 based on the Cabinet approved Improvement Plan for EGRS I.

All of the schools participating in RSP are receiving a structured learning programme for both Setswana Home Language and English First Additional Language across the full Foundation Phase. All the 263 schools received comprehensive LTSM packages consisting of lesson plans, graded readers, posters and Big Books for both languages, as well as one day training per grade in February 2019. 140 of these schools have been allocated for on-site literacy specialist coaching.

Early Grade Reading Study II Mpumalanga: The Second Early Grade Reading Study (EGRS II) began implementation of its third year at the start of the first term. The research project supports Foundation Phase (FP) teachers in the strengthening of their English First Additional Language (EFAL) instruction to promote sound reading outcomes. This year the project works with Grade 3 FP teachers in 100 schools who receive face-to-face coaching or virtual coaching supplemented by cluster training, which was conducted from 7 to 11 January 2019 at a central venue in Badplaas. Furthermore, teachers also received specialised lesson plans and LTSM either through paper-based copies or through the newly developed digital application available through tablets made available to the virtual coaching teachers.

The data collected from last year's data collection was used to begin the evaluation analysis. These results will provide information as to whether the interventions do, in fact, lead to improvements in learner results. The qualitative research studies conducted late last year were finalised and reported to the Project Management Team that oversees the intervention.

Foundation Phase Literacy Coaching Course: The core of EGRS I implemented in 2015-2017 and scaled-up as the RSP was a comparison of the cost-effectiveness of three promising intervention models to improve reading outcomes in learners' Setswana home language in the Foundation Phase. Of the three intervention models evaluated, the on-site specialised coaching intervention clearly emerged as the best alternative. This evidence demonstrates that although the provision of resources and centralised training are important, modelling of lessons, in a safe space, as teachers navigate the lesson plans for teaching learners to read, is critical.

In addition to the programme implementation through RSP in the North West, the development of an accredited on-site coaching programme is one of the core components of institutionalising this approach, and preparing for scaling-up implementation by standardising the skills, content and modus-operandi of this intervention. UNICEF committed to supporting the DBE in this process. During the year under review a service provider was appointed, and the Inception Phase of the course was completed. Phase 1, which includes a rapid review of existing coaching courses, is currently taking place. It is anticipated that the remainder of 2019 will be a year of development and consultation and in 2020, the first cohort of 16 literacy coaches will be trained.

Handover Report: With the general elections that took place in May 2019, Cabinet initiated preparations for the incoming government administration through the Department of Planning, Monitoring and Evaluation (DPME). Government departments had to compile a report reflecting on the Medium Term Strategic Framework (MTSF) 2014 – 2019 stating achievements, non-achievements and challenges in the sector. The report was intended to facilitate the transition between the current and incoming government administrations.

In response to this request the DBE compiled a Handover Report.

Planning, Monitoring and Evaluation HEDCOM Subcommittee: The DBE co-ordinates planning, monitoring and evaluation in the basic education sector through a HEDCOM subcommittee dedicated to this function. The HEDCOM Subcommittee on PME provides the platform for the joint planning and reporting for the education sector. This involves the development of sector indicators as a collective.

The DBE convened several engagements with the HEDCOM subcommittee, the Department of Planning, Monitoring and Evaluation (DPME), and the Auditor-General South Africa (AGSA) to deliberate on matters affecting the sector including the Audit scope and process.

Learner Transport Programme: An implementation evaluation for the Learner Transport Programme has been undertaken over the last year. This evaluation has been undertaken through a partnership between the DBE together with the Department of Transport and the Department of Planning, Monitoring and Evaluation (DPME). The evaluation is expected to provide insight on how the learner transport service can be improved to ensure that more learners attend school regularly, arriving safely and on time. A final evaluation report was submitted on 11 December 2018 and was approved by the Steering Committee on 31 January 2019. An Improvement Plan Workshop was held on 18 and 19 March 2019.

Research Requests: During the period under review, 37 research requests were received by the DBE. Thirty-two (32) of these have been finalised, with two (2) referred back to applicants to provide additional documents to meet the departmental protocols.

School Monitoring Survey (SMS): The purpose of the SMS 2017/18 is to provide information on the progress that has been made towards the achievement of the goals and indicators that are set out in the sector plan, Action Plan to 2019: *Towards the Realisation of Schooling 2030* (Action Plan 2019), as well as the Delivery Agreement for Outcome 1: Improved quality of basic education. The service providers, Nexia SAB&T, were appointed to commence the project on 5 September 2017 and completed the project on 31 October 2018. The four main reports have now been finalised, namely, a Summary Report; the Main Report; the Technical Report; and the Qualitative Report. In addition, summaries including a policy summary and an executive summary were finalised.

State of the Nation Address: On 7 February 2019 the President of South Africa delivered the State of the Nation Address (SONA). The DBE provided a detailed analysis to the Portfolio Committee indicating how the Departmental plans respond to the SONA. A SONA mapping and analysis document and presentation were compiled for this effort. The document provides an analysis of the SONA for 2014-2019. This has been compiled based on direct speech quotations related to education, how this translates into possible policy, how this is aligned to the National Development Plan: Vision 2030 (NDP); the sector plan Action Plan to 2019: *Towards the Realisation of Schooling 2030*; as well as progress in response to the SONA. Special attention has been given to the 2019 SONA with more detailed responses in terms of implications or progress provided.

Participating in sectoral conferences, seminars and events: In fulfilment of the mandate to engage with education stakeholders to influence discussions, share research and remain updated on developments in the sector, the DBE has participated in a number of conferences and research events. These included the American Education Research Association (AERA) conference on 13 – 17 April 2018, the Research on Improving Education Systems (RISE) conference held in Oxford on 21 – 22 June 2018, and the South African Education Research Association (SAERA) conference on 22 – 24 October 2018.

Sector Reporting: The **General Household Survey (GHS)** report was finalised and published on the DBE website. The report was also presented to internal forums on 25 October 2018 and 02 November 2018 respectively.

Research Agenda and Repository: The DBE regularly produces strategic plans, reports, research papers and working papers which are available to the public as part of its mandate in line with statutory requirements as well as high level government and sector plans. However, there is a plethora of sector-specific research commissioned and conducted within the DBE that is neither in the public domain nor accessible to all DBE officials. Hence the need to develop a research repository as an institutional knowledge management hub. During this year the RCME Directorate finalised and consolidated a research repository to be published on the DBE website. The repository will contain sector-specific research commissioned and conducted within the DBE. The repository contains over 150 studies categorised by MTSF/NDP themes from 1994 to 2017.

Further, the DBE has consolidated a research agenda to guide and co-ordinate research undertaken in the sector during the medium-term period 2019 – 2023. The agenda sets out the main research questions which are a priority for the Department, and the sector as a whole for the next five years.

Sustainable Development Goals: As part of working towards the SDG 2019 country report, the DBE compiled and provided various statistics as requested by Statistics South Africa. In addition, South Africa is scheduled to submit a report early in 2019 for the SDG voluntary national review, where the Department of International Relations and Co-operation is the lead department and education is one of the priority themes in the report that will be submitted.

Teacher Indaba: On 12 October 2018, the DBE held an indaba to open a dialogue and provide a platform to constructively engage on teacher professionalisation, teacher standards and school based initial teacher education models as important complements to the Funza Lushaka bursary programme. The Indaba was jointly hosted by the Initial Teacher Education, and Research Co-ordination, Monitoring and Evaluation Directorates who worked closely on all concept documents and programme activities in preparation for the Indaba. Directorates that participated in the Indaba included Curriculum and Professional Development, and Rural Education. Also participating was the office of the Director-General, which contributed by presenting on teacher supply and demand.

Some questions that arose from the presentations and discussions have been considered for inclusion in the DBE’s research agenda. The report provides a synthesis of the results of the evaluation of the indaba and highlights key areas of discussion as well as participants of the indaba.

Co-ordination and Secretarial Support

Meetings Convened: During the period under review, 68 meetings were scheduled, amongst which 46 were convened. 22 meetings were not convened and these comprised of three (3) BM, one (1) MM, eight (8) SM, five (5) Social Protection, Community and Human Development (SPCHD) Cluster and five (5) SPCHD Cluster TWG. The DBE has successfully managed the logistical arrangements, agenda-setting and record drafting for all the convened meetings. The breakdown of the meetings is captured in the table below:

Table 17: Breakdown of meetings

Co-ordinating mechanism	Scheduled meetings	Meetings held	Meetings not held
BM	11	8	3
SM	19	11	8

Co-ordinating mechanism	Scheduled meetings	Meetings held	Meetings not held
MM	5	4	1
HEDCOM	6	6	0
CEM	5	5	0
SPCHD Cluster	11	6	5
SPCHD Cluster TWG	11	6	5
Overall Total	68	46	22

Processing of HEDCOM Subcommittee Reports at HEDCOM Meetings: The DBE facilitated the processing of HEDCOM Subcommittee reports at HEDCOM meetings. Such reports are processed at HEDCOM every two months.

Processing of FOSAD Cluster Reports at SM Meetings: The DBE has facilitated the processing of FOSAD Cluster reports at SM meetings. These are reports from the Governance and Administration (G&A), Economic Sectors, Employment and Infrastructure Development (ESEID), International Co-operation, Trade and Security (ICTS) and Social Protection, Community and Human Development (SPCHD) Clusters. The report of the SPCHD Cluster is tabled at SMM on a monthly basis, as the DBE is a co-chair and secretariat of this forum. Reports from other clusters are processed as and when received from Branches nominated to attend meetings of various clusters.

Consolidated Annual Schedule of Meetings of HEDCOM Subcommittees for 2019: The DBE has finalised a consolidated annual schedule of HEDCOM Subcommittees' meetings for 2019. The schedule was processed at SMM and HEDCOM and thereafter circulated to PEDs.

Consolidated HEDCOM Subcommittee Membership List: The HEDCOM Subcommittee Membership List was also finalised and tabled at SMM and HEDCOM and thereafter circulated to PEDs, confirming members nominated to represent the DBE and PEDs.

Management Performance Assessment Tool (MPAT) v1.8: On 2 August 2018, an initial meeting was held with Key Performance Area (KPA) Managers in anticipation of the MPAT 1.8 launch. The DPME released the 2018/19 MPAT 1.8 Standards on 05 September 2018 and launched the process on 17 September 2018. The DBE initiated self-assessment, Management Performance Assessment Tool (MPAT) 1.8. The internal Preliminary Assessment was presented at the SMM of 07 September 2018 and at this meeting, SMM was also informed about the new standards. Subsequently, the directorate met with KPA and Standard Managers to reflect on the DBE MPAT 1.8 Self-Assessment Tool and Progress, the new standards and the MPAT 1.8 process on 18 September 2018. The Department of Planning, Monitoring and Evaluation (DPME) released the 2018/19 MPAT 1.8 Moderation Report on 14 February 2019. The DBE successfully co-ordinated the process of challenging the moderated scores and submitted inputs to the DPME on 01 March 2019.

BM Retreat: The DBE successfully convened a two-day BM Retreat on 14 and 15 November 2018, handling the attendant logistical arrangements, as requested by the Minister and the Director-General. The report emanating from this engagement has been finalised.

Assessment of the Functionality of HEDCOM Subcommittees 2018: The DBE has completed the 2018 Assessment of the Functionality of HEDCOM Subcommittees.

Engagements with Secretariats of Subcommittees on the Operations of Subcommittees and their Co-ordination: The DBE convened a meeting with the Branch Co-ordinators and the Secretariats of the HEDCOM Subcommittees. The purpose of the meeting was to discuss the following:

- Findings of an assessment of the subcommittees' 2018 performance;
- Protocol for submitting annotations and requesting information; and
- Challenges in managing the work of the various sector co-ordinating structures.

The breakdown of the meetings convened is captured in the table below:

Table 18: Breakdown of meetings convened

Platform	Output
BMM	8 x Attendance Registers 7 x Approved Minutes Minutes of 28 March 2019 will be presented for approval at the meeting of 30 May 2019
SMM	11 x Attendance Registers 11 x Approved Minutes
MM	4 x Attendance Registers 4 x Approved Minutes
HEDCOM	6 x Attendance Registers 5 x Approved Minutes Minutes of 11 February 2019 will be presented for approval at the HEDCOM meeting of 15 - 16 April 2019
CEM	5 x Attendance Registers 4 x Approved Minutes Minutes of 07 March 2019 will be presented for approval at the meeting of 09 May 2019
SPCHD Cluster	6 x Attendance Registers 6 x Approved Minutes
SPCHD Cluster TWG	6 x Attendance Registers 6 x Approved Minutes

Some of the meetings were not convened due to unexpected cancellations, which was a result of the busy schedules of the Executive Authorities and Senior Managers. The Secretariat continues to endeavour to ensure that all scheduled meetings convene accordingly.

Table 19: Report on meetings convened

Platform	Reason for under-achievement	Remedial Step
BM (3)	Unexpected cancellations of meetings, which was a result of the busy schedules of the Executive Authorities and Senior Managers.	Scheduling of Meetings
SM (8)	Unexpected cancellations of meetings, which was a result of the busy schedules of the Executive Authorities and Senior Managers.	
MM (1)	Unexpected cancellations of meetings, which was a result of the busy schedules of the Executive Authorities and Senior Managers.	
SPCHD Cluster (5)	Unexpected cancellations of meetings, which was a result of the busy schedules of the Executive Authorities and Senior Managers.	
SPCHD Cluster TWG (5)	Unexpected cancellations of meetings, which was a result of the busy schedules of the Executive Authorities and Senior Managers.	

4.1.3. MEDIA LIAISON AND NATIONAL AND PROVINCIAL COMMUNICATION

Publications and Internal Communication

This reporting period saw the production of **46 editions of *Thuto* (Vol. 181 – 226)** with **443** articles compiled.

The publications team also ensured that **20 e-mail signatures** were designed for governmental projects.

Continuous graphics were created for the **Public Area Display System**, as well as the poster frames, on **34** programmes and projects.

In order to assist all Directorates within the DBE to effectively communicate important internal messages to all staff members, a total of **747 News Flash messages** were distributed during the financial year.

Photojournalism support was provided for **228** Ministerial and Departmental events and a total of **45 313** images were uploaded onto the Image Bank.

The Chief Directorate: Media Liaison, National and Provincial Communication is strengthening the web presence and e-communication of the Ministry and the Department through the website, intranet, Facebook, Twitter and YouTube in order to ensure that all education stakeholders are kept abreast of Departmental programmes and activities on a daily basis.

During the period under review, **724 185 visitors (Quarter 1), 689 305 visitors (Quarter 2), 685 142 visitors (Quarter 3) and 884 074 visitors (Quarter 4)** visited the Department of Basic Education's website. This indicates a steady increase in the popularity of this platform.

A total of **17 articles** were uploaded onto the **Intranet**, as well as **43 Image Galleries**. A total of **1 663 documents** were uploaded onto the website and a total of **198 pages** were created for various meetings held in the DBE.

A total of **3 bulk emails** and **3 bulk SMSs** were reported on in the Q4 report; however, these will henceforth be included in all future quarterly reports.

The Department's official **Twitter account had 98 500 followers (Quarter 1), 107 000 followers (Quarter 2), 110 000 followers (Quarter 3) and 117 000 followers (Quarter 4)** on the @DBE_SA profile with **581 Tweets posted**. This clearly indicates a steady increase in the popularity of this platform.

The **design team designed, printed and published a total of 340 design projects** in order to assist the Ministry and various Directorates in the Department to effectively communicate their messages to all stakeholders.

Branding and Exhibition: The Events Management and Branding team provided support to Ministerial and Departmental events and exhibitions across the country. The unit continued to liaise with various Directorates in planning and implementing the necessary events management and exhibition logistics for Ministerial and Departmental events; and through this successfully delivered more than 33 community public participation and relations campaigns, events, two (2) exhibitions, one (1) awards ceremony, one (1) Taking Parliament to the People and 12 Second Chance Matric Programme/ Read to Lead Campaign with the Funza Lushaka Bursary Scheme.

Information Resource Centre (IRC): The Information Resource Centre (IRC) continues to provide an in-house library service to the Department of Basic Education employees and staff members continue to access publications and utilise the social media access points on a daily basis. A total of 14 528 media items (fiction and non-fiction, books, journals, pamphlets, posters and digital resources) are available, with 30 new fiction and non-fiction resources purchased in this financial year. There are 615 members who borrow books from the in-house library. 465 titles were issued in total during this reporting period.

When new books are available on display, users are made aware through the internal communication bulletin known as Newsflash. A book launch (*Die Kat met Nege Lewens*) was hosted in the IRC to celebrate a female author and employee, Ms Yolanda Holden, in August 2018 (Women's Month).

100 centenary celebrations display for Nelson Mandela and Albertina Sisulu were set up in the IRC. A book launch (*The Love Diary of a Zulu Boy*), to celebrate an author, Bhekisisa Mncube who is an employee in the DBE, was hosted.

As part of living up to the slogan "active body, healthy mind", IRC hosts the Wise Up Wednesday Book Club as part of nourishing and refreshing the mind.

Management of the adherence to the Legal Deposit Act, 1997: Allocation of ISBN (International Standard Book Number) by directorates was requested and 114 copies of these documents were sent to the Legal Deposit Libraries, the National Library of South Africa and other places of legal deposit.

The IRC has been successful in providing functions to the information and reading needs of all Departments of Basic Education officials. The IRC have managed and co-ordinated all aspects of the DBE Library book acquisitions. Books, DVDs and electronic resources are sourced, ordered and received efficiently and promptly. The Unit liaised with suppliers and distributors of books and other library materials in order to establish good relationships so as to sustain an ongoing, reliable and cost effective interaction for future purposes.

Twenty ISBN numbers were issued to DBE publications. 13 Legal Deposits have been made to the National Library of South Africa in compliance with the Legal Deposit Act, 1997 Act. No 54.

Media Advisories: 25 advisories were issued during the period under review and regularly distributed the Department's messages and successfully implemented communication support on the work of the Department.

Media Statements: The Department issued a total number of 20 media statements. This is part of the ongoing implementation of the communications strategy for the Department.

Interviews and media queries: The Chief Directorate handled 97 media interviews and queries on different media platforms for the period in review. This was in response to media queries and issues as they pertain to the basic education sector.

Post-event statements: Media statements are not always issued even after they are confirmed as part of the media activities requested by directorates. There are challenges of drafting media statements by different units.

Pre-event interviews: Few pre-event interviews were held with the responsible officials or experts. This is owing to the unavailability of officials.

Pre and Post-event interviews: The expert officials are not keen to do interviews and talk about their programmes. This is because most are either afraid or not confident enough to talk to the media.

Challenges in respect of Videography, Intranet presence, Library and Resource Centre activities made it difficult for consistent delivery.

4.1.4.COMMUNICATION MEDIA LIAISON AND INTERGOVERNMENTAL RELATIONS

Intergovernmental Relations:

HEDCOM Sub-Committee on Communication: A total of two (2) meetings were held during the reporting period. One (1) meeting took place in the form of a media networking session on the side-lines of HEDCOM. Five (5) Provincial Heads of Communication and one (1) stakeholder attended. Two (2) media houses were visited to meet and promote collaboration between news editors and education communicators.

Teacher Appreciation and Support Programme (TASP): Three (3) meetings took place in preparation for the World Teacher's Day Seminar on 5 October 2018. The DBE made input to the guidelines for teacher participation in the form of submissions on a topic relevant to the Mandela Centenary. Designing of information pamphlets is underway.

Read to Lead:

A total number of seven (7) campaign exhibitions and information sharing were held in collaboration with the Second Chance Matric Programme – One (1) in Gauteng, one (1) in KZN, two (2) in the Eastern Cape, one (1) in the Free State, one (1) in Mpumalanga and one (1) in the Western Cape. More roadshows will be held during this reporting period in Gauteng and Limpopo.

Plenary meetings took place as build-up to the Nelson Mandela Centenary celebration launch. DBE Read to Lead exhibition took place at the launch on 23 April 2018. Approximately 100 visitors including learners, teachers and the general public visited the stand and received information on the Read to Lead Campaign.

An exhibition to share information on Read to Lead took place at Constitution Hill on Africa Day. 30 books on African history were on display.

Second Chance Matric Programme: A Frequently Asked Questions (FAQ) pamphlet was developed, edited and approved. The pamphlet is in the printing process for distribution at every campaign event. The Second Chance Matric Programme Z-CARD has been re-done and approved and will be printed during this reporting period

Thuto article: One (1) article was published in Thuto, regarding the Ministerial Read to Lead and Second Chance Matric Programme in George, Western Cape.

SAQA Advocacy and Communication CEO Sub-Committee: Two (2) meetings were attended with SAQA, DHET and other stakeholders to share information about activities of the DBE during the reporting period.

Other Intergovernmental activities: The Unit participated in the launch of the National Reading Coalition on 15 February 2019. One (1) meeting was held with the South African Qualifications Authority (SAQA). The DBE is part of the Advocacy and Communication CEO Sub-Committee. The Unit ensures ongoing participation in the launch of the Presidential Reading Clubs coming up in April 2019.

HEDCOM Sub-Committee on Communication: One (1) meeting did not take place. However, discussions took place amongst Heads of Communication present. The attendance to meetings need to improve over the next reporting period.

Read to Lead Campaign: The online enquiry form link on the website still has to be reconfigured by SITA to allow the public to make enquiries regarding the campaign online. The Director of LTSM will write a request to SITA during the next reporting period. Two (2) events/exhibitions had to be postponed due to unforeseen circumstances.

Business Process Management

Develop and Monitor Business Processes (ICT): The migration from the paper-based approach to dealing with submissions, DG memos and parliamentary questions to the digital format is far advanced. The servers have been procured and adjustments to the templates have been made. Training of officials in each Branch will take place in April 2019 and the transition will commence in May 2019.

Parliamentary Questions: During the year under review, 233 parliamentary questions were received from Parliament and were disseminated accordingly to the branches. This was far less than the 307 parliamentary questions received in the 2017/18 financial year.

Submission of Responses by Branches to the ODG (within the three days): During the year under review, out of 233 questions, 107 were submitted within the due date given to the branches while 126 were submitted after the due date.

Tabling of Responses with Parliament: In the year under review, a total of 233 questions were received and in terms of the Rules of Parliament, Departments are given 10 days to process and submit responses. Forty two (42) were submitted within the 10 days required by Parliament while 191 were submitted after the lapse of the 10 days. However, all responses were tabled with Parliament. The table below provides the comparison of the four terms in the 2018/19 Financial Year:

Table 20: Tabling of responses with Parliament within or outside the ten (10) days required by Parliament

Quarter	Total PQs	Tabled within 10 days to Parliament	Tabled late or deferred to the next quarter
1	96	28	68 (Twelve of these were tabled in the following quarter)
2	54	8	46 (Three were tabled in the following quarter)
3	45	0	45 (Though tabled after 10 days, all were tabled within the quarter)
4	38	6	32 (Though tabled after 10 days, all were tabled within the quarter)
Total	233	42	191

Submissions: During the year under review, the Department received a total of 1 659 submissions. In the 2017/18 financial year the Department received a total of 1 889 submissions. Further details are provided in the table below.

Table 21: Annual report on submissions for 2018/19

Annual Report on Submissions for 2018/19										
Branch	DG			Deputy Minister			Minister			Total
	Signed	Not Finalised	Not Approved	Signed	Not Finalised	Not Approved	Signed	Not Finalised	Not Approved	
Branch A	100	4	2	0	0	0	21	2	0	129
Branch C	230	32	7	3	0	0	39	7	2	320
Branch D	36	3	0	0	0	0	12	1	0	52
Branch P	263	32	2	2	0	0	65	7	2	373
Branch I	226	18	0	0	0	0	12	5	0	261
Branch ODG	138	8	2	1	0	0	20	6	0	175
Branch S	121	19	0	0	0	0	21	7	1	169

DG memos: The Office of the DG received a total of 1 994 DG memos. The number decreased from 2 169 DG memos received in the 2017/18 financial year.

Of the 1 994 DG memos received for the current financial year, 1 063 remained incomplete and 843 were completed. The rate of completion dropped in the year as compared to 1 567 that were completed in the 2017/18 financial year.

Manage and co-ordinate intra and inter departmental and stakeholder activities:

- **Tabling of the Annual Reports and Annual Performance Plans (APPs):** The 2017/18 Annual Reports for the Department of Basic Education and the entities were tabled within the deadline. A total number of 60 copies of the Annual Reports and memory sticks were tabled. Tabling letters are available. The 2019/20 APPs were not tabled and this will only be done in the sixth Parliament.
- **Parliamentary Oversight:** Support was provided to one (1) oversight visit to the North West Province as per the invitation of the Chairperson of the Portfolio Committee on Basic Education.
- **Portfolio Committee on Basic Education Management Meetings:** 10 management meetings of the Portfolio Committee on Basic Education were held. This was less compared to twelve (12) management meetings held in the previous year.
- **Parliamentary Debates:** There were four (4) debates that the Ministry participated in, during the year under review.
- **Parliamentary Meetings:** During the year under review, a total of 28 meetings and one (1) roundtable were honoured. In the 2017/18 year, 45 meetings were honoured. A total of 33 presentations were prepared, quality assured and submitted to the Portfolio Committee on Basic Education and other committees.

- **AGSA Weekly Meetings:** The DG held five (5) weekly meetings with AGSA and managers in preparation for the audit report, chaired by the Director-General.
- **Meetings with the British Council:** The close out report and plans for the new multi-year plan for EFAL support were discussed.
- **Meeting with COSAS:** Co-ordinated a workshop with DBE Senior Managers and COSAS that was chaired by the DG to address issues of education.
- **Monthly Infrastructure Meetings:** The DG held two (2) monthly meetings with Infrastructure Implementing Agents, ASIDI teams and Infrastructure Provincial teams to track progress on ASIDI and EIG projects. Further, a meeting was held with Eastern Cape, Limpopo and Free State PSPs, PSU and Contractors to monitor progress and address challenges on infrastructure projects.

Strengthen Communication in the Basic Education Sector:

- **North West Section 100 Intervention:** Co-ordinated the meeting between the Minister and MEC of North West Department of Education on the Section 100 Intervention. The ODG attended several meetings at the Presidency in respect of the North West Intervention and the President's meeting with Premiers. A report was prepared for the Minister on the school situation in Ratlou and other areas where schools were affected by Service Delivery Protests. Further, the unit co-ordinated a meeting with the North West Premier, Minister, Deputy Minister, NW MEC, HOD, DBE SMS Members and North West SMS Members on the monitoring of Section 100 (1)(b). The progress report of the Intervention team is available.
- **DG's Engagements in Provinces:** During the year under review, the ODG co-ordinated DG's engagements in all nine provinces to assess the State of Readiness in the Sector. The meetings were attended by Heads of Education (HoDs), Senior Management Members (SMS) and provincial, district officials, circuit managers and principals. The provinces made presentations on Tracking Learner Performance for Grades 3, 6, 9 and 12. Progress on the implementation of IIAL, Progress Report on Reading and State of Readiness for the administration of Exams. Articles on the DG's Engagements are available.

Furthermore, the DG held the first leg of 2019 provincial engagements in six (6) provinces from 28 January to 12 March 2019. 17 engagements with Provincial and District officials, Primary and Secondary Principals were held. The purpose of the engagements is to reflect on what worked and what did not work, in 2018.

- **Monitoring of Autumn Camps by the DG:** The Director-General visited 44 centres in six (6) provinces between 03 April and 06 April 2018 and monitored the effectiveness of the autumn classes.
- **Monitoring of Winter Camps by the DG:** The ODG co-ordinated DG's visits to 78 Winter Centres in nine (9) Provinces and a report on Winter Camps was presented to the Council of Education Ministers and Broad Management Meeting. Articles on the monitoring of Winter Camps are available.
- **Spring classes Camps:** The ODG co-ordinated DG's visits to 74 Spring Centres in 9 provinces to monitor the implementation of the Learner Support programmes in provinces and districts from 29 September to 2 November 2018.
- **Monitoring of the marking centres:** The DG visited 90 marking centres from 21 November to 11 December 2018 in preparation for standardisation. The DG also met with the Chief Markers and Internal Moderators in Gauteng, Free State and KwaZulu-Natal.
- **Quarterly Meetings with Entities:** The ODG co-ordinated quarterly meetings with the Entities reporting to the DBE. The purpose of these meetings was to reflect on the work of the entities.
- **2019 Basic Education Sector Lekgotla:** The DBE hosted its annual Basic Education Sector Lekgotla on 21-23 January 2019 as part of engaging the sector on key deliverables and how these should be achieved in order to chart the way forward for the sector as a whole. Invited guests included local and international speakers, officials from PEDs, NECT, Unions, Entities and other relevant stakeholders.

- **Launch of the National English Teachers Association of South Africa:** On 1 March 2019, the DBE in collaboration with the British Council (BC) launched the National Association for English Teachers of South Africa (NAETSA). The launch marked the establishment of the first National Teacher's Association in the country that would cater for the needs of teachers of English as a Home Language and more especially as an additional language. The launch preceded the establishment of eight (8) Provincial Teacher's Associations (PAETSAs).

4.1.5. INTERNAL AUDIT AND RISK MANAGEMENT

Internal Audit

Internal Audit has completed 13 audit projects on assurance and consulting services during the financial year. The audit reports were communicated with the relevant line function, issued and presented to the Audit Committee. The following areas were covered to review the adequacy and effectiveness of the internal controls. Value add recommendation were made to improve the process.

- ASIDI – AGSA Report Follow ups and Review of Supply Chain Management and Project Management at Implementing Agent;
- Supply Chain Management for Internal Process;
- Follow up audit on Second Chance Matric Programme, Performance Information verification of quarterly and annual reported targets for Q1 – Q3;
- Interim Financial Statement;
- Follow up on Examination Process; and
- MPAT 1.8.

Five (5) Audit Committee meetings were held during the year.

Risk Management

The Risk Management Implementation Plan 2018/19 was approved and quarterly progress reports were presented to the Risk Committee and the Audit Committee. The Risk policy was reviewed in the year. The action plans were followed up and reported by the Branches to mitigate risk exposure. The emerging risk exposure were identified and mitigation plans were developed by the Branches.

Two (2) risk management committee meetings were held in the financial year.

Forensic Investigation

The Fraud Prevention Strategy and policy is in place. During the year there was a review of the Fraud Prevention Policy.

Database of reported cases internally and through the National Anti-Corruption Hotline (NACH) was maintained. Quarterly reports were submitted to the Public Service Commission on the status of reported cases. Investigations were conducted on reported cases and reports with recommendations were finalised.

4.1.6. PROGRAMME PERFORMANCE INDICATORS

Strategic objectives	Performance Indicator	2017/2018		2018/2019			Comment on deviations
		Actual Achievement	Planned Target	Actual Achievement	Deviation from planned target		
1.1. To improve the administrative and governance systems through compliance to the key legislations governing administration in order to support the delivery of education and to strengthen accountability	1.1.1. Percentage of service providers within the procurement unit paid within 30 days	99.91% 36 246/36 277	100% Quarterly	99.05% 1459/1473	-0.95%	Lack of invoice days tracker tool system	
	1.1.2. Percentage of received misconduct cases resolved within 90 days	No new disciplinary cases were received during this financial year	85% Annually	100% 2/2	+15%	Systems are in place to deal with misconduct cases	
	1.1.3. Percentage of received grievances cases resolved within 30 days	100% 3 grievance cases were received and finalised within the prescribed 30-day period	85% Annually	42.30% 11/26	-42.70%	Due to unavailability of parties to the grievances, prescribed days were exceeded	

1.1. Ministry

	2018/19					2017/18			
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	30 706	-	2 650	33 356	33 552	(196)	100.6%	29 350	31 545
Transfers and subsidies	63	-	-	63	63	-	100.0%	1	1
Payments for capital assets	73	-	1 048	1 121	1 120	1	99.9%	1 037	1 016
Payments for financial assets	2	-	-	2	2	-	100.0%	116	116
Total	30 844	-	3 698	34 542	34 737	(195)	100.6%	30 504	32 678

1.2. Departmental Management

Economic classification	2018/19						2017/18		
	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	87 807	-	9 828	97 635	98 305	(673)	100.7%	80 950	81 119
Transfers and subsidies	159	-	61	220	228	(8)	103.6%	81	80
Payments for capital assets	435	-	220	655	654	1	99.8%	491	453
Payments for financial assets	44	-	6	50	48	2	96.0%	56	56
Total	88 445	-	10 115	98 560	99 235	(678)	100.7%	81 578	81 708

1.3. Corporate Services

Economic classification	2018/19						2017/18		
	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	73 212	-	(6 814)	66 398	66 177	221	99.7%	62 839	62 803
Transfers and subsidies	417	-	-	417	417	-	100.0%	1 938	1 938
Payments for capital assets	997	-	(382)	615	613	2	99.7%	148	122
Payments for financial assets	-	-	-	-	-	-	-	2	1
Total	74 626	-	(7 196)	67 430	67 207	223	99.7%	64 927	64 864

1.4. Office of the Chief Financial Officer

Economic classification	2018/19						2017/18		
	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	72 496	-	(4 506)	67 990	67 912	78	99.9%	62 806	62 797
Transfers and subsidies	39	-	104	143	143	-	100.0%	160	161
Payments for capital assets	682		(425)	257	266	(9)	103.5%	430	427
Payments for financial assets	-	-	6	6	5	1	83.3%	15	14
Total	73 217	-	(4 821)	68 396	68 326	70	99.9%	63 411	63 399

1.5. Internal Audit

Economic classification	2018/19						2017/18		
	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	7 265		(833)	6 432	6 380	52	99.2%	6 721	6 650
Transfers and subsidies	23	-	18	41	40	1	97.6%	-	-
Payments for capital assets	106		(74)	32	32	-	100.0%	42	42
Payments for financial assets	137	-	40	177	177	-	100.0%	-	-
Total	7 531	-	(849)	6 682	6 629	53	99.2%	6 763	6 692

1.6. Office Accommodation	2018/19							2017/18		
	Economic classification	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
		188 363	(85)	2 436	190 714	185 538	5 176	97.3%	178 759	177 162
	Payments for capital assets	9 119	85	1 037	10 241	10 244	(3)	99.9%	9 130	8 569
	Total	197 482	-	3 473	200 955	195 782	5 173	97.4%	187 889	185 731

4.3. PROGRAMME 2: CURRICULUM POLICY, SUPPORT AND MONITORING

PURPOSE

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

LIST OF SUB-PROGRAMMES

Programme Management: Curriculum Policy, Support and Monitoring; Curriculum Implementation and Monitoring; Curriculum Enhancement Programmes; and Second Chance Matric Programme.

STRATEGIC OBJECTIVES

- Develop and distribute digital content annually to promote e-learning in schools;
- Develop, print and distribute workbooks to schools annually for Grades R to 9 in order to support teaching and learning;
- Monitor and support the implementation of the National Curriculum Statements (NCS) on Reading in Grades R to 9 each year in order to improve teaching and learning;
- Develop and review the Mathematics, Science and Technology (MST) Framework to support provinces in improving learner performance in MST subjects;
- Provide support to learners who have not achieved all the requirements of the NSC through the Second Chance Matric Programme; and
- To ensure that learners with severe to profound intellectual disabilities access quality publicly funded education and support.

PROGRAMME OVERVIEW

The Programme: Curriculum Policy, Support and Monitoring is the primary vehicle for ensuring quality delivery of the curriculum in the basic education sector. The indicators in this programme are fundamentally directed towards improving learner performance as captured in the Action Plan to 2019: *Towards the realisation of schooling 2030*. The Programme contributes to the following sector goals on learner performance:

Action Plan Goals on Learner Performance

Goal 1: Increase the number of learners in Grade 3 who, by the end of the year, have mastered the minimum language and numeracy competencies for Grade 3.

Goal 2: Increase the number of learners in Grade 6 who, by the end of the year, have mastered the minimum language and Mathematics competencies for Grade 6.

Goal 3: Increase the number of learners in Grade 9 who, by the end of the year, have mastered the minimum language and Mathematics competencies for Grade 9.

Goal 4: Increase the number of Grade 12 learners who become eligible for a Bachelor's programme at a university.

Goal 5: Increase the number of Grade 12 learners who pass Mathematics.

Goal 6: Increase the number of Grade 12 learners who pass Physical Science.

Goal 7: Improve the average performance of Grade 6 learners in languages.

Goal 8: Improve the average performance of Grade 6 learners in Mathematics.

Goal 9: Improve the average performance of Grade 8 learners in Mathematics.

Goal10: Ensure that all children remain effectively enrolled in school at least up to the year in which they turn 15.

Goal 11: Improve the access of children to quality Early Childhood Development (ECD) below Grade 1.

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

Goal 13: Improve the access of the youth to Further Education and Training (FET) beyond Grade 9.

PROGRAMME SUMMARY AND PERFORMANCE INFORMATION

3.3.1. CURRICULUM AND QUALITY ENHANCEMENT PROGRAMMES

Learning and Teaching Support Materials (LTSM)

Provision of Workbooks: The delivery of Grades 1-9 workbook for 2019 academic year has been completed. A total of 61 424 745 Grades R to 9 Volume 1 and 2 were printed. A total of 59 392 645 (96.69%) Grades R to 9 workbooks were delivered to 23 353 (100%) public schools.

Provision of Incremental Introduction of African Languages (IIAL) Second Additional Language (SAL) toolkits: The printing and delivery of Grade 1 SAL toolkits have been completed. These resources were provided to provincial and district warehouses as requested by provinces for them to provide to schools that were to offer IIAL for the first time. Grades 2 and 3 SAL resources were also provided to schools implementing IIAL in 2019. The resources were provided to eight (8) provinces with an exception of Eastern Cape which is implementing IIAL at First Additional Language.

Provision of Braille workbooks: The printing and delivery of volume 2 Braille workbooks for Grades 1 to 3 Life Skills to 22 Special schools were completed. The printing of Grades 1-3 Mathematics Braille book is still in progress.

Technology Subjects: The development of textbooks for Grade 12 Technology Subjects was at 80% by the end of March 2019.

National Catalogue: 187 additional titles were approved to close some gaps in the FET Literature as well as South African Sign Language material. The Catalogues will be used by provinces for procurement as part of Curriculum and Assessment Policy Statements (CAPS) implementation.

- The development of an LTSM electronic system could not be finalised. However, the proposal is now finalised.
- Development and printing of Braille workbooks and textbooks could not be finalised due to lack of printing capacity in the country.

Mathematics, Science and Technology (MST)

The MST Strategy: The MST Education Strategy was presented to the Council of Education Ministers (CEM) on 11 May 2018 which recommended that the strategy be piloted in a few districts before full implementation in 2019. Consultations were held with all Provincial Education Departments (PEDs) from 17-31 May 2018 to develop the MST Implementation Plans and finalise the Strategy.

Mathematics Framework for Teaching Mathematics for Understanding (TMU): The Ministerial Mathematics Indaba Task Team finalised the Mathematics Framework and it was presented at various fora such as the Association for Mathematics Education of South Africa (AMESA) Congress, on 28 June 2018 and the Community of Practice (CoP) Forum for Mathematics, Science and Education on 3 and 4 October 2018. The framework was launched by the Minister on 3 October 2018.

MST Conditional Grant:

Monitoring and School Support Visits were conducted as follows:

Table 22: Monitoring and school support visits

Date of Monitoring	Province
20 - 24 January 2019	GP, EC and KZN
28 - 31 January 2019	LP and FS
04 - 07 February 2019	MP and NC
11 - 14 February 2019	NW and WC

As at 31 March 2019, the MST Conditional Grant expenditure was at 98% as per the Vulindlela report.

Expenditure as at 31 March 2019 in the 2018/19 Financial Year: The National Treasury resolved that nine (9) Cuban Specialists be deployed from 01 April 2019 – 30 September 2019 on a six (6) month contract to train subject advisors on Mathematics, Science and Technology as follows:

- Eastern Cape (2 Cuban Specialists);
- Gauteng (2 Cuban Specialists);
- Limpopo (2 Cuban Specialists); and
- KwaZulu-Natal (3 Cuban Specialists).

Business Plans and Procurement Plans for the 2019/20 Financial Year: Draft MST Grant Business Plans for 2019/20 were consolidated and feedback was sent to PEDs on 16 November 2018. The PEDs submitted approved business plans to the Department of Basic Education (DBE) on 02 February 2019. The Procurement Plans for the allocated R391 000 000 MST Grant for the 2019/20 financial year, were submitted by all provinces to the National Treasury for approval.

The MST Conditional Grant Non-Financial Performance:

419 schools (50: Eastern Cape (EC), 46: Free State (FS), 21: Gauteng (GP), 23: KwaZulu- Natal (KZN), 24: Limpopo (LP), 23: Mpumalanga (MP), 68: Northern Cape (NC), 100: North West (NW) and 64: Western Cape (WC)) were supplied with Information and Communication Technology (ICT) resources such as laptops, tablets and software for Mathematics, Science and Technology curriculum to support teaching methodology.

149 workshops were supplied with equipment (31: Eastern Cape, 18: Free State, 42: Gauteng, 0: KwaZulu-Natal, 24: Limpopo, 15: Mpumalanga, 0: Northern Cape, 19: North West and 0: Western Cape), tools and machinery for Technology to support curriculum and practical teaching methodology at FET level.

1 201 MST Laboratories; (411: Eastern Cape, 46: Free State, 207: Gauteng, 108: KwaZulu-Natal, 104: Limpopo, 136: Mpumalanga, 39: Northern Cape, 100: North West and 50: Western Cape) were supplied with consumables and subject related apparatus to support curriculum and practical teaching methodology.

197 271 learners (28 761: Eastern Cape, 12 150: Free State, 19 209: Gauteng, 21 860: KwaZulu-Natal, 41 124: Limpopo, 30 614: Mpumalanga, 2 530: Northern Cape, 21 803: North West and 19 220: Western Cape) were funded to participate in Mathematics and Science Competitions including Coaching and Revision Camps to improve learner preparedness for the NSC examinations.

17 017 Teachers (1773: EC, 150: FS, 617: GP, 1246: KZN, 737: LP, 7581: MP, 2211: NC, 1622: NW and 1080: WC) were funded to train Mathematics, Science and Technology teachers to improve performance in MST subjects for the NSC examinations.

Rural Education

750 Education Assistants (EAs) have been recruited and placed in schools in KZN, LP and EC provinces. A database of all EAs and schools is available.

Support to school based agricultural projects was provided through piloting a model for a self-sufficient Agricultural school in Mandela Barloworld Agricultural High School in Limpopo.

Multi-grade toolkit: Implementation of the Multi-grade toolkit was co-ordinated. The monitoring tool was disseminated to the provinces and a total of 30 schools were monitored.

Curriculum Innovation and eLearning

Content Development and Distribution: A content management system (aggregator) was developed for management and distribution of digital content resources on mini content servers. Provincial workshops were conducted in LP, EC and NW regarding the e-Education Procurement Delivery Management System in collaboration with National Treasury.

ICT School of the future: The ICT School of the future has been completed in KZN in partnership with Hewlett Packard (HP). The school was launched by the President on 17 April 2019. The school has been provided with:

- Learner devices (two (2) mobile trolleys with 40 (2-in-1) devices);
- Teacher devices (10 Laptops);
- Two Interactive LED Boards;
- LED screens;
- Network infrastructure; and
- ICT Teacher Training.

Provincial monitoring and support: 27 schools (three (3) per province) were monitored as per APPs. The draft monitoring and oversight report is available. The HEDCOM ICT subcommittee meetings were held as follows:

- 19 March 2018;
- 12 - 13 July 2018;
- 01 November 2018; and
- 15 March 2019.

e-Library solution: Equipment was procured to provide 100 schools with an e-Library solution (20 tablets, mobile trolley, laptop and data projector per school). The schools will be provided with the equipment in the second term (April – May 2019) in the following provinces:

- North West;
- Mpumalanga;
- Limpopo; and
- KwaZulu-Natal.

Universal Service and Access Obligations (USAO): A total of 320 schools received the USAO solution as follows:

- Free State - 200 schools
- Northern Cape - 120 schools

A further 60 schools were identified to be recipients of the USAO solution in MP and GP. Three (3) pilot schools for the USAO Special Schools were completed. All special schools have been allocated to ICASA for implementation.

Connectivity: A total of 320 schools received the USAO solution as follows:

- Free State - 200 schools
- Northern Cape -120 schools

A total of 107 schools were provided with connectivity through the SA Connect Initiative.

Thutong portal: A proposal was submitted to SITA to upgrade Thutong Education Portal software (DotNetNuke) to make it mobile friendly. All the invoices were paid for the 2018/19 financial year.

ICT Professional Development: 1102 DBE and PED officials were trained on how to use the Moodle Learning Management System in all provinces.

3.3.2.CURRICULUM IMPLEMENTATION AND MONITORING

Early Childhood Development (ECD)

Implementation of the South African National Curriculum Framework (NCF) for children from birth to four: A total of 8, 485 ECD practitioners were trained on the implementation of the South African National Curriculum Framework for Children birth to four (NCF) across all provinces. The training programme has been finalised to train the trainers of the South African Congress for ECD on the NCF and 30 trainers have been identified per province to conduct the training of ECD practitioners. 80 935 participants have registered for the course and a total of 55 467 have completed the course designed to support the effective implementation of the NCF. This far exceeded the target of 42 000. 4 336 ECD practitioners, from registered ECD centres across the provinces, are in training towards a National Qualifications Framework (NQF) Level 4 ECD qualification. An application for parents, ECDMobi, has been developed. This parent application has weekly messages to parents on how to stimulate their children. The activities are based on the age of the children.

Additional year before Grade R: The National Development Plan recommended that there be two (2) years of compulsory pre-school education before Grade 1. Grade R has been included in the compulsory section of the Basic Education Laws Amendment (BELA) Bill for promulgation. The draft plan has been developed in collaboration with all relevant sections in the DBE as well as the Department of Social Development. This plan presents the roll-out of an additional year before Grade R.

Monitoring, Evaluation and Research: Officials from the ECD, Inclusive Education and Education Management Information System (EMIS) participated in a training programme on the electronic monitoring and evaluation system developed by Khulisa Management Services for the DBE with funding from UNICEF.

Interdepartmental and Intersectoral Collaboration: The DBE co-hosted the first Africa Continental Play Conference from 25 to 27 February 2019. All countries were invited to give due consideration to the contribution of play-based learning to develop the knowledge, human capital, capabilities and skills to drive innovations, sustainable development and prosperity in the 21st century towards the aspirations for the African continent.

In collaboration with UNICEF, ten (10) draft policy briefs were developed to provide guidance on implementation of play-based learning. The documents highlight some of the key findings of the action research conducted in all nine (9) South African provinces on the Power Learning Around You (PLAY) programme to gauge the uptake and elicit lessons for future policy and practice.

The translation of *The South African 24-hour Movement Guidelines for Birth to Five Years* into all official languages was quality-assured. The DBE partnered in the development of this guideline which was facilitated by the University of Witwatersrand.

The Human Resource (HR) framework has not been finalised due to the National Integrated ECD Plan not being approved. The plan will be presented to Cabinet for approval.

Inclusive Education

National Curriculum Statement (NCS) Grades R-6 for Severe Intellectual Disability (SID): The NCS Grades R-6 for SID was piloted in the 177 targeted special schools and this number has since increased to 190 schools as interest grew. 616 teachers were trained on the curriculum in preparation for the implementation of the pilot.

Section 1 of the policy document has been versioned into 11 official languages and an audit tool was developed and sent to PEDs to carry out the audit to inform preparations of the system for implementation from 2019 onwards.

Oversight visits were conducted in two (2) schools per province (18 in total) to support the implementation of CAPS Grades R-6 for learners with SID. Targeted schools in seven (7) PEDs (EC, FS, GP, KZN, LP, NC and WC) out of nine (9) are implementing the curriculum.

North West trained 180 teachers and the curriculum was introduced to therapists from 25-28 September 2018 on the learning programme for C/LSPID training.

13 out of 177 schools targeted for piloting the NCS Grade R-5 for SID have so far been monitored by subject advisors, as some subjects are new.

Management of the implementation of the Screening, Identification, Assessment and Support (SIAS) Policy and Curriculum Differentiation: The progressive rollout of the SIAS Policy and Curriculum Differentiation has reached 95 089 teachers and 4 999 officials from 24 442 schools. The training of teachers on subject-specific differentiation in Mathematics and English for Grades R-9 is underway.

Policy on Home Education: The Policy on Home Education was promulgated on 16 November 2018. The registration tools were developed and uploaded on the DBE website to support the implementation of the Policy.

Engagement with key stakeholders: The DBE made inputs into a number of reports as indicated below:

- 2017/2018 Half Year Report on the implementation of the Child Justice Act 2008 was submitted to the Department of Justice and Constitutional Development.
- The country report was presented to the United Nations Committee on the Rights of People with Disabilities.
- A case study was submitted on the implementation of the policy on Inclusive Education as part of the United Nations programme to highlight good practice internationally.

Connectivity in special schools: MTN completed piloting in schools in Limpopo and have been allocated a further 100 schools. Vodacom completed their pilot schools in the Eastern Cape and has been provided a further 100 schools to commence with the roll-out. Cell-C and Liquid Telecoms have not yet completed their pilot schools.

Specialised teacher training to improve access to quality education: The teachers have been trained in specialised areas as follows: 1 118 in Braille; 1 302 in SASL as LoLT, 2 243 in Autism and 9 441 in Attention Deficit Hyperactivity Disorder (ADHD), Augmentative and Alternative Communication (AAC) and different forms of dyslexia. The collaborative partnership between the Department of Basic Education and Department of Higher Education and Training has led to the development of specialised university qualifications in the education of learners who are deaf, and those who have hard-of-hearing, visual impairment and neuro-developmental conditions.

Technical Occupational Pathway

The Ministerial Task Team was established to make recommendations on the introduction of the Technical Occupational Stream. The Task Team established work streams to address different areas, namely, Policies and Legislation and Qualification Structure.

Access for learners with severe to profound intellectual disability: The C/LSPID Learning Programme was introduced to 7 080 children, and 265 transversal itinerant outreach team members and therapists were trained on the Policy and Learning Programme for the C/LSPID. 28 transversal itinerant outreach team members were trained on the DBE Modular Object-Oriented Dynamic Learning Environment (MOODLE) platform.

Delays in the appointment of transversal itinerant outreach team members in EC, FS and NW, procurement in most PEDs, and misallocations of grant expenditure in GP, KZN and LP contributed to the under-spending. Chief Financial Officers (CFOs) and Grant managers were alerted to the under-expenditure and its implications on governments' response to the Court Order and provision of services to C/LSPID. To address the situation, on site provincial monitoring and support for the conditional grant on the C/LSPID was conducted in seven (7) out of nine (9) PEDs.

168 transversal itinerant outreach team members and 11 officials were trained on SA-SAMS and how to use it to capture data from special care centres. Data from 423 special care centres was captured on SA-SAMS. However, not all the data for special care centres has been captured on SA-SAMS as anticipated due to incomplete learner records.

A roundtable was held on 26 November 2018 to reflect on the implementation of the Western Cape High Court Order Regarding Children with Profound Intellectual Disability and to agree on a way forward on how to ensure the implementation of the court order in a co-ordinated sustainable manner. The roundtable took a decision to establish task teams whose responsibility is to refine recommendations of the commissions into practical concrete steps with realistic time frames.

General Education and Training (GET)

Early Grade Reading Assessment (EGRA): School visits and desktop monitoring for EGRA were completed in all 75 schools. 30 schools were monitored in Grades 1-3 Language of Learning and Teaching (LoLT) and EFAL in six (6) provinces (North West, Free State, KwaZulu-Natal, Eastern Cape, Limpopo and Mpumalanga) in May and June 2018. School visits were conducted in 12 schools to monitor EGRA from July to August 2018 in North West (2); Northern Cape (4); and Gauteng (6). Desktop monitoring was conducted in 33 schools. The Early Grade Reading Assessment (EGRA) Toolkit was distributed to 5 000 schools nationally for phase 3 implementation of the project.

Teaching of reading in African languages: 18-19 April 2018 saw the launch of "Laying a Solid Foundation towards Reading with Understanding". The purpose was to raise awareness supported by research that there is a need to review and strengthen the teaching of reading in African languages given the fact that these are agglutinating languages with transparent orthographies, rich morphologies and linguistic structures that are different to English.

140 Delegates from PEDs, NGOs, HEIs, Teacher Unions and Teachers participated. The Technical Team was nominated to finalise the National Reading Framework and another team of African language writers was constituted. The report was prepared and submitted in this regard.

The Technical Team comprising 26 Reading experts, NGOs and language specialists developed a draft National Framework for the teaching of reading on 20-22 June 2018.

A Training Manual on how to teach reading in African Languages was developed from 26 June to 3 July 2018. Nine (9) draft Reading manuals were developed in all nine (9) African languages for Grades R to 3 by 64 writers including language specialists and teachers.

The facilitator's manual that will be used in the training of teachers in Reading in African Languages in the Foundation Phase was developed on 9-11 October 2018. Manuals for IsiZulu, IsiXhosa, Siswati, Sepedi, Sesotho, and Setswana were finalised.

Incremental Introduction of African Languages (IIAL): Filming of digital lessons (E-Lessons) for IsiXhosa, IsiZulu, Sesotho and Setswana was finalised. Ten (10) one (1) hour lessons have been recorded for the four (4) languages, a total of 40 lessons. Nine (9) schools were monitored through desktop monitoring: Western Cape-3; Northern Cape-3; KwaZulu-Natal-2; and Free State-1.

Digital lessons (e-Lessons) were distributed to all provinces. Six (6) schools were monitored through school visits in August 2018.

School visits and desktop monitoring for IIAL were completed in all 20 schools and a monitoring report was compiled on the findings.

Strengthening the National Curriculum and Assessment Policy Statement (CAPS): A special National Curriculum and Assessment Task Team (NCATT) convened on 07 and 18 June 2018 to finalise the verification process of the revised Section 4 of the CAPS for all subjects. Management plan was developed for gazetting and implementation in 2019.

Changes that were effected on Sections 3-4 of CAPS were published for public comment on 31 August 2018. A total of 251 comments have been received so far.

378 DBE and Provincial Education Subject Specialists convened from 08-22 February 2019 to incorporate the public comments and finalise Section 4 of CAPS.

Reading Norms and Standards: Five (5) school monitoring visits were conducted as follows: Western Cape one (1), Mpumalanga two (2), and Eastern Cape two (2). Furthermore a monitoring plan was developed to finalise the monitoring of the 15 remaining schools from October – November 2018 which comprised five (5) school visits and ten (10) desktop monitoring. School visits and desktop monitoring for Reading Norms were completed in all 20 schools.

Listing of Kiswahili in the National Curriculum Statement (NCS): The Minister approved the listing of Kiswahili in the NCS as a non-official language. The Curriculum and Assessment Policy Statement for Kiswahili was developed in collaboration with the Department of Arts and Culture. Schools will have an option to offer Kiswahili as an additional language at Second Additional Language level. A decision was taken that a pilot will be conducted in ten (10) schools per province, the FS, KZN, NC, LP, MP and the EC submitted names of schools.

A consultation was held with the South African Association on Kiswahili and the High Commission of Tanzania and the implementation plan was developed. Bi-lateral agreements with the High Commission of Tanzania will be entered into via International Relations.

Subject Committee Meetings (SCM): The Subject Committee convened in September 2018 to execute the following:

- Evaluate the progress made in the implementation of improvement plans;
- Curriculum coverage strengthening; and
- Deliberate on school-based assessment and extra-curricular activities that were held over two (2) days per subject during September 2018.

A total of 139 provincial subject co-ordinators participated.

Entrepreneurship in Schools: Training material was developed and five (5) master trainers were trained from Western Cape, Gauteng and Free State provinces in July 2018. A total of 98 teachers from 73 primary and secondary schools were trained between 03 and 16 August 2018 in the three (3) provinces indicated.

A total of ten (10) districts and 73 schools participated in a pilot conducted in Western Cape, Free State and Gauteng during October and November 2018. 98 teachers were trained, and 3 015 learners participated during the pilot. Furthermore, a strategic planning session was held in October 2018 and a report on the pilot was prepared and presented at HEDCOM in December 2018.

A conference on Entrepreneurship in schools was held from 26 – 28 April 2018. The conference deliberated on writers and trainers for the three subjects, i.e. EMS Grades 7 – 9, Life Skills Grades 4 – 6 and Life Orientation Grades 10 -12.

Mother Tongue Education, Grades R-6: A proposal and concept paper for seven (7) Years Mother Tongue Education in the Foundation and Intermediate Phase was developed and presented at HEDCOM and CEM on 11 February 2019 and 7 March 2019 respectively. The initiative was supported by all provinces.

The facilitator's manual for Tshivenda, IsiNdebele and Xitsonga were finalised electronically by 31 January 2019 and the dry run for the NCTT took place from 04 to 07 February 2019. The target for full implementation by January 2018, was 2585 schools, only 1 361 schools are implementing the IIAL Strategy. A shortfall of 1 224 has been registered.

Facilitator's manual for Tshivenda, IsiNdebele and Xitsonga has not been finalised. The dry run for the National Core Training Team (NCTT) was not conducted. Most of the time was dedicated to ensuring that the linguistic structures of each language were applied and incorporated accurately.

Further Education and Training (FET)

Monitoring of curriculum coverage on three (3) lowest performing districts: Curriculum oversight visits were conducted in the three (3) lowest performing districts (EC, KZN and LP). Three (3) provinces were visited and curriculum implementation monitored in 79 schools including a focus on curriculum coverage in the various subjects.

Afternoon workshops were conducted with clusters of neighbouring schools to share subject specific issues such as mediating the diagnostic reports. Each school also received Grade 12 supporting material on Digital Versatile Discs (DVDs). A debriefing session was also conducted with the District to share the findings and make recommendations for implementation.

Mind the Gap Study Guides developed: Two (2) writing sessions for the development of the Mind the Gap Study Guides for Business Studies and Agricultural Sciences were conducted. The first session (12 – 15 July) focused on subjecting the draft study guides to a stringent review process by expert subject teachers. In the second session (27 – 29 September), the comments from teachers were infused into the final guide which is now in the layout and design process.

Data Driven Subject Specific study guides: Visits to four (4) best performing schools per subject across various provinces were conducted to identify and document best practices in each subject to be shared with PEDs to improve subject performance. 22 Subject guides were developed indicating best practices in terms of teaching, learning and assessment across the various subjects. The guides are now in the layout and design process.

Development of Teacher Guides: Teacher Guides for Accounting, Business Studies, Geography, Mathematics, Mathematical Literacy, Technical Mathematics; Technical Sciences and Physical Sciences (Physics and Chemistry) were developed. The guides are now in the layout and design process.

Creative Writing and Critical Language Awareness Study Guides: Two (2) study guides per language for each of the 11 Home Languages were developed. A total of 22 study guides have been developed and are now in the editing and layout process.

English Across Curriculum (EAC) Exemplar Lesson plans: Lesson plans were developed for Tourism; Religion Studies; Creative Arts; Technology; Engineering; Graphic Design; Technical Sciences; Technical Mathematics; Music; Visual Arts; Civil Technology Construction; Civil Technology Woodworking; Mechanical Technology Automotive; Life Orientation; Consumer Studies; Hospitality; Agricultural Technology and Agricultural Management.

Spring School Lesson plans and content material for schools for the Deaf: Ten (10) hours of scripted lesson plans for South African Sign Language were developed; Mathematical Literacy and English FAL, including pre- and post-testing to support the implementation of SASL. These lessons were distributed to ten (10) schools across five (5) provinces.

2019 NSC Standardisation: A two (2)-day workshop was conducted by the Directorate to prepare FET and MST specialists for the upcoming standardisation process. The DBE through the FET Directorate evaluated all 2018 NSC Question Papers in preparation for the standardisation process and subject reports were compiled. Subject specialists developed reports in order to improve the marking guidelines that are used for marking in provinces. The FET Subject Specialists conducted item and error analysis at 61 marking centres across all provinces. Learner scripts were analysed to inform the standardisation process. Standardisation reports were developed for all FET subjects and findings were presented to Umalusi. Diagnostic Reports were developed for 11 high enrolment subjects as well as 12 Home Languages to provide feedback into the teaching and learning practice for the 2019 academic year. The Mid-year and final Evidence Based Report (EBR) was developed, approved and presented to Umalusi.

Monitoring of winter and spring schools in all provinces: To support matric interventions, monitoring of winter and spring schools was conducted in all provinces and a composite report was compiled and presented to the CEM.

Ministerial Task Team (MTT) Report on History: The Minister launched the Ministerial Task Team Report on History to the public on 31 May 2018. The Launch was attended by 139 delegates, including provincial officials, Teacher Unions, Stakeholders, Media and Department of Basic Education officials. The report was released for public comments/broader engagements and presented at various forums for inputs and recommendations. The History Ministerial Task Team was reappointed and conducted their first meeting on 16 February 2019 at the DBE. The team is responsible for the development of the strengthened curriculum for Grades 4 - 6.

Partnerships: An Implementation Protocol was signed with the Department of Higher Education and Training (DHET) to advance and support career development services in the DBE. A *KHETA* career centre has been established and a Career Development practitioner seconded to support the implementation.

Grade 10 and 11 Exemplar Question Papers and Examination Guidelines for Business Studies and Accounting: Examination guidelines and exemplar question papers were developed. Both the exemplars and guidelines were distributed to PEDs and schools, as well as uploaded on the DBE website.

Development of 2019 Subject Profiles: The DBE analysed the 2018 NSC results and developed 2019 Subject Profiles for Languages, Arts Subjects, History, Geography, Tourism, Consumer Studies, Hospitality Studies, Business Studies, Accounting, Economics, Religion Studies and Life Orientation. The 12 subject profiles formed the anchor presentations in four (4) of the nine commissions at the DBE Lekgotla, and was presented by FET subject specialists. The Directorate also developed key questions for each commission.

Second Chance Matric Programme (SCMP)

The DBE through the Second Chance Matric Programme unit executed the following:

Co-ordinated and hosted the Ministerial Roadshows in all Provinces to raise awareness about the programme amongst out-of-school youth and members of the public.

Communication strategy was developed and implemented together with the promotional materials in order to reach youth who may be in areas where the roadshows were not conducted.

Facilitated the registration of learners in Phases 1, 2 and 3. Learners who registered for Phase 1, wrote exams in February 2018, those who registered for Phase 2, wrote exams in May/June 2018 and those who registered for Phase 3, wrote exams in October/ November 2018.

Co-ordinated four platforms of support to ensure that registered learners were prepared for exams in each Phase. The LTSM and other resources were packaged and distributed through the following platforms:

- Printed resources;
- Digital Content (Online and Offline);
- Broadcasting solution; and
- Face-to-face classes.

Printing of Mind the Gap Study Guides, revision booklets, Siyavula textbooks, previous question papers and memorandums were completed. The printed copies were supplied to registered learners in each Phase.

Digital Content (Online and Offline) uploaded on SCMP and other organisations' websites, i.e. Vodacom e-Learning Channel, SABC Education, and National Library of South Africa.

Provided support to learners through broadcasting solution, i.e. television and radio programmes.

Conducted face-to-face classes at 74 centres throughout the country. Best performing teachers offered classes after hours and over the weekends.

The number of candidates who wrote the NSC examination increased from 91% in 2017 to 99.6% in 2018. The Programme supported 73 316 learners to achieve NSC and SC (a) qualification.

Centre managers were trained through a national orientation workshop that was attended by nine (9) SCMP Provincial Co-ordinators and 72 centre managers on 22 – 23 February 2019. The following items were shared at the workshop:

- The report from the DBE internal Audit;
- Orientation on the completion of the administration documents;
- Roles and Responsibilities of a Centre Manager;
- Importance and the value of keeping the records; and
- Future plans of the Programme.

The DBE procured Content Access Points (CAPs), which can be accessible through wireless technology. The CAPs were installed at 27 public libraries that are not connected to the Internet.

The DBE funded the 2018 Spring Schools to support Deaf learners in ten (10) schools in five (5) provinces in South African Sign Language (SASL), English, Mathematics Literacy and Business Studies.

As part of a deliverable in Outcome 13, the DBE trained ECD Practitioners towards a National Qualifications Framework (NQF) Level 4 Qualification with the exception of three (3) Provinces, i.e. Free State, KwaZulu-Natal and North West.

Quarter 3 C/LSPID Grant Progress Reports from (EC, FS, KZN and LP) were not approved. Grant expenditure has not been effected as planned, arising out of the delayed contract appointment of specialists for Outreach Teams in PEDs.

The target for full implementation of Incremental Introduction of African Languages (IIAL) was 2 630 schools, only 1 324 schools are currently implementing with a shortfall of 1 306. Provinces have remedial plans in place to work towards full implementation. Western Cape, Northern Cape and the Eastern Cape noted the largest shortfall; 643, 204 and 170 schools respectively.

4.2.3. PROGRAMME PERFORMANCE INDICATORS

Strategic objectives	Performance Indicator	2017/18		2018/19		
		Actual Achievement	Planned Target	Actual Achievement	Deviation from planned target	Comment on deviations
2.1. Develop and distribute digital content annually to promote e-learning in schools	2.1.1. Number of off-line digital content packaged and distributed to provinces	12 off-line digital content packs delivered	15 (Quarterly)	15	No deviation	N/A
	2.1.2. Number of schools per province monitored for utilisation of ICT resources	27 schools monitored	27 (Quarterly)	27	No deviation	N/A
	2.1.3. Number of off-line digital content resources developed annually	6 off-line digital content resources were developed	8 (Annually)	8	No deviation	N/A
2.2. Develop, print and distribute workbooks to schools annually for Grades R-9 in order to support teaching and learning	2.2.1. Percentage of public schools with Home Language workbooks for learners in Grades 1-6	100% Volume 1 and Volume 2 Grades 1-6 Home Language workbooks were delivered to 100% schools	100% (Annually)	Volume 1: 100% (17 316/17 316) Volume 2: 100% (17 341/17 341)	No deviation	N/A
	2.2.2. Percentage of public schools with Mathematics workbooks for learners in Grades 1-9	100% Volume 1 and Volume 2 Grades 1-9 Mathematics workbooks were delivered to 100% schools	100% (Annually)	Volume 1: 100% (23 223/23 223) Volume 2: 100% (23 201/23 201)	No deviation	N/A
	2.2.3. Percentage of public schools with workbooks for Grade R	100% Terms 1-4 Grade R workbooks were delivered to 100% schools	100% (Annually)	100% (16 347/16 347)	No deviation	N/A
2.3. Monitor and support the implementation of the National Curriculum Statements (NCS) on reading in Grades R-9 each year in order to improve teaching and learning	2.3.1. Number of schools monitored on the implementation of reading norms	20 schools monitored: 10 school visits monitored and 10 schools desktop monitored	20 (Annually)	22	+2	The positive deviation of 2 is due to the monitoring of more schools in EC, FS and MP to ascertain compliance with the implementation of reading norms
	2.3.2. Number of schools monitored on the implementation of the Incremental Introduction to African Languages (IIAL) annually	20 schools monitored: 10 school visits monitored and 10 schools desktop monitored	20 (Annually)	20	No deviation	N/A
	2.3.3. Number of underperforming schools monitored on the implementation of the Early Grade Reading Assessment (EGRA)	50 under-performing : 25 school visits monitored and 25 schools desktop monitored	75 (Annually)	92	+17	Provinces wanted to monitor more schools to enable them to assess the success of the project

Strategic objectives	Performance Indicator	2017/18		2018/19		
		Actual Achievement	Planned Target	Actual Achievement	Deviation from planned target	Comment on deviations
2.4. Develop and review the MST Framework to support provinces in improving learner performance in Mathematics, Science and Technology subjects	2.4.1. Number of Mathematics, Science and Technology lesson plans monitored for the Intermediate, Senior and FET Phases	Lesson plans developed for: Mathematics, Natural Sciences and Technology Grades 4-6; Technology for Grades 7-9; and Mathematics for Grades 10-12	Monitor Technical Mathematics and Science Grades 10-12 lesson plans (annually)	A total of 34 Technical Mathematics lesson plans were developed and monitored for Grade 10 (13), Grade 11(13) and Grade 12 (8) A total 12 Technical Science lesson plans were monitored i.e. 4 for each of Grades 10-12	The deviation could not be determined because the planned target was not quantified.	In future, the planned target will be specified regarding the number of lesson plans to be monitored.
	2.4.2. Number of Mathematics, Science and Technology teacher guides developed for the Intermediate, Senior and FET Phases	Teacher guides developed for: Mathematics Grades 4-6; Technology for Grades 7-9; Natural Science and Technology for Grades 4-6; and Mathematics for Grades 10-12	Develop Technical Mathematics and Science Grades 10-12 teacher guide (annually)	Technical Mathematics Grade 12 and Technical Sciences Grade 12 teacher guides were developed	Grades 10 and 11 Technical Mathematics and Technical Sciences teacher guides were not developed	Grade 10 and 11 teacher guides informed by the diagnostic reports, will be developed in the 2020/21 and 2021/2022 FY respectively for both subjects
	2.4.3. Number of Mathematics training sessions/workshops monitored	8	9 (Bi-annually)	9	No deviation	N/A
	2.4.4. Number of training of CAPS for technical subjects monitored	14	14 (Bi-annually)	10	-4	Provinces did not conduct training. Service level agreements were not signed with the training centres.
	2.4.5. Number of schools visited for monitoring CAPS implementation in technical schools	27	54 (Quarterly)	54	No deviation	N/A

Strategic objectives	Performance Indicator	2017/18		2018/19		
		Actual Achievement	Planned Target	Actual Achievement	Deviation from planned target	Comment on deviations
2.5. Develop, monitor and support the implementation of policies and programmes for improving the quality of education in rural schools	2.5.1.	140	140 (Quarterly)	142	+2	The positive deviation of 2 schools was due to the Mpumalanga Province monitoring more schools to ascertain compliance with the implementation by the Multi-grade schools.
	2.5.2.		9 (Quarterly)	9	No deviation	N/A
2.6. Provide support to learners who have not achieved all the requirements of the NSC through the Second Chance Matric Programme	2.6.1.		25 000 (Bi-annually)	64 062	+39 062	Target exceeded due to the quality of support provided and the inclusion of support by the DHET community colleges and partnerships with NGO support centres
2.7. Ensure that Learners with Severe to Profound Intellectual Disabilities access quality publicly funded education and support	2.7.1.		3 327 (Annually)	6 416	+3 089	Increase in the number of special care centres
	2.7.2.		3 327 (Annually)	6 416	+3 089	Increase in the number of special care centres

2.1.: PROGRAMME MANAGEMENT: CURRICULUM POLICY, SUPPORT AND MONITORING

Economic classification	2018/19						2017/18		
	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	4 192	-	(800)	3 392	3 173	219	93.5%	2 788	2 437
Transfers and subsidies	-	-	-	-	-	-	-	3	3
Payments for capital assets	20	-	12	32	31	1	96.9%	56	62
Payments for financial assets	2	-	(1)	1	1	-	100.0%	-	-
Total	4 214	-	(789)	3 425	3 205	220	93.6%	2 847	2 502

2.2 CURRICULUM IMPLEMENTATION AND MONITORING

Economic classification	2018/19						2017/18		
	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	131 455	-	(504)	130 951	130 916	35	99.9%	141 591	138 285
Transfers and subsidies	187 816	-	12	187 828	181 837	5 991	96.8%	72 441	66 413
Payments for capital assets	3 271	-	(2 467)	804	336	468	41.8%	2 192	751
Payments for financial assets	-	-	-	-	-	-	-	64	63
Total	322 542	-	(2 959)	319 583	313 089	6 494	98.0%	216 288	205 512

2.3: KHA RI GUDE LITERACY PROJECT

Economic classification	2018/19						2017/18		
	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	5 971	-	(1 070)	4 901	4 898	3	99.9%	80 899	63 781
Transfers and subsidies	-	-	-	-	-	-	-	104	104
Payments for capital assets	21	-	(21)	-	-	-	-	-	-
Total	5 992	-	(1 091)	4 901	4 898	3	99.9%	81 003	63 885

2.4: CURRICULUM AND QUALITY ENHANCEMENT PROGRAMME

Economic classification	2018/19						2017/18		
	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	1 163 327	-	(642)	1 162 685	1 110 140	52 545	95.5%	1 099 927	1 093 508
Transfers and subsidies	370 483	-	58	370 541	370 540	1	100.0%	365 292	365 292
Payments for capital assets	544	-	(7)	537	303	234	56.4%	975	393
Payments for financial assets	14	-	3	17	16	1	94.1%	6	5
Total	1 534 368	-	(588)	1 533 780	1 480 999	52 781	96.6%	1 466 200	1 459 198

4.4. PROGRAMME 3: TEACHERS, EDUCATION HUMAN RESOURCES AND INSTITUTIONAL DEVELOPMENT

PURPOSE

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

LIST OF SUB-PROGRAMMES

Programme Management: Teacher and Professional Development; Labour Relations and Human Resources Planning; Education Human Resources Development; Curriculum and Professional Development Institute; Educator Performance Management and Development and Whole School Evaluation.

STRATEGIC OBJECTIVES

- Monitor the basic functionality of schools and school governing bodies on an annual basis in order to improve school effectiveness and accountability;
- Identify and recruit the youth from all provinces for the Funza Lushaka bursary in order to increase the supply of young teachers in the education system;
- Administer the diagnostic self-assessment tests to Mathematics, English First Additional Language, Physical Sciences and Accounting teachers in order to determine their content training needs;
- Monitor the implementation of performance management systems in Provincial Education Departments (PEDs) annually in order to strengthen accountability of schools and office-based educators; and
- Monitor the implementation of the post provision policy and the model annually per province to ensure that there is an equitable distribution of teachers.

PROGRAMME OVERVIEW

The Programme: Teachers, Education Human Resources and Institutional Development is responsible for promoting quality teaching and institutional performance through the effective supply, development and utilisation of human resources in the basic education sector. The work of the Programme is strongly aligned with the imperatives of the basic education sector and as such captured in the Action Plan to 2019: *Towards the Realisation of Schooling 2030*. The Programme contributes to the following sector goals on teacher supply, development and utilisation:

Action Plan Goals on Teacher Supply, Development and Utilisation

Goal 14: Attract a new group of young, motivated and appropriately trained teachers to the teaching profession every year.

Goal 15: Ensure that the availability and utilisation of teachers are such that excessively large classes are avoided.

Goal 16: Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire careers.

Goal 17: Strive for a teacher workforce that is healthy and enjoys a sense of job satisfaction.

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

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

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

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

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

PROGRAMME SUMMARY AND PERFORMANCE INFORMATION

4.4.1. EDUCATION HUMAN RESOURCE MANAGEMENT

Educator Performance Management & Development and Whole School Evaluation

Integrated Quality Management System (IQMS)

Monitoring and oversight visits to PEDs: The DBE has a monitoring and an oversight role on the implementation of the Education Labour Relation Council's (ELRCs) Collective Agreement No. 8 of 2003. In support of the latter, six (6) provinces were visited to monitor the implementation of the Integrated Quality Management System (IQMS) at the level of schools, district office and the provincial office.

On-site reports were provided to each site visited in a province. The table below shows the province, district and schools monitored during the year.

Table 23: Province, district offices and schools monitored for IQMS implementation

Date	Province	District offices monitored	Schools monitored
16-18 April 2018	North West	Dr RS Mompoti	Moeti Primary Kismet Secondary Vryburg High Thuto Lesedi Primary
14-16 May 2018	KwaZulu-Natal	Umlazi	Overport SRS Primary Manor Gardens Primary Bechet High Mayville Primary
23-25 July 2018	Eastern Cape	Buffalo City Metro	Phakamile Primary Clarendon Primary Nkululeko Primary East London Secondary Mzomhle Secondary
27-29 August 2018	Free State	Xhariep	Beang-Tse-Molemo Secondary Itemeleng Primary Hendrik Potgieter Edenhoogte Primary Edenburg Combined Albertina Sisulu Secondary
15-17 October 2018	Mpumalanga	Bohlabela	Chayaza Secondary Kwetse Primary Mathibela Secondary Njanji Primary
14 and 25-26 February 2019	Northern Cape	ZF Mgcawu	Saul Damon High Op die Voorpos Primary Keiderbees Intermediate Pabellelo Primary

Recommendations as well as the reports provided during feedback meetings with schools, district and provincial officials were aimed at empowering and motivating principals and provincial officials on the value of performance appraisals that will also guide appropriate professional development of educators.

A total of 632 summative evaluation scores and 485 Personal Growth Plans (PGPs) of educators were scrutinised for further support and feedback.

Job descriptions of principals: The signing of a job description serves as a means of enhancing accountability of principals and makes them aware of their roles and responsibilities. In this regard, a total of 290 schools were monitored in eight (8) provinces with the exception of Western Cape. 222 of these schools were monitored during the School Readiness Assessment programme. It was found that circuit managers had co-signed the job descriptions of principals at 65% of the schools.

Sector report on IQMS implementation: IQMS reports from the PEDs were analysed and quarterly reports with recommendations were developed. The analysis showed that:

- A total of 357 553 educators were appraised in terms of the IQMS in the 2017 evaluation cycle;
- PEDs progressively effected pay progression to all qualifying educators during 2018;
- 5 401 schools were monitored and supported by Provincial and District IQMS Co-ordinators; and
- 18 110 educators were beneficiaries of training and support on the IQMS implementation. Included in this figure are 2 682 new entrants to the profession and 1 640 newly promoted members of School Management Teams (SMTs).

Performance Management and Development System (PMDS)

Monitoring and oversight visits: In support of the first year of implementation of ELRC Collective Agreements 03 and 04 of 2017 for office-based educators, monitoring was conducted in six (6) provinces and districts.

A total of 144 Job Descriptions, Performance Agreements, Work Plans, Personal Development Plans and 24 mid-year reviews of office-based educators were monitored. Monitoring reports with recommendations were provided to each of the provincial and district office monitored.

Capacity building of office-based educators: Training material was developed for the implementation of Education Management Service: Performance Management and Development Scheme (EMS: PMDS) and job descriptions for office-based educators. Workshops were conducted for the following:

- 48 DBE officials;
- Mpumalanga provincial ELRC officials; and
- Mpumalanga Department of Education head office and four Districts as follows:
 - o Head Office – 12 March 2019;
 - o Ehlanzeni District – 13 March 2019;
 - o Gert Sibande District – 14 March 2019;
 - o Nkangala District – 19 March 2019; and
 - o Bohlabela District – 20 March 2019.

Resource development: Guidelines and instruments for the effective implementation and monitoring of the EMS: PMDS for office-based educators was developed and submitted for further inputs by the ELRC.

Skills Development

Onsite monitoring: During 2018/2019, monitoring of Skills Development was conducted in the following six (6) provinces and districts: Free State - Lejweleputswa, Limpopo-Sekhukhune, Mpumalanga -Bohlabela, Northern Cape -ZF Mgcau, Eastern Cape-Nelson Mandela Bay and Gauteng-Ekurhuleni North.

The monitoring showed that many provinces were not appropriating their 1% skills budget according to guidelines issued by the Department of Public Service and Administration (DPSA) Circular - HRD 1 of 2013. Monitoring reports with recommendations were produced for each district and province visited.

Capacity building on the implementation of Skills Development: A guideline was developed on the National Skills Development Framework for Employees in the Basic Education Sector.

Whole School Evaluation (WSE)

The Department of Basic Education (DBE) plays an oversight and support role on the implementation of the policy on Whole School Evaluation (WSE). In the WSE policy, external evaluation is scheduled periodically, primarily for the purpose of verification, while School Self-Evaluation (SSE) and related improvement planning should be undertaken annually by the school community (SMT, teachers, SGB, parents and learners).

WSE Lekgotla: A WSE Lekgotla was held on 25-26 September 2018. The Lekgotla engaged in deliberations on repositioning and strengthening the implementation of the WSE within the current context of the education sector in South Africa. In this regard, the Lekgotla resolved that the WSE should continue in all PEDs. It was emphasised that WSE should lead to whole school improvement. The Lekgotla endorsed the following 12 key components (pillars) on which to pivot the strengthening of the implementation of WSE in PEDs:

- Universal coverage by the WSE policy through SSE implementation;
- Introducing different models of external evaluation;
- Flexible duration for onsite school evaluations;
- Inclusive use of personnel deployed to do evaluations;
- Post evaluation monitoring actions;
- Provision of on-the-spot support;
- Dissemination of data;
- Progress reporting on SIP implementation;
- Consolidated School Improvement Plan (SIP);
- SSE and SIP to be used as management tools by education officials;
- Creation of a database for all reports and improvement plans of schools; and
- Digitisation of instruments/tools.

The Lekgotla also pronounced that there should be alignment between changes (previous and current) in education and the implementation of the WSE policy going forward. This will require further conversations with the PEDs and experts in the field on this matter. The uneven resource allocation to the programme by the PEDs currently necessitates a flexible approach to the implementation of the national policy on the WSE.

Capacity Building: The DBE has the responsibility for overseeing the training of WSE supervisors. In support of having well trained WSE supervisors, the DBE conducted a capacity building workshop for all Eastern Cape WSE supervisors from 22 – 24 January 2019. The workshop focused on empowering supervisors to evaluate schools on Basic Functionality; Quality of Teaching and Learning; and Learner Achievement. Also, training to support officials to be able to institutionalise SSE and school improvement planning in the sector was conducted in the Free State on 18 – 19 July 2018. A total of 38 officials representing all districts as well as officials from the provincial office attended the training. The capacity of officials has been enhanced in order to train schools to develop and implement SSE and SIPs that should lead to improved learner performance.

Provincial Engagement and Support: During the period under review, onsite visits were undertaken to five (5) Provincial Education Departments in support of strengthening WSE implementation. The visits were undertaken as follows:

- Northern Cape (19 – 20 June 2018);
- Free State (18 July 2018);
- Mpumalanga (30 – 31 January 2019);
- KwaZulu-Natal (7 – 8 February 2019); and
- Gauteng (11 – 12 March 2019).

During the visits the activities focussed on, inter alia:

- The 12 key features to strengthen WSE implementation;
- The inter-relationship between the nine focus areas; and
- Deliberation on changing reporting practices in WSE.

The above activities were an activation of the WSE Lekgotla resolutions.

Post Evaluation Monitoring: Post evaluation monitoring was undertaken in Mpumalanga in 9 schools. Findings indicate that these schools are implementing the recommendations of the WSE report especially on improving learner performance in Mathematical Literacy for secondary schools and improvement of reading proficiency and writing skills in primary schools. Improvement of ablution facilities is still a challenge and has not been addressed by the province in eight (8) of the nine (9) schools visited.

The DBE accompanied the Eastern Cape WSE team to observe the monitoring of the implementation of recommendations at Eggili Secondary School in the Joe Gqabi District. The monitoring instilled accountability on both the district and the school which had to account on improvement initiatives in the recommendations of the WSE report. The district provided on site support by addressing some of the challenges.

Feedback was provided to Gauteng PED (4 May 2018) on monitoring undertaken in six (6) schools. The PED was advised to conduct workshops for schools that have not undergone SSE and SIP training as well as empower all Cluster Leaders to be able to support schools.

Nine (9) schools were monitored in the Dr RS Mompoti District in the North West. Findings from the monitoring indicate that schools require intensive training on SSE and school improvement planning. Currently, there is a vacuum regarding the responsibility of managing WSE activities in the North West province. A special intervention from DBE is required in this regard.

Quarterly reports received from the PEDs indicate that 193 schools (as at the end of 2018) were externally evaluated by four (4) provinces.

System Support: The agreed Systemic Evaluation model requires data on school context. At school level, instruments are required to be structured according to an indicator framework outlined in the WSE policy. In preparation for the piloting of the contextual factors in March 2019, an instrument was developed based on the nine (9) focus areas. In addition, resources were also prepared to support the officials administering the WSE component of the Systemic Evaluation process. The instrument was piloted in schools in Gauteng and Free State in preparation for the main study in October 2019.

Education Human Resource Planning, Provisioning and Monitoring

Monitoring and support of the implementation of the educator Post Provisioning Norms: A report for the 2017/18 monitoring, which detailed the findings of the assessment conducted in February and March 2018, was finalised and approved and the outcome was shared with all PEDs in the meeting of the HEDCOM Sub-committee on HR matters held in May 2018.

The post provisioning plans for 2019 were received and analysed in August 2018. The plans covered areas such as budgets, number of educator and public service posts and time frames for implementation of post provisioning processes. Monitored the declaration of school post establishments and their distribution to schools as part of the School Readiness Monitoring. All PEDs had distributed post establishments to schools by 31 October 2018. Nine (9) provincial monitoring visits (meetings/workshop) were undertaken. A consolidated implementation report covering critical implementation aspects has been compiled.

Monitoring and reporting on the number of qualified educators aged 30 years and below: A total of 16 461 young and qualified educators were appointed in posts in the PEDs of which 5 510 were permanent and 8 603 were temporary, and 2 346 were substitute/relief appointments.

Monitoring and supporting the placement of Funza Lushaka graduates in PEDs: The closing placement rate for the 2018 calendar year as at December 2018 was 85% (3 741 of 4 380). The new placement cycle for 2019 started in January 2019.

Maintenance of the National Recruitment Database for educators: In total, 1 226 new applications into the recruitment database were received, verified and captured during the financial year. 37 direct requests for unemployed educator's details from Principals were received which is a sign of utilisation of the database by schools.

Auditing of employee files in the North West as part of Section 100 intervention activities: A team of four (4) officials from the DBE were deployed in the North West to audit files of approximately 1 898 officials appointed between 2014 and 2018 during the months of October and November 2018. The aim was to audit compliance with the recruitment and selection prescripts as provided in the Public Service Act and the Public Service Regulations. As at the end of November 2018, 1 678 files had been audited and about 220 are outstanding.

Education Labour Relations and Conditions of Service

Promoting a climate of labour peace in the education sector through stakeholder relations, including dispute management: Complaints, enquiries and queries received from the DG's office with regard to teachers conduct and conditions of service were timeously responded to resulting in no material litigation against the Department.

Regulating labour relations within the education sector through collective bargaining consultation in the ELRC and PSCBC: Four (4) major collective agreements resulting in sustained labour peace have been concluded in the Education Labour Relations Council, and these are:

- a) Vote weights for the trade unions that are Parties to Council;
- b) Reappointment of educators after a break in service;
- c) Providing for compulsory inquiries by arbitrators in cases of disciplinary action against educators charged with sexual misconduct in respect of learners; and
- d) The appointment and conversion of temporary educators to posts on the educator establishment.

A Protocol document between South African Council of Educators (SACE), Department of Social Development (DSD), Department of Justice and Constitutional Development and the Employers on Managing Educators' Conduct was one (1) of the major successes in the regulation of employee relations and consultation with labour parties will be finalised soon.

Consultation on the proposed process of addressing the impasse in respect of the Quality Management System (QMS) and 0.5% was concluded and the dispute has been resolved through the payment of 0.3% pay progression which was effected on 31 January 2019 and the remaining 0.2% pay progression will be effected on 1 July 2019.

4.4.2. EDUCATION HUMAN RESOURCE DEVELOPMENT

Initial Teacher Education

Teacher Recruitment: Teacher recruitment provincial briefing sessions were held with school principals, teachers, youth and community-based recruiters. The approved lists for district- and community-based recruited students have been finalised and communicated to all universities and provincial co-ordinators. **673** Promissory letters have been issued to school going youth and out-of-school youth recruited through district and community-based teacher recruitment campaigns. The Directorate assisted the recruited youth to register for teacher education programmes at universities.

The Funza Lushaka Bursary Programme: The Funza Lushaka Bursary allocation from National Treasury for 2018/19 was R 1 159 348 000 which translated into a target of **13 500** bursaries that could be awarded to students in 2018/19. The consolidated 2018 awards list shows that 13 070 Funza Lushaka bursaries were awarded for initial teacher education by 31 March 2019.

To strengthen the management of the Funza Lushaka Bursary Programme and to improve the monitoring of students at universities, visits to universities were conducted. Information sharing meetings were held with final year Funza Lushaka bursars at Universities to discuss the practical arrangements around their contractual obligations to serve as teachers at public schools. A placement dataset was compiled of the 4 103 students who graduated at the end of 2018 and who was ready for placement.

The DBE submitted four progress reports to the Department of Planning, Monitoring and Evaluation on the Improvement Plan following the evaluation of the Funza Lushaka Bursary Programme.

The modernised Funza Lushaka Information Management System (FLIMS) was launched on 5 October 2018 and applicants are being assisted with the revised online application processes. The DBE continues to work with the State Information Technology Agency (SITA) towards streamlining the modernised FLIMS.

Strengthening initial teacher education programmes: DBE supported the Primary Teacher Education Project (PrimTED) as part of the Teaching and Learning Development Capacity Improvement Programme (TLDCIP). The inaugural meeting of the Project Steering Committee for the PrimTED Sesotho and IsiZulu Reading Project was held on 28 November 2018. The overall objective of the project is to strengthen the component of B Ed programmes for teaching reading in isiZulu and Sesotho in the student teachers specialising in Foundation Phase and Intermediate Phase.

The DBE participated in a fact finding visit to the University of South Africa (UNISA) from 4 - 6 March 2019 as part of the UNISA Task Team. The purpose of the Task Team is to make recommendations for the strengthening of initial teacher education programmes at UNISA. The DBE participated in Provincial Teacher Education and Development Committee (PTEDC) meetings in Northern Cape, North West, Eastern Cape and Western Cape. The purpose of the PTEDC is to ensure that a coherent and co-ordinated approach is taken to the planning for and delivery of teacher education programmes in the province in ways that are aligned to provincial and national teacher education needs, that are sustainable and that lead to stability and quality in the system.

Induction Programmes: A comprehensive induction programme that includes mentoring and coaching is being conceived. A Steering Committee was established to oversee and co-ordinate the development of an Induction Framework and Programme for the Basic Education Sector. A Working Group was also established to provide support for both the new teacher and principal induction, and to participate in both processes. The DBE participated in a European Study Tour to Belgium and Holland from 9 - 19 September 2018. The purpose of the Study Tour was to explore European models of Induction for School Principals. A Round Table discussion on Teacher Induction was held on 26 September 2018.

The Round Table offered a platform for different stakeholders in the sector to share existing induction practices and to provide inputs on new teacher induction. A final draft New Teacher Induction Concept Note was submitted to the DBE by JET Education Services (JET) and VVOB. The DBE supported the Round Table discussion on Principal Induction that was held on 26 October 2018. A third combined Induction Round Table for both New Teachers and Principals was held on 18 and 19 February 2019.

Teacher Qualifications: DBE participated in monthly Teacher Education Programme Evaluation Meetings held at the Department of Higher Education and Training. A total of 108 programmes were evaluated during 2018/19.

A draft Implementation Protocol for the evaluation of qualifications was approved by the DBE and the Department of Higher Education and Training (DHET).

Teacher internship programmes: A total of 97 interns participated in the Department of Basic Education (DBE) and the Independent Schools Association of Southern Africa (ISASA) Mathematics and English programme during 2018/19. Thirty-two (32) DBE-ISASA student interns graduated from UNISA at the end of 2018 and were eligible for placement in public schools in 2019.

The DBE/ ELMA Foundation Internship Programme in the Thabo Mofutsanyane District of the Free State aim to identify, train and place interns for the Foundation Phase and Intermediate Phase in Public Schools. 43 Students are registered with UNISA to do the B.Ed. in Foundation Phase teaching for 2018/19 and are placed at public schools in the Thabo Mofutsanyane District in the Free State. 42 students are registered with the North West University to do the B.Ed. in Intermediate Phase teaching (focussing on Mathematics, Science and Technology) for 2018/19 and are placed at public schools in the Thabo Mofutsanyane District in the Free State.

Continuing Professional Teacher Development

CPTD Management System: The South African Council for Educators (SACE) has signed-up 72 469 educators (i.e. both school and office-based) which pushed the number of sign-ups to a total of 412 903 educators. The process of signing up educators is important as it paves the way for educators to participate in all continuing professional teacher development programmes/ activities.

Supporting EFAL: In partnership with the British Council, a total of 2 075 teachers received training in Gauteng, North West and Western Cape provinces. The training contributed towards improving access to quality teaching and learning as the content knowledge and pedagogic skills of English language were improved.

In addition, the Minister launched the National Association for English Teachers of South Africa (NAETSA) in March 2019. Prior to this seven (7) provinces (except Gauteng and KwaZulu-Natal) had launched their provincial Teachers' Associations for English language teachers. These structures are key platforms for teacher self-driven professional and personal development.

Professional Learning Communities: Working with Flemish Association for Development Cooperation and Technical Assistance (VVOB) (a DBE partner), several functional Professional Learning Communities (PLCs) were established in provinces. Support and monitoring of these was done in the North West, Northern Cape and Free State provinces. The monitoring and support sessions provided ample evidence that the PLCs are functional and utilised by teachers on a regular basis for teacher development purposes. Teachers were actively involved in producing their own resources/materials which they share across participating schools, share knowledge and expertise on content across the various subjects, and covered a broad range of topics, chosen by teachers as their perceived needs, in various subjects.

Teacher Union Collaboration (TUC): Through the Teacher Union Collaboration (TUC), 2 067 teachers were trained on SACE-endorsed programmes in different provinces by the five Teacher Unions. As part of the TUC, 971 Accounting teachers were trained by the NAPTOSA, PEU, NATU and SADTU. The SADTU trained a further 481 Grade 4 to 7 Mathematics teachers. SAOU trained 328 Departmental Heads, while NATU also trained 173 SMT members as represented in the table below:

Table 24: Teacher union collaboration

Province	Programme	Teacher Union	Number of teachers trained
Eastern Cape	Grade 4-7 Mathematics	SADTU	73
	NSC support: Accounting	NAPTOSA	86
Gauteng	Grade 4-7 Mathematics	SADTU	74
KwaZulu-Natal	NSC support: Accounting	SADTU	335
	NSC support: Accounting	NATU	182
	Poor Performing Schools	NATU	173
Limpopo	Grade 4-7 Mathematics	SADTU	110
	Framework for the Training of Departmental Heads	SAOU	333
		NAPTOSA	114
	NSC support: Accounting	PEU	246
NSC support: Accounting	SADTU	110	
North West	Grade 4-7 Mathematics	SADTU	100
Western Cape	Grade 4-7 Mathematics	SADTU	131
Total			2067

The National Teacher Awards (NTA) Ceremony: The Minister of Basic Education, Mrs AM Motshekga, MP, together with the Minister responsible for Planning, Monitoring and Evaluation in the Presidency, Dr Nkosazana Dlamini-Zuma, MP, hosted the National Teaching Awards at the Sandton Convention Centre, attended by over 550 delegates. Excellent and dedicated teachers were recognised and celebrated. As a crucial sequel to the 2019 Awards, one (1) of the finalists, Ms Lerato Mogwera of Free State, was nominated to represent South Africa in Ethiopia in March 2019 at a Teacher conference.

Education Management and Governance Development

Survey on the availability of management documents in schools: An annual survey on 2 000 sampled schools was conducted as per the Annual Performance Plan. A total of 1 737 (87%) of the sampled schools produced the minimum set of management documents at a required standard. The remaining 263 (13%) schools require intervention.

Induction of newly appointed principals: The induction of newly appointed school principals took place in the Eastern Cape, Free State, Gauteng, KwaZulu-Natal, the Northern Cape and the Western Cape. This was in line with the Department’s Orientation Booklet for Newly Appointed Teachers and School Managers.

The Department successfully hosted two Round Table discussions in October 2018 and February 2019 with stakeholders in the field of leadership and management to develop a National Framework on the Induction of Newly Appointed Principals. The programme is partly funded by the SA-EU Dialogue.

Advanced Diploma in School Leadership and Management: The Department, working with the South African Institute for Distance Education (SAIDE) has completed the seven (7) course modules that make up the Advanced Diploma on Leadership and Management aimed an entry qualification for principals in line with the National Development Plan (NDP). The course materials are being edited and quality assured.

Framework for the Training of Departmental Heads: The Department implemented the Framework for the Training of Departmental Heads on their roles and responsibilities to the Departmental Heads of Mathematics and Physical Science in selected districts of the Eastern Cape, Free State, Limpopo, KwaZulu-Natal and the North West.

Table 25: Departmental heads inducted by province

Province	Number Inducted
KwaZulu-Natal	181
North West	170
Free State	94
Eastern Cape	213
Northern Cape	51
Mpumalanga	72
Limpopo	194
Total Trained	975

Departmental Heads were also trained through the Teacher Union Collaboration by the Suid-Afrikaanse Onderwysersunie (SAOU) and the National Professional Teachers of South Africa (NAPTOSA) in Limpopo as follows:

Table 26: Departmental heads trained

Service Provides	District	Number Trained	Date
NAPTOSA	Sekhukhune South	56	26 – 27 February 2019
		58	
SAOU	Mopane East	110	06 – 07 March 2019
	Mopane West	111	
	Capricorn North	112	
Total Trained		447	

Strategy to Improve Management and Governance in Poor Performing Schools: The Department worked with the National Teachers Union (NATU) to implement the Guidelines on the Strategy to Improve Management and Governance in Poor Performing School through the TUC programme in Harry Gwala and Ilembe districts of KwaZulu-Natal.

Table 27: Services providers in Harry Gwala and Ilembe districts

Service Provider	District	Number Trained	Date
NATU	Harry Gwala	84	25-26 February 2019
NATU	Ilembe	89	26-27 February 2019
Total Trained		173	

In addition to the above trainings, DBE-EMGD Officials trained a full complement of SMTs in Harry Gwala District as follows:

Table 28: Training in Harry Gwala district

School Type	Number Capacitated	Date
Secondary Schools	360	05-08 March 2019
Primary Schools	648	11 -14 March 2019
Secondary Schools (Limpopo)	286	18-24 January 2019
Total Capacitated	1 294	

The programme was also presented at the South African Principals Association conferences in the Free State on 3 August 2018 and Limpopo on 17 August 2018 respectively, as well as the Education Management Association of South Africa (EMASA) on 17 September 2018. Selected clusters of schools were also trained on the programme in Gauteng.

Support Networks for Female Principals: The Department continued to support Limpopo (Vhembe District), Mpumalanga (all Districts) and North West (Bojanala District) on the establishment and sustenance of Networks for Female Principals.

Support networks made up of 120 female principals met on 21 August 2018 in the Bojanala District in North West to discuss ways of improving the operations of the network and the support of Circuits under the guidance of the DBE. A presentation was made to 63 members on the establishment of the 21st century leadership under the theme “School Leadership, a Compelling Priority” in the Vhembe District in Limpopo on 24 August 2018. The DBE supported and presented a paper to female principals on the Department’s perspective for female principals and their roles on issues of leadership and management to four (4) districts in Mpumalanga on 24 August 2018.

Support to Associations: The Department has strengthened the role of associations in the area of management and governance as per the expectation of the National Development Plan (NDP). The South African Principals' Association (SAPA) and the Education Management Association of South Africa (EMASA) were supported in organising national and provincial conferences throughout the country which were addressed by the Minister, MECs, Director-General, Heads of Department, other Departmental Officials and leaders in the field of leadership and management.

The Department holds quarterly meetings with principals associations and School Governing Bodies Associations respectively.

Survey on SGB Functionality: The Department is required to conduct a survey on the functionality of SGBs in 2 000 selected schools. The survey on the functionality of SGBs was completed with 2 000 survey tools captured and analysed. Of the 2 000 schools targeted, a total of 1 846 schools met the required standards of sampling. A total of 1 793 (97.1%) of the 1 846 schools sampled met the minimum criteria in terms of SGB effectiveness. The remaining 53 (2.99%) schools require intervention to meet the minimum criteria for SGB effectiveness.

Training of SGBs on financial management in collaboration with ABSA: Circuit Managers were trained on financial management through the collaboration between the Department and ABSA. The training was followed by the training of school principals and School Governing Bodies' members in the two provinces.

The following provinces conducted training for newly elected SGBs on Financial Management, Policy Development and Code of Conduct for Learners:

Table 29: Training of SGBs

Province	Date	Number attended
Eastern Cape	August to September 2018	240
Free State	04 August 2018	5 250
Gauteng	25 August 2018	100
KwaZulu-Natal	July to August 2018	5 930
Mpumalanga	July to August 2018	2 946
Northern Cape	July to August 2018	3 908
North West	July to August 2018	10 720
Western Cape	06 to 08 August 2018	73
Total Trained		29 167

Other training of School Governing Body (SGB): The Department has distributed Guidelines on the Capacity Building Programmes for SGBs to inform the training of newly elected governing bodies. Copies were delivered to every school and Circuit Manager in the country. Provinces provided trainings to SGBs on various topics as the Guidelines on the Capacity Building Programmes for SGBs throughout the year. Newly elected SGB members were orientated after by-elections at the beginning of the 2019 school year.

Learner Admissions: The Learner Admission Programme for 2019 opened on 10 April 2018 in all provinces as per the HEDCOM and CEM approved Business Process on Admissions. The placement of all learners for the 2019 academic year was completed by seven (7) provinces by the end of January excluding Gauteng and the Western Cape. All learners were eventually placed during the first term of schooling in the two provinces.

Programme on Representative Councils of Learners (RCLs): The elections of Learner Representative Councils were held during January and February 2019. This was followed by orientation programmes of RCLs which covered roles and responsibilities, drawing up year plans for RCL activities, developing and adopting the Constitution and Code of Conduct for the RCL. Provinces continue to support elected Representative Councils of Learners through offering training to Teacher Liaison Officers (TLO) and the learner representative councils themselves.

The TUC programme on the training of Departmental Heads did not take place in the Eastern Cape due to Union interference.

4.4.3. CURRICULUM AND PROFESSIONAL DEVELOPMENT INSTITUTE

LTSM Policy Development and Innovation

Implementation of the Professional Development Framework for Digital Learning (PDFDL): The essence of the PDFDL is to support PEDs, districts and schools to be able to equip their teachers with competencies that will enable them to teach effectively with digital tools and resources. Four (4) workshops for teachers were developed, with facilitator notes, to assist with the implementation of the Framework. The conversion of the four teacher workshops to online courses on the DBE Moodle platform have been completed. The DBE undertook provincial roadshows to build capacity within provinces for the implementation of PDFDL. The roadshows comprised the training of Provincial Core Training Teams (PCTT) in Gauteng, North West, KwaZulu-Natal and Western Cape.

Table 30: Provincial Core Training Teams in Gauteng, North West, KwaZulu-Natal and Western Cape

PROVINCE	NUMBER TRAINED
North West	91 e-learning specialists, subject advisors, IQMS, Curriculum Support and Teacher Development
KwaZulu-Natal	355 e-learning specialists, Curriculum Support and Teacher Development
Gauteng	246 e-learning specialists, Curriculum Support and Teacher Development
Western Cape	30 e-learning specialists, Curriculum Support and Teacher Development

The Framework was presented to four (4) senior management members in the Eastern Cape as part of advocacy and also to discuss the roll-out plans. Another element of the Framework is support for Higher Education Institutions (HEIs) to ensure that the teachers they produce possess the digital learning competencies. HEIs are also instrumental in providing continuing professional development to practicing teachers. In line with this, a workshop was held with the University of Fort Hare from 3 - 6 September 2018. The workshop was a collaboration effort between the DBE, ECDoE and the Commonwealth of Learning (COL). Moderation and publishing of the digital learning curriculum idea banks were submitted by subject advisors. Consultations were held with role players and a taxonomy of digital learning pedagogies as part of a Framework revision was drafted. Supporting material for teachers were developed on Curation projects for discovering the curriculum. The concept document for the proposed Digital Learning Day was drafted and the PDFDL was revised to add sections for 21st century learning skills as well as Digital Learning Pedagogies.

Primary School Reading Improvement Programme (PSRIP) – strengthen the teaching of reading in the Foundation Phase (FP) English First Additional Language (EFAL): The PSRIP is a national programme which seeks to capacitate and upskill teachers in teaching reading in EFAL; and ultimately improve literacy and reading outcomes for learners in the FP. After its successful implementation in Phase 1, where over 11 600 FP teachers and over 260 FP subject advisors were trained, and in turn benefitted approximately 500 000 learners across all nine (9) provinces; the collaboration between the DBE and NECT embarked on Phase 2 which also extends to the Intermediate Phase (IP).

A proposal for funding to support the expansion in FP and extending to IP was submitted to ETDP SETA and National Treasury, and was approved in August 2018. The planning sessions commenced immediately after the approval of the proposal was received. The Service Level Agreement (SLA) between the NECT and the ETDP SETA has been confirmed. The SLA clearly outlines the milestones and deliverables for the DBE and NECT over the lifespan of the project.

Establishment of Provincial PSRIP Co-ordinators. The teams developed databases which included the subject advisors, districts, schools and teachers. Teacher training materials were developed together with pre-and-post-tests as well as Portfolios of Evidence (PoEs). A workshop with Provincial Co-ordinators aimed at finalising PSRIP roll-out plans was held in October 2018. Training workshop of 124 FP subject advisors took place at Garden Court, OR Tambo from 26 to 29 November 2018, to capacitate them on how to roll-out the reading programme to teachers in their respective provinces. The training of 140 IP subject advisors took place from 3 to 6 December 2018 at the same venue.

Table 31: Foundation phase, intermediate phase and SMTs training from January-March 2019

Province	Foundation Phase Subject Advisors Trained	Foundation Phase Teachers Trained	Intermediate Phase Subject Advisors Trained	Intermediate Phase Teachers Trained	Curriculum	EMGD	TD
Limpopo	10	313	20	554	2	1	4
Mpumalanga	10	370	7	262	2	0	4
Free State	15	491	11	392	2	1	4
KwaZulu-Natal	14	548	20	750	2	0	2
Northern Cape	17	274	12	233	2	1	4
Western Cape	16	488	14	Training in July 2019	2	0	2
Eastern Cape	14	478	22	Training in July 2019	2	0	3
North West	13	481	15	423	2	0	3
Gauteng	15	Training in April 2019	19	Training in July 2019	2	2	5
TOTAL TRAINED	124	3 444	140	2 614	18	5	31

Promotion of school Libraries and Information Services (LIS)

The DBE is implementing an incremental programme aimed at promoting and strengthening school libraries. The programme consists of an audit of school libraries and information services, training and capacity building, strategic partnerships and reading promotion.

Three (3) joint interprovincial meetings were held between the DBE and the Department of Arts and Culture (DAC). PEDs reported on dual-purpose libraries in or near schools; procurement of classroom resources through the Conditional Grant as well as the ongoing co-operation between departments; and subsequent to the DBE receiving confirmation from National Treasury that a portion of the conditional grant could be used to support LIS activities in 2018/19 financial year, classroom collections for primary schools were procured in collaboration with DAC e.g. in Gauteng, the Department of Sports, Art and Culture and Recreation (DSACR) in partnership with Standard Bank revamped and resourced 12 primary school libraries; and 94 foundation phase library trolleys and books were procured for 18 schools.

Training on LIS: Training of Library Assistants took place in the following provinces: Eastern Cape – 75 learners; Free State – 141 learners; KwaZulu-Natal – 100 learners; and Northern Cape – 44 learners.

Implementation of 1000 school libraries campaign: In order to ensure that all learners have access to sufficient, relevant and quality reading material, the Minister initiated a programme to revitalise and/or establish 1000 school libraries and the provisioning of resources annually.

The DBE participated in a Mandela Day celebration in Gauteng where library books were donated to ten (10) schools. The DBE made inputs into the draft Copyright Bill in relation to school libraries, by the University of South Africa (UNISA). DBE completed packaging about 25 000 books to be provided to PEDs for the 2019/20 academic year. These will be provided to primary schools to support the establishment of classroom libraries. Donations of school library books selected from Rotary were sorted, packaged and sent to various school libraries, including mobile libraries in Northern Cape, Limpopo, Gauteng, Eastern Cape and North West.

Table 32: Details of reading materials distributed to PEDs

PROVINCE	NUMBER OF SCHOOLS PROVIDED WITH LIBRARY MATERIALS
Free State	122 primary schools and 43 schools were provided with a form of a library
Gauteng	274 schools
KwaZulu-Natal	63 schools
Mpumalanga	554 primary schools
North West	25 schools and 3 container libraries
Northern Cape	16 schools
Western Cape	27 schools and 2 stationary mobile libraries

Promotion of Read-to-Lead Campaign: The Read-to-Lead campaign’s visibility has emerged and the campaign continues to promote the culture of reading for pleasure in schools and communities across the country.

Community Activations led by the Minister, Deputy Minister and DBE Officials: Activation led by the Minister in collaboration with the Social Cohesion Branch and QLTC was held at the Elliotdale sports complex, Eastern Cape.

Exhibition at roadshows supported by the Second Chance and Funza Lushaka programmes were held as follows: Free State, North West, Limpopo, Western Cape and the Eastern Cape where more than 3000 people attended. The Minister handed over books and stationery to the church as they have established a libraries in Gauteng, Northern Cape, Mpumalanga, Eastern Cape, Free State, KwaZulu-Natal, and Limpopo. The DHET and a number of SETAs have been supporting the campaign.

Via Afrika and Macmillan have donated books for the roadshows of the Read to Lead campaign to reinforce the message about the importance of reading, and to rally all South Africans to contribute to reading promotion.

Most PEDs have launched the Read to Lead campaign, with the exception of Limpopo, which has committed to launch it in 2019. KwaZulu-Natal and North West have even gone to the extent of launching the campaign at district level.

PEDs support the campaign by doing the following:

- PEDs observe and celebrate literacy days;
- Districts continue to visit schools to encourage teachers to implement the Read to Lead Campaign programmes;
- Principals are encouraged to be the custodians of reading in their schools and to implement Drop All and Read (DAAR);
- SGBs and parents are encouraged to support their schools’ reading promotion initiatives;
- Schools are monitored to ensure that reading takes place in all subjects (Language Across the Curriculum);
- Districts are encouraged to monitor and support schools to ensure that reading is promoted in schools;
- Reading competitions are held: for example, KZN conducts the Readers’ Cup competition at school, circuit, district and provincial levels;

- Gauteng has established a School Library Showcase competition, which has enjoyed huge interest from schools that want to showcase what they are doing in LIS. This has also generated a lot of support from partners;
- Mpumalanga implements an after-school book club in collaboration with PenReach, these clubs are currently 282 at Ehlanzeni district; and
- Western Cape has distributed reading promotion posters to all their schools to support the Read-to-Lead campaign.

National Reading Coalition (NRC): The DBE in collaboration with NECT launched the NRC on 15 February 2019, libraries and reading promotion formed part of this initiative. The NRC has been established as a collaboration platform which aims to mobilise support and co-ordinate reading promotion initiatives that support the Read-to-Lead campaign.

Teacher Development Implementation (TDI)

Mathematics and Science NSC Support in twelve (12) districts: DBE has planned to train the Departmental Heads (HoD) of Mathematics and Physical Science in the 12 identified districts from July to August 2018. The training took place from 20 August to 21 September 2018. About 1 200 Departmental Heads for Mathematics and Physical Science from 12 districts were expected to participate in the workshops. However, 978 (82%) Departmental Heads for Mathematics and Physical Science from 12 districts were trained on Curriculum Management. In January and February 2019, the same 12 districts benefitted from a content and pedagogy workshop in Mathematics and Physical Science with a three-day SACE-endorsed programme.

The Table below captures the numbers trained in each district:

Table 33: Numbers trained in each district

District	HoD Workshop August 2018	Mathematics Content Feb 2019	P. Science Content Feb 2019
Motheo	94	99	61
Ugu	86	76	95
Zululand	99	97	100
Capricorn	78	93	72
Waterberg & Mogalakwena	116	61	80
Vhembe	-	92	77
Amathole East	61	89	81
OR Tambo Coastal	74	60	88
Alfred Nzo West	78	-	-
Gert Sibande	71	93	83
Francis Baard	51	18	21
Ngaka Modiri Molema	170*	91	95
TOTAL	978	869	853

NOTE: * Ngaka Modiri Molema was combined with Dr RS Mompoti for HOD workshop

Support for FET Technical Mathematics and Technical Science: The Technical Mathematics workshop was conducted through the UNISA video conferencing facility in August 2018, and the Technical Science in September 2018. The workshop was beamed to 22 sites across the provinces where 700 Technical Mathematics, and 500 Technical Science teachers participated in an interactive way. The programme was done in collaboration with Cuban Specialists and Bright Media, which provided the facilitators and the training files. Further, in January 2019, two teams of Technical Mathematics and Technical Science specialists and co-ordinators were put together to develop the training manuals. The two manuals, 1 100 Mathematics and Technical Science (550), were developed, quality assured and printed for use by provinces.

Table 34: UNISA Centre: Numbers of teachers trained

PROVINCE	CENTRE	TECH MATHEMATICS AUGUST 2019	TECH SCIENCE SEPTEMBER 2018
Free State	Bloemfontein	88	70
Mpumalanga	Middelburg	33	27
	Nelspruit	45	36
KwaZulu-Natal	Durban	120	78
	Pietermaritzburg	68	50
	New Castle	32	28
Western Cape	Cape Town	66	42
Limpopo	Polokwane	58	47
Northern Cape	Kimberly	20	18
Eastern Cape	East London	93	35
Gauteng	Johannesburg	84	63
TOTAL		707	494

Supporting Intermediate Phase Mathematics: The Department of Basic Education (DBE) has partnered with the Association for Mathematics Education of South Africa (AMESA) to train 529 Grade 4 to 7 Mathematics teachers in seven (7) districts, in six (6) provinces. The course is SACE-endorsed. In addition, through Mindset, a set of video materials with a range of critical classroom techniques was developed for Intermediate Phase Mathematics teachers.

Table 35: Supporting Intermediate Phase Mathematics

Province	District	No. of Attendees
Free State	Motheo	94
Gauteng	Gauteng West	150
Mpumalanga	Gert Sibande	40
Northern Cape	Francis Baard	70
North West	Bojanala	54
North West	Ngaka Modiri Molema	59
Western Cape	Cape Town	62
TOTAL		529

Support for Accounting and Economics: In light of the observed declining enrolment and performance in NSC Accounting and Economics, the DBE targeted 12 struggling districts and provide them with a SACE-endorsed professional development programme. A total of 1 542 teachers, i.e., 784 for Accounting and 758 for Economics

were covered. A further 971 Accounting teachers were trained through the Teacher Union Collaboration (TUC) programme, where Teacher Unions conducted this training as part of their working together with the DBE to support teachers. Diagnostic assessment were conducted during these sessions, using the Moodle online platform as well as pen and paper.

Table 36: Support for Accounting and Economics

Province	Districtsp	Subjects	
		Accounting	Economics
Gauteng	Sedibeng West	35	29
Limpopo	Capricorn	97	90
	Greater Sekhukhune	102	76
Eastern Cape	Amathole West	29	31
	Chris Hani West	40	24
KwaZulu-Natal	Zululand	132	135
	Ilembe	80	67
Free State	Xharie/Motheo	52	53
	Fezile Dabi/ Lejweleputswa/ Thabo Mofutsanyane	49	51
Mpumalanga	Bohlabela	95	86
Northern Cape	ZF Mqcawu	25	10
North West	Dr RS Mompoti	48	106
TOTAL		784	758

Enhance Mathematics and Science competencies through DBE-Cuban programmes: As part of the Cuba-South Africa collaboration, ten (10) Cuban Specialists in Mathematics and Science hosted by the DBE conducted a problem solving workshop at the June AMESA Congress from 25 - 29 June 2018 in Bloemfontein attended by Mathematics teachers, advisors, and teacher educators. 700 Technical Mathematics and 500 Technical Science teachers were trained through the UNISA-video conferencing facility in August and September 2018. Because the two subjects were offered for the first time in the NSC examination, and had concepts that were new, this support by the Cuban specialists was very crucial and appreciated by teachers. Four (4) Manuals on Mathematics and Science pedagogy for teachers were produced. The Manuals requires editing and quality assurance. Curriculum differentiation training workshops in Mathematics were conducted for 85 KwaZulu-Natal Subject Advisors and lead teachers, with focus on Inclusive education. The VVOB sponsored and led the programme.

Curriculum Research

Diagnostic Self-Assessments for teachers: The Department worked with Siyavula to develop an online teacher assessment platform in Mathematics and Physical Sciences. The Pre-and Post-assessments were strengthened. Based on this initiatives, in 2018/19 the indicator exceeded the target of 2 000 teachers assessed per subject except Physical Sciences. The following table shows the figures of teachers who took the Self-Diagnostic assessments in all four subjects:

Table 37: Diagnostic self-assessments for teachers

Subjects	Target	DBE Report	Audited Report
Physical Science	2 000	2 008	2 008
Accounting	2 000	2 035	1 206
Mathematics	2 000	3 339	2 226
EFAL	2 000	2 029	1 428

The Department worked with Siyavula to finalise the development of the teacher assessment protocols. **Continuous Professional Teacher Development Survey:** A survey was conducted on teacher attitudes and impact of teacher development programmes over the last three years. A number 4 200 teachers responded to the survey. A draft report on CPTD survey has been finalised. This draft report has been presented to the first TDCM of 2019. The final report will be presented to HEDCOM and CEM.

Teacher Development Platforms Strengthening: The DBE and Vodacom have improve functionality of Teachers Centres through training of Centre Managers and the improvement of Bandwidth speed of connectivity through the installation of V-Satellite and Microwave in 92 Vodacom supported centres. Furthermore Vodacom furnished 38 Teacher Centres. UNISA strengthened the utilisation of 32 Teacher Centres through the training of Centre Managers and IT interns. Stipends of these IT interns are paid by UNISA on a monthly basis. In the Eastern Cape, Norms and Standards for Teachers Centres were finalised and Provincial Teacher Development Institutes were increased from one (1) to four (4).

Ensure functionality of Provincial Teacher Development Institutes and District Teacher Development Centres: Reporting tool was finalised and shared with all teacher centres. This tool covers all programmes for Teacher Development. Reports on Teacher Development Programmes conducted by teacher centres were submitted.

Designed Programmes to strengthen Provincial Teacher Development Institutes and District Development Centre to act as hubs of teacher professional development: The Second Chance Matric Programme materials were uploaded to 92 Teacher Centres. UNISA completed training of 32 ICT specialists who are in the internship of UNISA. The focus of the training was on expansion of their roles and planning for 2019/20. MST teachers have been trained through the Video Conferencing facilities installed in 32 UNISA supported centres. These centres are linked to the UNISA studio.

4.3.4. PROGRAMME PERFORMANCE INDICATORS

Strategic objectives	Performance Indicator	2017/18		2018/19		
		Actual Achievement	Planned Target	Actual Achievement	Deviation from planned target	Comment on deviations
3.1. Monitor the basic functionality of schools and school governing bodies (SGBs) on an annual basis in order to improve school effectiveness and accountability	3.1.1. Percentage of SGBs that meet minimum criteria in terms of effectiveness	96.9% (1 938) of the surveyed SGBs were found to be functional	80% of 2000 sampled SGBs functional (Annually)	1 793 of 1 846 schools (97.1%) met the minimum criteria in terms of effectiveness	+17.1%	SGBs are beginning to understand their roles and responsibilities. Furthermore, the achievement was exceeded due to increased monitoring by officials that led to schools or SGBs improving.
	3.1.2. Percentage of schools producing the minimum set of management documents at a required standard	86% (1 720) of the 2 000 surveyed schools were found to have functional basic management documents	80% of 2000 sampled schools have minimum management documents (Annually)	1 674 of 1 917 (87.3%) produced the minimum set of management documents	+7.3%	Improved monitoring by district officials.
3.2. Identify and recruit the youth from all provinces for the Funza Lushaka bursary in order to increase the supply of young teachers in the education system	3.2.1. Number of Funza Lushaka bursaries awarded to students enrolled for initial teacher education	15 134	13 500 (Annually)	13 070	-430	The DBE submitted to the NSFAS a list of approved bursary holders that must be funded (i.e. 13 700). At the time of the audit a number of students had not received their bursary funding from NSFAS as yet. It is important to note that students who appear on the DBE list of awarded students are funded by NSFAS. The DBE has written to the NSFAS to point out the discrepancy between the NSFAS list of funded students and the DBE list of awarded students and has requested that the outstanding bursary benefits be paid urgently.

		2017/18			2018/19		
Strategic objectives	Performance Indicator	Actual Achievement	Planned Target	Actual Achievement	Deviation from planned target	Comment on deviations	
3.3. To identify and determine content knowledge of teachers in Mathematics, English First Additional Language (EFAL), Physical Sciences and Accounting through diagnostic self- assessments	3.3.1.	8 057 teachers assessed in both paper-based as well as computer-based tests	2 000 (Annually)	2 029	+29	The DBE developed a protocol on teacher assessments that has assisted in improving advocacy around teacher assessments. There seems to be a slight improvement on the negative perception from teachers about assessments, hence the achievement of exceeding the target.	
	3.3.2.	648 teachers tested on both paper-based as well as computer-based tests	2 000 (Annually)	2 008	+8	The DBE developed a protocol on teacher assessments that has assisted in improving advocacy around teacher assessments. There seems to be a slight improvement on the negative perception from teachers about assessments, hence the achievement of exceeding the target.	
	3.3.3.	393 teachers tested only through the paper-based means	2 000 (Annually)	2 035	+35	The DBE developed a protocol on teacher assessments that has assisted in improving advocacy around teacher assessments. There seems to be a slight improvement on the negative perception from teachers about assessments, hence the achievement of exceeding the target.	
	3.3.4.	3 670 teachers were tested through paper-based as well as computer-based system	2 000 (Annually)	3 339	+1 339	The DBE developed a protocol on teacher assessments that has assisted in improving advocacy around teacher assessments. There seems to be a slight improvement on the negative perception from teachers about assessments, hence the achievement of exceeding the target.	
3.4. Monitor the implementation of performance management systems in Provincial Education Departments (PEDs) annually in order to strengthen accountability of school- and office-based educators	3.4.1.	6 PEDs monitored	6 PEDs monitored (Annually)	6 PEDs monitored	No deviation	N/A	
	3.4.2.	6 PEDs monitored	6 PEDs monitored (Annually)-	6 PEDs monitored	No deviation	N/A	
3.5. Monitor the implementation of the post provisioning policy annually per province to ensure that there is an equitable distribution of teachers	3.5.1.	9 PEDs monitored	All 9 PEDs monitored (Annually)	All 9 PEDs monitored	No deviation	N/A	

3.1: PROGRAMME MANAGEMENT: TEACHERS, EDUCATION HUMAN RESOURCES AND INSTITUTIONAL DEVELOPMENT

Economic classification	2018/19						2017/18		
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	3 116	-	(1 060)	2 056	1 984	72	96.5%	1 563	1 501
Payments for capital assets	16		1	17	17	-	100.0%	68	68
Payments for financial assets	-		-	-	-	-	-	-	-
Total	3 132	-	(1 059)	2 073	2 001	72	96.5%	1 631	1 569

3.2: EDUCATION HUMAN RESOURCES MANAGEMENT

Economic classification	2018/19						2017/18		
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	48 972	-	(1 043)	47 929	42 643	5 286	89.0%	46 545	44 703
Transfers and subsidies	15 622	-	(3 949)	11 673	11 672	1	100.0%	16 233	16 232
Payments for capital assets	142		(36)	106	107	(1)	100.9%	131	146
Payments for financial assets	14		21	35	34	1	97.1%	35	35
Total	64 750	-	(5 007)	59 743	54 456	5 287	91.2%	62 944	61 116

3.3: EDUCATION HUMAN RESOURCES DEVELOPMENT

	2018/19						2017/18		
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	54 167	-	(1 950)	52 217	50 171	2 046	96.1%	66 001	64 124
Transfers and subsidies	1 175 854	-	1	1 175 855	1 175 854	1	100.0%	1 105 894	1 105 893
Payments for capital assets	160	-	53	213	211	2	99.1%	127	112
Payments for financial assets	2	-	-	2	1	1	50.0%	24	24
Total	1230 183	-	(1 896)	1 228 287	1 226 237	2 050	99.8%	1 172 046	1 170 153

3.4: CURRICULUM AND PROFESSIONAL DEVELOPMENT UNIT

	2018/19						2017/18		
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	14 860	-	2 145	17 005	14 878	2 127	87.5%	13 949	10 869
Transfers and subsidies	6	-	1	7	6	1	85.7%	5	4
Payments for capital assets	110	-	(84)	26	26	-	100.0%	113	112
Payments for financial assets	-	-	5	5	7	(2)	140.0%	-	-
Total	14 976	-	2 067	17 043	14 917	2 126	87.5%	14 067	10 985

4.5. PROGRAMME 4: PLANNING, INFORMATION AND ASSESSMENT

PURPOSE

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

LIST OF SUB-PROGRAMMES

Programme Management: Planning, Information and Assessment; Financial Planning, Information and Management Systems; National Assessment and Public Examinations; School Infrastructure; National Education Evaluation and Development Unit (NEEDU); and the Planning and Delivery Oversight Unit.

STRATEGIC OBJECTIVES

- Provide data on learner performance through the setting of question papers, administering the examinations and data analysis of the National Examinations and Assessments conducted periodically;
- Provide basic infrastructure services (water, sanitation and electricity) and replace schools built using inappropriate materials on an annual basis in order to improve the conditions under which learners are taught;
- To promote the functionality of schools through institutionalising a standardised school administration system, designed to assist with school management and reporting to a national information system; and
- Monitor and assess the performance of districts on an annual basis in order to strengthen the capacity of districts to support schools.

PROGRAMME OVERVIEW

The Programme: Planning, Information and Assessment is responsible for promoting quality and effective service delivery in the basic education system through planning, implementation and assessment. The indicators in this programme are fundamentally directed towards quality improvements, assessments and physical and financial planning as captured in the Action Plan to 2019: *Towards the Realisation of Schooling 2030*. The Programme contributes to the following sector goals:

Action Plan Goals on Physical and Financial Planning

Goal 23: Ensure that all schools are funded at least at the minimum per learner levels determined nationally and that funds are utilised transparently and effectively.

Goal 24: Ensure that the physical infrastructure and environment of every school inspires learners to want to come to school and learn, and teachers to come and teach.

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

- Assessments;
- School Funding and Infrastructure; and
- Education Information Systems.

The DBE by working collaboratively with Provincial Education Departments in developing policy, providing guidelines and institutionalising support in these core policy areas, contributes to the improved quality of basic education with special focus on the physical environment, finances and assessments. The administration and management of assessments is an important component that measures learner performance within the education sector. A summary of the activities for this programme, for the period under review is elaborated below.

PROGRAMME SUMMARY AND PERFORMANCE INFORMATION

4.5.1. FINANCIAL AND PHYSICAL PLANNING, INFORMATION AND MANAGEMENT AND ANALYSIS

Grant Management

Conditional Grants: The DBE conducted an Annual Performance Evaluation of conditional grants at various schools in all PEDs in compliance with Division of Revenue Act (DoRA) requirements for the national transferring officer. The conditional grants under focus were Education Infrastructure Grant (EIG), HIV and AIDS Life Skills Education Programme, Children/ Learners with Severe to Profound Intellectual Disability (C/LSPID), Mathematics, Science and Technology (MST) and National School Nutrition Programme (NSNP). The Annual Performance Evaluation Report on Conditional Grants was approved and submitted to the National Treasury by 31 July 2018 in compliance with DoRA prescripts. Subsequent to the approval of the evaluation report, feedback sessions were held in September/ October 2018 with PEDs clustered into three groups to present findings and recommendations and also analyse performance on each conditional grant to improve efficiency and performance.

Conditional grants quarterly performance reports on EIG, HIV and AIDS Life Skills Education Programme, C/LSPID, MST and NSNP were approved and submitted to the National Treasury in compliance with the DoRA prescripts.

The 2019/20 conditional grant frameworks and their related MTEF allocations for all Basic Education conditional grants were finalised and approved and subsequently submitted to the National Treasury. PEDs reviewed their 2019/20 Business Plans on conditional grants and were subsequently approved by the transferring officer and their Compliance Certificates were submitted to the National Treasury.

Donor Funds: To further enhance the efficient deployment of United States Agency for International Development (USAID) resources, discussions were held with USAID to locate USAID funds with DBE.

This project is funded by USAID and provides value in an area that is under-funded (innovation and piloting new technologies for quality education) and thus allows for development of technologically-advanced solutions to challenges in formative assessment. To further enhance the deployment of USAID resources and expand the focus of USAID support for the sector beyond literacy, the DBE wrote to National Treasury to support the next financing agreement between South Africa and USAID with expanded focal areas.

Educational Management Information Systems (EMIS)

SA-SAMS Maintenance: The following versions of SA-SAMS were released in the 2018/19 financial year with User Requirement Specifications and User Acceptance Testing documentation being signed off as the system development lifecycle:

Table 38: SA-SAMS maintenance

Version	Changes
18.0.0	System updates for 2018, 2018 Calendar, 2018 Curriculum set up, report on overage learners released on 28 February 2018.
18.1.0	Updated Grade 12 learner registration form, ID update with Asylum seekers and reasons for no Passport Number and IQMS released on 26 March 2018.
18.1.1	Updated with backlog updates and functionality on IQMS, SIAS, NSNP, AAPR link, New SGB Committees, SGB parent selected, AGM and Voters role register, Learner attendance monthly reporting, Health, SGB, LTSM latest catalogue, Finance corrections, Curriculum and HR updates, released on 22 October 2018.
18.1.2	ID validations updated and corrected for new parents; aligned with circular E1 of 2018; Grade 12 technical subjects; released on 25 October 2018.
18.1.3	Update reasons for changed promotion (PG), show failed marks in red, updated password security and 2019 system setup. Released on 6 December 2018.
18.2.0	2019 Curriculum updates and new PID subjects. Released on 21 January 2019.
19.0.0	Alignment with NSC registration. Released on 8 February 2019.

SA-SAMS Support: SA-SAMS Helpdesk fixed 395 databases and assisted with 2 750 online requests.

SA-SAMS Advocacy and Training: Annual Provincial 2018 refresher training was conducted in all provinces from August 2018 to October 2018, updating the provincial and district EMIS on all the changes on SA-SAMS. 150 officials were reached.

Captured learners of more than 400 Special Care Centres including the training of therapists on SA-SAMS. Supported Gauteng with the usage of SA-SAMS by training non-complying schools in Tshwane South on the management of Curriculum, LSEN and Finances. Assisted Western Cape with the implementation of SA-SAMS by training 15 schools in the Province. Supported Gauteng with the 500 SA-SAMS Learnership project for unemployed youth. This programme assisted with designing a transversal training programme.

Management of LURITS II Implementation, Data uploads and Data Quality Assessment: LURITS II system was transferred to the SITA Cloud and has gone through the first full cycle of an upload. The performance of the system was stress tested during the year. Proper infrastructure resources were allocated and acceptable levels of data processing were realised. As at 28 March 2019, LURITS II System received 11 716 839 learners from 25 152 schools. This data forms part of the final submission combined with Tested Rejected Learner (TRL) records identified in the Provincial Data Warehouses (PDWs) to National Treasury. Verification of all learners were uploaded successfully by comparing PEDs warehouses uploaded datasets against LURITS. Process of eliminating “duplicate learners” has been completed successfully.

Protocol Agreements: Verified LURITS learner data with DHA which indicates 92% are true (non-ghost) learners in the system. Learners With ID Numbers (WID) are automatically verified through a web service in LURITS II, where provinces can download automated reports on correctly verified IDs, deceased learners and learners not verified against the National Population Register, for intervention at school level to apply the Admission Policy. North West Intervention indicated 94% of learners are verified with DHA with a plan to address 6% of undocumented learners. 546 schools were selected for audit and 368 (67%) schools were audited. Undocumented learners were reduced by 10 574 in the audited schools.

National Senior Certificate candidate ID information was verified with DHA. DHA was supported on the Impact Illegal Migrants have on Social Services. LURITS II Social Pension System (SOCPEN) reports are being developed with testing and finalisation in progress.

Manage, monitor, and support provinces in implementing EMIS processes and LURITS Implementation: From October 2018 to February 2019 PEDs were monitored for implementation of EMIS priorities and a technical assessment was conducted on provincial data warehouses. Preliminary Audit Reports were presented to HODs and preliminary consolidated findings were presented to the HEDCOM Sub-Committee on EIS from 12 - 13 March 2019. Provinces were also visited by the DBE with the purpose of verifying and finalising Tested Rejected Learners for the 2018 academic year with support from SITA. The DBE trained Mpumalanga province to manage their Warehouse effectively, protect data from manipulation, assign user rights, ODBC connection to data universe, extract data through SQL scripts and best practices of updating the master list.

Business Intelligence (BI) Maintenance: Maintain monthly uploads on LURITS and BI Universes and conduct integrity tests on uploaded data. LURITS II Universe is in production after development in 2018. Education Statistics reports were completed on the BI. Advocacy and training of EMIS officials on BI are in progress.

Data Driven Districts Dashboard Project: DDD Programme has been implemented in eight (8) provinces, with Northern Cape being the eighth Province to implement, having 571 schools currently on the DDD Dashboard and 5 districts already being trained. The inclusion of the Western Cape schools using SA-SAMS is already underway. 11 million learners were uploaded to the DDD Dashboard in 2018. The number of active users on the Dashboard grew by 79% and active users by more than 240%, with Eastern Cape contributing the highest number of repeat users. The duplicate learner report was created to assist in realising the various levels in which learners are duplicated across schools, districts and provinces. A Special Needs report was created to assist Dashboard users to ascertain the types of schools across their entities with disabled learners. This assists in providing Inclusive Education with a consolidated view of their environment and ascertain support required by schools and learners.

Publications: The report *Schools Realities 2018* was published on the Department's website.

Consolidation of National Master-list Quarterly: Update of merged and closed schools across all provinces was completed. Monitored the accuracy of data in each provincial list against warehouse or submitted dataset to ensure that entries in each provincial master-list are in accordance with technical requirement of the education standard no 35526. Integrated the PED schools master-list to a draft National Masterlist and tested integrity of integrated dataset against PED schools master-list.

Performance Data for Grade 3,6, 9 and 12: All PEDs dataset for quarter 4 were shared with the Assessment and Examinations Section for analysis in their warehouse. Standard script for extraction of data was shared amongst the PEDs.

International Reporting: The UIS_ED_A_2018 questionnaires were finalised and submitted to UNESCO. Completed the UIS consultative questionnaire on the revised indicators and new definitions. Completed UNESCO Baseline Study, Indicator Questionnaire on the Education Response to HIV/AIDS. Represented South Africa at the Regional Workshop on Education Statistics for the Africa Region in Dakar, Senegal with the aim to finalise the ISCED National maps for publication on the UIS website and review statistics recently provided to UIS.

Consolidated National Dataset: 5 provincial datasets as per Gazette 29757 for both 2018 Annual School Survey for ECD centres databases were received and a compliance check on databases was performed.

Geographical Information Systems (GIS): Arc GIS Software were installed and Spatial Analytics reports were completed, these include schools where home languages such as IsiNdebele, Sepedi, Tshivenda and Xitsonga were offered per province in 2018; and 100 priority schools with pit latrine toilet systems.

Financial Planning and Provincial Budget Monitoring

Monitored and supported the Provincial Education Departments (PEDs) on financial matters by providing workshops, conducting HEDCOM Subcommittee meetings and administering surveys.

Intervention: The DBE conducted working meetings with KZN and NW Provinces to assist in costing of the Compensation of Employees economic classification. KZN was assisted in determining the affordability of the funding for norms and standards to match the national target. The NW PED is closely supported by the DBE throughout the intervention and beyond.

Rationalisation and realignment of public schools: Training workshop on the Guidelines for Rationalisation and realignment of public schools with PEDs was conducted on the rationalisation process to the following provinces: Limpopo, KwaZulu-Natal, Eastern Cape and Mpumalanga.

Economic Analysis

The analysis of the 2018/19 Annual Performance Plans (APP) of PEDs was finalised and shared with all stakeholders. The analysis will enable Provincial Planners to sharpen their planning documents in the upcoming financial year, as well as the two outer years of the Medium Term Expenditure Framework (MTEF). In addition, the analysis of the 2019/20 second draft APPs for all PEDs was done. It is expected that the analysis has been used to improve the PEDs target setting which should be aligned to their 2019 MTEF budgets.

Feedback was provided by the DBE on the uploaded non-financial data by PEDs (fourth quarter 2017/18, first, second and third quarter of 2018/19) on the Electronic Quarterly Performance Reporting System (EQPRS) on a quarterly basis. The aim of the feedback was to improve the quality of non-financial data going forward. Most of the PEDs are reporting on the approved budget and programme structure for the sector. In this case, North West PED has still Department of Sport in their programme structure.

Assess future financial needs of education in relation to policy: The analysis on the 2018 MTEF for PEDS budget was finalised. The findings were shared with the PEDs. The aim of the report was to assist with the preparations for the 2019 Medium Term Expenditure Framework (MTEF) budget inputs. The DBE officials provided support during the Provincial Monitoring Visits and Budget Standard Exercise meetings. The analysis on the Medium Term Budget Policy Statement (MTBPS) was done in October 2018. The 2018 MTBPS did not add any additional money into the fiscus and by extension to the basic education sector.

Provincial Audit Monitoring (Sector Audit)

Guidelines on Auditing: The guidelines were approved on 26 September 2018 and communicated to all stakeholders.

Guidelines on financial management in public ordinary schools: Only three (3) provinces gazetted guidelines. The Auditor-General of South Africa (AGSA) raised this as a continuous finding in the sector audit report. The Department therefore entered into an agreement with the South African Institute of Chartered Accountants (SAICA) as part of a corporate social responsibility initiative to develop guidelines on financial management in schools. The resolution obtained from the workshops was that the guidelines on financial management in public ordinary schools should be gazetted into a National Policy which will be uniformly gazetted by all Provinces as regulated under Section 42 of the SASA. All stakeholders were informed of the conversion of the guidelines to a national policy.

Trainee programme for Chartered Accountants: The DBE entered into an agreement with the South African Institute of Chartered Accountants to place unemployed graduates from technical colleges to assist in the School Governing Body (SGB) initiative. Letters were submitted to all provinces to enter into this agreement.

Provincial audit monitoring, support and reporting: Four (4) Provinces (KZN, MP, FS and EC) were monitored for audit purposes. Processes were audited from PEDs, Districts to School level. Four (4) reports and letters indicating the required remedial action for provinces to implement were developed and approved by the DBE and distributed to the relevant stakeholders in each province.

Improvement on audit outcomes: Nine (9) AGSA management reports were received from provinces for analysis and remediation. Overall, the audit outcomes for provinces improved. Six (6) provinces received an unqualified audit outcome, two (2) provinces received a qualified audit outcome and one (1) province received a clean audit outcome. Mpumalanga improved their audit outcomes from the previous financial year from receiving a qualification to an unqualified status.

Due Diligence/investigations into professional misconduct in the education sector:

The DBE reported two (2) cases to the relevant professional bodies. One (1) case is completed and the other is pending investigation. One (1) accountant was formally charged and provided with a fine of R10 000 and struck off the accounting officers' database.

Non-compliance certificates: Seven (7) non-compliance certificates were issued on non-adherence to Circular M3 of 2017.

4.5.2. NATIONAL ASSESSMENT AND PUBLIC EXAMINATIONS

National Assessments

Systemic Evaluation test items: In preparation for a pilot study in the fourth school term, test items for the Systemic Evaluation (SE) were prepared into test booklets, including nine (9) forms for Mathematics and seven (7) forms for Language for Grades 3, 6 and 9. The booklets were versioned into IsiZulu, Sesotho and English for Grade 3, and Afrikaans and English for Grades 6 and 9. The test forms were then piloted in a national sample of 100 schools from 15 to 19 October 2018.

Data capturers were appointed to capture learner performance data i.e. Grades 3, 6 and 9 Language and Mathematics from the pilot study that took place during the third quarter of 2018. The process of capturing data was completed in the fourth quarter.

The Systemic Evaluation Learner, Teacher, Principal, Parent and District contextual questionnaires were discussed and refined at a special General Education and Training (GET) Task Team meeting. The contextual questionnaires were piloted in two (2) provinces (Free State and Gauteng). The pilot process will be concluded by mid-April 2019.

Diagnostic Assessments: The first consignment (English) of the Term 1 Diagnostic items were packaged into 8 books i.e. Grades 3, 6 and 9 Home Language, Grade 6 and 9 First Additional Language and Grades 3, 6 and 9 Mathematics. Printing and distribution to schools commenced and will be completed in the new financial year. The compilation of the remaining Term 1 Diagnostic books, Language and Mathematics, in the other 10 languages is in progress.

The DBE partnered with the Numeracy National Research Foundation (NRF) Chairs to develop diagnostic assessments that focus on mental strategies and strategic thinking for Grade 3 Mathematics. The instruments will be field tested in the first quarter of 2019 in 54 schools across three provinces.

International Benchmark Studies: The survey data for TALIS 2018 was successfully submitted to the Organisation for Economic Cooperation and Development (OECD). The data sets for South Africa have been successfully integrated into the International data set, due for release in June 2019. The TIMSS 2019 study was completed at the Grade 5 Level.

School Readiness Assessment Tool for Grade 1: The MoU was signed with a partnership agent. The Technical Advisory Group was established, draft instruments have been developed and consultative workshops with stakeholder groups were undertaken. Field testing and a pilot study will take place in the second and third quarters of 2019.

Examinations and Assessments in School

Setting and moderation of question papers: A total of 260 question papers were targeted for the Senior Certificate (SC) June 2018 and National Senior Certificate (NSC) November 2018 Examinations. Due to the introduction of new subjects in the Technologies, Technical subjects and the South African Sign Language Home Language, the DBE developed 260 question papers for the 2018 academic year. In addition, a total of 143 question papers were set, moderated and approved by Umalusi for the June 2019 SC/NSC Examinations. These Examinations will be administered from May to June 2019.

Furthermore, a total of 171 of the 104 NSC November 2019/June 2020 question papers for the examinations were also set, and are at various stages of internal and external moderation.

2019 Practical/Performance Assessment Tasks (PATs): PATs were developed for the 17 subjects that have a practical component and require learners to be assessed practically. They were developed by the DBE and internally moderated and approved by Umalusi. The development of these tasks ensures that the quality of assessment and standards are consistent across all provinces. The PATs were distributed to the PEDs at the beginning of the fourth quarter.

Exemplars and Common Examinations for Grade 10 and 11: To assist the teachers and learners with the implementation of two separate papers in Accounting and Business Studies, eight exemplar question papers for Grade 10 and Grade 11 were set and internally moderated. In addition, common examinations for Grade 10 and 11 in Physical Sciences, Mathematics and English P3 were developed and also sent to the PEDs in September 2018 for the final examinations.

The 2018 SC and the 2018 NSC Examinations: A total of 164 244 candidates enrolled to write the 2018 SC examination with about 23 477 being candidates who enrolled for six or more subjects. The 2018 SC examination commenced on 22 May 2018 and ended on 29 June 2018. The Marking Standardisation Meetings (MSM) commenced on 28 May 2018 and ended on 6 July 2018. Marking in all nine (9) provinces commenced on 5 July 2018 and ended on 15 July 2018. SC candidates were resultated on 3 August 2018.

The 2018 NSC November examinations were written by 624 733 full-time candidates and 176 110 part-time candidates in 6 888 examination centres, over a period of six weeks from 22 October to 28 November 2018. While there was a significant reduction in administrative errors/omission, the behavioural offences and acts of dishonesty in the 2018 NSC examination is acknowledged. However, the challenges relating to strike actions and community protests in some provinces need to be addressed. A pivotal of the integrity of this examination is that there were no incidents of major examination compromise such as the leakage of a question paper.

School-Based Assessment (SBA): To strengthen the reliability and validity of the Grade 12 SBA marks, the DBE quality assured the SBA systems and processes in all PEDs. The DBE took a holistic approach to the Quality Assurance of SBA in 2018 by focussing on the input, processes and output components of the PED SBA system and was able to collect qualitative data. The quality assurance of PED SBA implementation was conducted in two phases: Phase 1 (July 2018) and Phase 2 (October 2018). For the Phase 1 quality assurance, a team of national moderators was trained and deployed to all provinces for five days. The first three days were focussed on the moderation of the learner and teacher files in the sampled subjects, while day four was dedicated to the capacity building workshop for subject advisors in the two sampled districts per province. The training workshop content comprised an analysis of an exemplar assessment task, test framework (analysis grid) and marking guideline, and the development of a

designated assessment task, marking guideline or assessment rubric. In all selected subjects the focus was on the development of a non-test task. The training was conducted in four PEDs. Due to competing priorities, and the fact that the same subject advisors were also responsible for the delivery and support of Winter School programmes, the DBE was requested to postpone the training to enable PEDs to identify the most suitable timeframes later in the term. The KZN PED opted to train all subject advisors using the DBE model, and requested that the DBE SBA moderators assist and support their training rollout during September 2018.

Between September and November 2018, the DBE quality assured the PEDs' moderation of subjects with a practical component; namely; Dance Studies, Dramatic Arts, Visual Arts, Design, Engineering Graphic and Design, Civil Technology, Electrical Technology, Mechanical Technology and Technical Sciences. The 2018 NSC SBA Statistical moderation outcomes were disseminated to provinces so that the data provided for every school could be utilised to inform support and interventions to improve the reliability of SBA in 2019. This data was also mediated during the DBE's Provincial engagements at the beginning of 2019.

Monitoring, co-ordination and provincial support: To ensure that PEDs were ready to administer the 2018 examinations, the DBE reviewed the examination systems and processes in all provinces. The DBE later conducted support visits in all provinces to establish progress in the implementation of the recommendations made during the previous monitoring and collaborative review visits. Monitoring of the state of readiness of the provinces to conduct the 2018 NSC examination was done during September – October 2018.

With regard to the monitoring of the writing of the examinations, the DBE deployed 32 part-time monitors from 27 October 2018 to 26 November 2018. These monitors had undergone intensive training by the DBE to remind them of all policies pertaining on the conduct of examinations. The purpose was to prepare monitors to ensure that examinations were conducted in line with policy prescripts, were irregularity free and that the results were reliable.

Furthermore, the DBE evaluated the monitoring plans of the PEDs and provided guidance to provinces in increasing the coverage during monitoring so that the possibility of malpractices was minimised.

Marking of the 2018 NSC Examinations: To sustain public confidence and build on the marking enhancements introduced incrementally to ensure the credibility of the marking standardisation processes and the marking itself, the DBE hosted 145 national marking standardisation meetings from 21 October 2018 to 30 November 2018 prior to the commencement of the marking of the NSC examination. In 2018, additional focus was placed on reducing individual and group variance patterns to ensure better reliability of the total marks awarded to a candidate. To strengthen the training, additional, customised, dummy scripts were provided to chief markers and internal moderators who required an extended opportunity to be authorised in specific questions.

To ensure consistent standards in the marking of small enrolment subjects, the DBE hosted the centralised marking of selected small enrolment subjects, viz.: Four Non-Language subjects, i.e. Agricultural Technology, Agricultural Management Practices, Dance Studies and Music and eight Second Additional Languages, i.e. English, IsiXhosa, Sepedi, Sesotho, IsiZulu and Setswana, and selected First Additional Languages, viz.: Tshivenda, Xitsonga, Setswana; Sesotho, Sepedi, Siswati and IsiNdebele. The 2018 NSC Centralised Marking was scaled up to include the standardisation and marking of South African Sign Language Home Language P1, P2 and P3. Teams comprising both the provincial chief markers, internal moderators and members of the national panel were utilised for the centralised marking.

Standardisation of 2018 NSC Results: From 20 to 23 December 2018, a two-day pre-standardisation meeting was hosted by the DBE involving provincial examination managers to prepare standardisation proposals to be presented to Umalusi on 23 December 2018. Umalusi hosted the standardisation of the 2018 NSC results on 23 December 2018.

2018 NSC Examination Results and Feedback: NSC examination results were processed and released to candidates on 3 January 2019. In order to adequately consolidate all the data to be presented to the PEDs, the stakeholders in education and the media, four reports and a pamphlet/booklet were produced. These reports were released during the release of results on 3 January 2019. The reports produced were as follows:

- A National Senior Certificate Examination Report: 2018;
- A Schools Performance Report which reflected the overall achievement of schools offering Grade 12, over a three-year period;
- A Schools Subject Report which highlighted the performance of each school in terms of their performance in key subjects;
- A Diagnostic Report on learner performance for the 2018 NSC examinations. The Diagnostic Report highlighted areas of weaknesses and provided suggestions for improvement in teaching and learning in 10 high enrolment subjects, English First Additional Language and 11 official Home Languages; and
- An information brochure/pamphlet/booklet targeting learners and parents, providing general information on registration; supplementary examinations; re-marking, re-checking and viewing of examination scripts; higher education institution requirements and appeal processes.

Examinations Administration

Management and Maintenance of the Integrated Examination and Computer System (IECS): System developments and enhancement were processed in accordance with the conduct of the Senior Certificate June 2018 examination and the National Senior Certificate November 2018 examination. All system enhancements, changes and new developments were successfully concluded and implemented. The collection of quarterly data for Grades 3, 6, 9 and 12 was implemented across the system in conjunction with Education Management Information Systems (EMIS) and Curriculum.

New technologies to improve Assessment and Examination Systems: New technologies implemented includes, the E-Registration, E-Reissue, and E-Remark/Recheck. These systems have been tested and implemented across provinces. Enhancements to further refine these systems are being implemented. Business Intelligence is integrated into the examination system and this has contributed to an improved management of data across the system.

TARMI system Phase 1 development has been concluded and the system is active for further roll-out.

Project Management

Managed to ensure compliance with the regulations governing the European Union (EU) - funded General Budget Support (GBS), i.e. mainly Rural Education Assistant Project (REAP). The Project is funded to the value of R 87 488 000 for the period of 2018 – 2020. Current expenditure on the REAP stands at approximately 80%. All quarterly REAP Reports (third and fourth), were submitted to the National Treasury.

During the fourth call (latest) for GBS, DBE submitted nine proposals to the National Treasury, two were awarded support and the projects commenced as of 1 April 2019. The following said projects are funded to the joint value of R119 507 932.00 for the period of 2019 – 2021:

- Technology for Grades 7 to 9; and
- Systemic Improvement of Language and Numeracy in the Foundation Phase.

Business plans for both projects have been concluded and submitted to National Treasury for final approval. The Project Steering Committee (PSC) was established to oversee the implementation of these two Projects (Technology for Grades 7 to 9 and Systemic Improvement of Language and Numeracy in the Foundation Phase).

Partnerships

The DBE managed to facilitate the formalisation of the following nine (9) partnership agreements which were approved: Anglo American South Africa (AASA), Entsika Consulting, Fundza Literacy Trust, Department of Higher Education and Training, Terrapinn Limited South Africa, Biblionef South Africa, Unilever South Africa, National Library of South Africa, and Kamohelo Development Foundation.

Partnerships on Sustainable Educational Programmes - Support of various educational programmes: The DBE facilitated sponsorships and/or donations from various partners of the DBE to support the various DBE sustainable Educational Programmes: Anglo American South Africa (AASA), AVBOB Foundation, New Africa Education Foundation and Partners, Gift of the Givers Foundation, Super Sport - Let's Play, Builders and Hitachi Construction Machinery Project.

Number of Schools benefited – 7 112

Number of learners benefited – 141 752

Number of Teachers benefited – 9 365

Estimated monetary value – R 103 457 600.00

In the Second Quarter, the DBE facilitated an event where the Minister of Basic Education Mrs AM Motshekga, MP and His Excellency, President Ramaphosa launched the **Sanitation Appropriate For Education (SAFE)** Campaign, at which the private sector, generous South Africans, and everyone else would pledge either funds, technical support and/or donations in kind to provide learners with adequate sanitation. The DBE managed to facilitate and receive commitments and/or pledges from various organisations, and the following organisations, just to mention a few: Nelson Mandela Foundation - NMF potential partners, UNICEF, Entsika Consulting - Entsika construction service providers, Industrial Development Corporation (IDC) - IDC construction service providers, Anglo American South Africa; AVBOB and Unilever.

Number of schools to benefit: 3 898

Number of Learners to benefit: 1 167 153

Number of teachers to benefit: N/A

Estimated monetary value pledged: R 265 260.000.00

The following partners contributed to the 2018 National Senior Certificate Exam Results Announcement, 19th National Teaching Awards, 2018/19 National Schools Nutrition Programme (NSNP) Best Schools and District Awards, National Education Excellence Awards, Entsika Consulting, Vodacom Foundation, MTN, Compubooks, Massmart, AVBOB Foundation, Anglo American South Africa, Road Accident Fund (RAF), Industrial Development Corporation (IDC) and Kagiso Trust, School Net South Africa, Chinese Embassy, and Via Afrika.

Number of learners benefited – 975

Number of Teachers benefited – 110

Number of District Directors benefited – 60

Estimated monetary value – R 8 431 000.00

The following partners supported the SAFE initiative: Adopt-a-School Foundation and Afrisam, Norcross SA (PTY) Ltd, Tiger Brands Foundation and Amalooloo.

Facilitation of partnerships on literacy intervention: In support of 1 000 School Libraries Provision and Read to Lead Campaign. The following organisations supported the literacy intervention campaign: New Africa Education Foundation with its various partners, Imperial Logistics - Imperial and Ukhamba, The Nelson Mandela Foundation and AVBOB Foundation.

UNESCO

South Africa through the DBE UNESCO participated in the following:

- UNESCO 204th Session of the Executive Board Meeting, 7 to 14 April 2018, Paris, France.
- Ministerial Forum “Global Dialogue on ICT and Education Innovation”, 17 to 21 April 2018, Moscow, Russia.
- UNESCO Experts meeting on production of resource material on the national liberation movements in the SADC Region, 24 and 25 April 2018, Windhoek, Namibia
- Pan-African High-level Meeting on SDG 4 – Education 2030, 25 to 27 April 2018, Nairobi, Kenya.
- Post General Conference Report back meeting, 25 May 2018.
- Fifth Interregional Meeting of National Commissions, 19 to 21 June 2018, Diani, Kenya.
- International Policy Dialogue on IFAP Priority Areas in the Brics Countries, 4 to 6 July 2018, Cape Town.
- Regional Workshop on Education Statistics for the Africa Region, 9 to 12 July 2018, Dakar, Senegal
- Symposium in Cultural Policy and Sustainable Development, 23 and 24 August 2018, Pretoria.
- The United Nations Convention on the Rights of Persons with Disabilities Committee, 28 and 29 August 2018, Geneva, Switzerland.
- Social and Human Science Sector Committee Meeting, 30 August 2018, DBE.
- Regional SDG 4 Follow-Up, Planning and Monitoring Workshop, 4 to 6 September 2018, Gaborone, Botswana.
- International Conference on Migration, 5 to 7 September 2018, Johannesburg
- Education Sector Meeting, 18 September 2018, Pretoria.
- NATCOM Meeting, 27 September 2018, DBE.
- International Day for Universal Access to Information, 28 September 2018, Pretoria.
- 205 UNESCO Executive Board Meeting from 03 to 17 October 2018 in Paris, France.
- 2018 World Teachers’ Day Celebration 05 October 2018, Pretoria.
- Closing Ceremony for the Step Programme, 31 October 2018, University of Limpopo.
- Annual Meetings and the 11th Policy Dialogue Forum from 5 to 9 November 2018 in Jamaica.
- Transformation Strategy Meeting of NATCOMS of the Southern Africa Region 07 to 09 November 2018 in Ezulwini, Eswatini.
- Bioethics National Committee Meeting on 12 November 2018.
- South African National Commission Youth Forum Meeting on 13 November 2018.
- Education Sector Meeting on 14 November 2018, Pretoria.
- Southern Africa Regional Experts Group Meeting on Capacity Professional Development for Teachers on 14 and 15 November 2018 in Maputo, Mozambique.
- Fifth Meeting of the TCG in Mexico on 15 and 16 November 2018.
- UNESCO Chairs Seminar, 16 November 2018, Pretoria.
- Regional Consultation Meeting on Quality Assurance in Higher Education, 20 and 21 November 2018, Johannesburg.
- Intergovernmental Committee for Physical Education in Sport (CIGEPS) National Committee Meeting, 23 November 2018.

- Regional Capacity Building Workshop on the Reporting, Dissemination and Use of Large-Scale Learning Assessments In Dakar, 27 to 30 November 2018, Senegal.
- Global Education Meeting (GEM 2018), 3 to 5 December 2018, Brussels, Belgium.
- Training on Assisted Voluntary Return and Reintegration, 5 and 6 December 2018, Cape Town.
- End Violence against Children Conference, 19 to 23 January 2019, London, UK.
- High Level Dialogue Under the Program Our Rights, Our Lives, Our Future, 30 January 2019, Accra, Ghana.
- Eight Annual World Radio Day, 13 February 2019.
- International Mother Language Day, 21 February 2019, UNISA.
- Green Skills Forum, 27-28 February 2019, Harare, Zimbabwe.
- CIGEPS Meeting, 2 March 2019, Moscow, Russia.
- Celebrations Of Sign Language As A 12th Official Language In South Africa By UNESCO, The CRL Rights Commission And The National Institute For The Deaf (NID), 12 March 2019, Cape Town.
- UNESCO Information for All Programme (IFAP) Conference, 14 and 15 March 2019, Harare, Zimbabwe.
- MasterCard Foundation Meeting, 18 and 19 March 2019, Addis Ababa, Ethiopia.
- UNESCO Teacher Taskforce First African Region Group Meeting, 18 to 20 March 2019.
- Second Intergovernmental Meeting on the Recognition of Higher Education Qualifications, 18 to 22 March 2019, Paris, France.
- The Launch of the International Year of Indigenous Languages, 20 March 2019, Cape Town.
- Seventh Annual Global Education and Skills Forum (GESF), 23 and 24 March 2019 Dubai, Arab Emirates.
- Extraordinary Session of the Intergovernmental Committee for Physical Education and Sport (CIGEPS), 28 and 29 March 2019, Geneva, Switzerland.

International Relations and Multilateral Affairs

Co-ordination of the Development and Signing Of Bilateral Agreements Supporting Basic Education between South Africa and Other Countries

Co-operation with Turkey: The Department of Basic Education (DBE) signed an Interdepartmental Agreement with the Government of the Republic of Turkey. The agreement focusses on the following areas: General Education; Curriculum and textbooks; Assessment, Evaluation and examinations; In service training of teachers; Special Education (for gifted and disabled students) and Training of teachers; Information Technologies in Education; Technical and Vocational Education.

Co-operation with France: The DBE and the Embassy of France in South Africa signed a non-binding Memorandum of Understanding (MoU) in 2016, the MoU was signed by the Ambassador of the French Republic and the DBE. The co-operation between the DBE and the Embassy focussed on Nutrition Education and French Language teaching in South African Schools.

The DBE and the French Republic started negotiations to expand the MoU to include co-operation in technical vocational education and training and teacher development, amongst others. The negotiations were concluded and the agreement was signed on 28 February 2019 during the eighth SA-France Forum for Political Dialogue hosted in South Africa.

Co-operation with Angola: The DBE and the Ministry of Education for the Republic of Angola signed a co-operation agreement in the field of basic education. The agreement was signed on 29 March 2019 by the Minister in Angola. The agreement focusses on exchange of delegations, exchange of experts and academics, co-operation between institutions, exchange of information, training of technical staff and equivalence in accreditation of qualifications.

Co-ordinate Programmes of Co-operation, including Signed Agreements, with Foreign Governments and Relevant Agencies to Support Basic Education

Co-operation with China: Since the signing of the agreement with China, the DBE has been co-ordinating and monitoring the implementation of programmes with the People's Republic of China. The Chinese government offered a number of short courses for DBE officials and school principals. A School Principal from Halfway House Primary School participated at a "Seminar for Education Administrators from Developing Countries". The course took place from 9 to 29 June 2018. Furthermore, five DBE officials participated in training courses in China. The courses took place in between October and November 2018.

Co-operation with Japan: The Japanese Government through its implementation agency, Japan International Co-operation Agency, assist the Department with the Mathematics, Science and Technology (MST) Education Strategy (2019-2030) which has been approved.

Co-operation with South Korea: The DBE is monitoring the implementation of a MoU between the DBE and the National Institute for International Education (NIIED). A MoU was signed on 20 September 2016 by the NIIED President during his visit to South Africa. The MoU is about the dispatching of volunteer teachers for Mathematics, Computer Studies and Science to South Africa. The Korean government, through their NIIED dispatched 14 teachers for 2018.

Facilitation and Support Participation of the Minister and Deputy Minister to International Meetings and Fora Related in Promoting Basic Education in South Africa.

The DBE successfully co-ordinated the participation of the Minister and the Deputy Minister at the following meetings:

- The Southern and Eastern African Consortium for Monitoring Educational Quality (SEACMEQ) Management Meeting which was held on 18 April 2018 in Gaborone, Botswana;
- The official visit to the Republic of Turkey from 24 and 25 April 2018. The main focus of the visit was on Information and Communication Technology; and vocational education and training;
- The participation of the Deputy Minister at the High Level Global Conference on the Universal Prohibition of Corporal Punishment in the Republic of Malta from 31 May to 01 June 2018; and
- The Deputy Minister participated at the 22nd International AIDS Conference 2018 in Netherlands, from 23-27 July 2018.

Co-ordination of Dialogue between the DBE and Departments of Education of other Countries

Lesotho: The DBE facilitated the hosting of a delegation from Lesotho. The purpose of the visit was for the Lesotho delegation to engage with colleagues from the DBE, Department of Health and the Department of Social Development on the provision of the Integrated School Health Programme. The meeting took place on 13 February 2019 in Pretoria.

Malawi: The DBE facilitated the hosting of a delegation from the Malawian Ministry of Education, Science and Technology from 13 to 15 February 2019. The purpose of the visit was to learn more about the South African basic education sector. The delegation also met with officials from the Gauteng Department of Education.

Participation and Co-ordination of Activities Related to Relevant Multilateral Engagements Supporting Basic Education and Strengthening DBE's Participation in Multilateral Platforms

South Africa annually participates in the Southern African Development Community (SADC) Secondary School Essays Competition. The DBE co-ordinates participation of South African learners in the national and regional leg of

the competition. The DBE awarded the national winners with their prizes on 8 November 2018 during the Council for Education Ministers (CEM) meeting held in the DBE. The following are the winners:

- First place; Anmar Brand (Grade 11), Western Cape;
- Second place; Jenika Vorster (Grade 11), Western Cape; and
- Third place; Dineo Deborah Njoro (Grade 11), North West.

Active Partnerships with Foreign Governments and Agencies Supporting Basic Education

On 14 May 2018, the DBE hosted the World Bank. The 2018 World Development study covered topics related to education. The title of the study was “Realising the promise of Education for Development”. The report was later launched on 20 September 2018 in the DBE.

Co-operation Agreement with United States of America: The DBE represented South Africa at the South Africa-United States of America (USA) Annual Bilateral Forum (ABF) on 22 August 2018. Both the USA and South Africa reported satisfaction with the partnership level of the working group.

4.5.3. PHYSICAL PLANNING

Education Infrastructure Grant (EIG)

The total EIG allocation for the 2018/19 financial year was R9.9 billion. The PEDs were allowed to use a maximum of R45.1 million of this grant in the 2018/19 financial year for the appointment of public servants to their infrastructure units. The transfer of the first instalment of the EIG for 2018/19 financial year was dependent upon the submission of the approved and signed-off tabled U-AMP with prioritised project lists for the 2018 MTEF and a comprehensive maintenance plan by 30 March 2018. The U-AMP must also include the implementation plans for schools affected by natural disasters.

The second instalment was due on 31 May 2018 and dependent on submission of March 2018 Infrastructure reports (IRM). Furthermore, the instalment was dependent on submission of National Education Infrastructure Management System (NEIMS) assessment forms for the fourth quarter of the 2017/18 financial year not later than 27 April 2018. The transfer was also dependent on the report on the filling of posts on the approved establishment for the infrastructure unit in the format approved by National Treasury for the fourth quarter of the 2017/18 financial year and not later than 22 April 2018.

A request for an early transfer was made by the Eastern Cape Department of Education (ECDoE). The Payment Schedule was amended and the transfer was made on 11 May 2018.

The third instalment was due on 31 August 2018 and dependent on submission of the infrastructure plans for all infrastructure programmes for a period of 10 years (including the initial list of prioritised projects) on 29 June 2018. Secondly, the July 2018 infrastructure reports in the format determined by National Treasury and the DBE (IRM). Thirdly, the NEIMS assessment forms for the first quarter of 2018/19 by 27 July 2018. Fourthly, a report on the filling of posts on the approved establishment for the infrastructure unit in the format approved by National Treasury for the first quarter of the 2018/19 financial year within 22 days after the end of the first quarter, and lastly, the conditional grant year-end evaluation report on financial and non-financial performance no later than 31 May 2018.

The fourth instalment was due on 16 November 2018 and dependent on submission of the August Infrastructure reports and NEIMS assessment forms for the second quarter of 2018/19 by 26 October 2018, The Infrastructure Programme Management Plan and procurement strategy for infrastructure programmes envisaged to commence within the period for the Medium Term Expenditure Framework (MTEF) not later than 31 August 2018, and lastly a report on the filling of posts on the approved establishment for the infrastructure unit in the format approved by National Treasury for the second quarter of the 2018/19 financial year not later than 22 October 2018.

The fifth instalment was due on 31 January 2019 and dependent on submission of the December 2018 Infrastructure reports and NEIMS assessment forms for the third quarter of 2018/19 by 23 January 2019, thirdly, a report on the filling of posts on the approved establishment for the infrastructure unit in the format approved by National Treasury for the third quarter of the 2018/19 financial year not later than 22 January 2018. During the in-year adjustments period, KwaZulu-Natal and Western Cape received an amount of R150 million and R26 million respectively to address schools affected by disasters. The said funds increased the EIG allocation to R10 billion and were subsequently transferred to the two provinces on 5 February 2019.

The Mpumalanga and North West fifth instalments amounting to R230 million were withheld for a period not exceeding 30 days due to low spending. Letters of notice to stop and reallocate the fifth instalments were sent to the two provinces. The said amount was subsequently reallocated to Eastern Cape and transferred on 08 March 2019.

As at the end of March 2019, the entire allocation amounting to R10 billion had been transferred to respective PEDs.

National Education Infrastructure Management System (NEIMS)

Overall 99.5% of schools have been provided with basic services (water, electricity and sanitation).

- 99.9% of schools have been provided with Sanitation (23 240 of the 23 259 schools have access);
- 100 % of schools have been provided with Water, (All the 23 259 have been provided with water); and
- 99% of schools have been provided with Electricity (23 039 of the 23 259 have been provided with electricity).

Accelerated Schools Infrastructure Development Initiative (ASIDI)

Replacement of Inappropriate Structures: 21 new schools have been completed in the 2018/19 financial year bringing a total of 222 schools completed since inception. A total of number of 29 schools have not reached practical completion as planned.

Water: 199 projects have achieved practical completion and have been handed over to beneficiaries.

Sanitation: 200 projects have achieved practical completion and have been handed over to beneficiaries.

96 water and 130 sanitation projects planned for completion in 2018/19 financial year have not been completed as the contracts were awarded to small companies in a bid to promote developmental mandate of the Government. The small construction companies have experienced challenges with their cash flows because upfront payments are not done. Progress has been slow because the small contractors only buy materials that their limited cash flow float can allow them.

Cession agreements with the suppliers have been looked at as options whereby the Department will procure the materials in bulk and pay the suppliers directly. The cession route has helped the contractors and the projects have picked up speed.

In the Eastern Cape Province:

- Five (5) schools implemented by the Coega Development Corporation are all above 90% complete but were not completed in the 2018/19 financial year because of site delays relating to SMME's that are struggling to complete the minor external site works that are still outstanding.
- One (1) contractor for Amamfengu has moved off site at the time of the practical completion meeting citing that his company is being liquidated.
- One (1) school implemented by the DBSA is at 98% complete and only snagging items are yet to be completed.
- Four (4) schools implemented by the IDT and the other 4 schools implemented by the National Department of Public Works have been delayed due to inclement weather.

- The four (4) modular schools implemented by the DBE are completed but cannot be handed over because there is no reliable water and electricity from the municipal connections. Generators and water tanks will be brought to the sites to test the contractors' workmanship before practical completion can be issued.
- The projects in the Eastern Cape Province have had challenges brought by the Eastern Cape Black Contractors Association (ECBCA) whereby the association has forcefully demanded that the sites be closed and they be given part of the projects.

In the Free State Province:

- The two (2) schools in the Free State implemented by the IDT are above 92% and 97% complete respectively. The one (1) school by the DBSA is 99% complete and the contractor is attending to the few snag items left before PC can be issued.

4.5.4. PLANNING AND DELIVERY OVERSIGHT UNIT (PDOU)

District Level Planning and Implementation Support

Amended Districts Policy implementation, monitoring and support: A total of 2 000 copies of the amended Policy were printed and provided to 75 districts and all the 9 provincial offices. On-site visits were undertaken in Limpopo and the Eastern Cape, Free State, Northern Cape, Mpumalanga and North West to monitor and support provinces on the status quo regarding policy implementation as well as the development of implementation plans for the amended Policy.

The Amended Districts policy was gazetted on 19 January 2018. The policy provides for a strengthened policy framework for strengthening district and circuit operations and guides on a range of critical areas including:

- Alignment with municipal boundaries;
- District and circuit size norms;
- Common nomenclature;
- Delegations; and
- Minimum staffing norms.

Furthermore, the Policy provides a 7 year period for full implementation and alignment by all provinces, a template for guiding the compilation of these plans was developed and provided to provinces.

Strengthening Circuit Management: The DBE held the first Round Table on Circuit Management on 4 July 2018 as a directive of the HEDCOM Subcommittee on District Co-ordination, Monitoring and Support (DCMS). A total of 68 officials from the DCMS HEDCOM Subcommittee, provinces and stakeholders participated in the Round Table. The Round Table focussed on putting Circuit Managers at the centre of improving educational outcomes in all schools; identifying key skills and capabilities for circuit managers; reflecting on appropriate recruitment and selection processes; and identifying key elements of a multi-year capability building agenda.

The main recommendation coming from the Round Table was the establishment of a Circuit Management Task Team (CMTT) to further engage with the issues under review to appropriately advise HEDCOM through the Subcommittee. The CMTT met through a teleconference on 6 September 2018 to finalise the Terms of Reference (ToR). The task team will create a common understanding of the core functions of Circuit Managers to standardise practice across the system; identify critical skills and capabilities for this level of management; advise the DBE on appropriate levels of appointment and systems of selection and propose critical elements of a basic Capability Building programme for Circuit Managers.

Recommendations on the Job description, Competencies, and Salary structure and Categories (level) of a Circuit Manager were presented to the HEDCOM Subcommittee on District Co-ordination on 05 December 2018 and an updated report was provided in the next meeting of the committee of 20 February 2019.

Fundamentals of Performance (FOP) Self-Assessment for Districts: The Fundamentals of Performance project involved the selected districts that were trained to conduct self-assessment to establish their status on the level of functionality and performance.

Furthermore, District Development Plans for 16 out of the 18 pilot districts were produced. Nine targeted districts (one (1) in each province) were trained on the self-assessment to establish their functionality and performance using the FOP Framework.

Report back sessions were finalised and District Development Plans were produced for the nine targeted districts (one (1) in each province) in 2018. The District Development Plans were developed on the basis of the outcomes of the self-assessment that identified issues and constraints that must be addressed to improve district performance and functionality. By end of 2018/19, a total of 35 which constitutes (50%) of districts had already been trained across all the provinces.



Fundamentals of Performance self-assessment report back session in Eden and Karoo district, Western Cape

A total of 24 provincial district co-ordination senior managers and selected district directors were trained on the process of the Fundamentals of Performance for districts during a centralised workshop that was convened on 28 and 29 March 2019 at the DBE. The purpose was to establish a pool of localised expertise of FOP champions in each province. A total of 28 officials from seven provinces (Free State, Gauteng, KwaZulu-Natal, Mpumalanga, Northern Cape, North West and Western Cape) including senior district co-ordination officials were trained to rollout the project in the remaining districts in their provinces.

Minister's meeting with district directors: The first quarter Minister's meeting with district directors took place on 5 and 6 July 2018, where 85 district directors attended. The meeting focused on enabling the sector to measure the impact of the implementation of plans and the interventions at the midpoint of the academic year. There was a reflection by provinces on learner performance trends and possible improvements for 2018 including strategies to improve performance in the General Education and Training (GET) Band.

The last Minister's meeting with district directors for 2018 took place on 06 and 07 December 2018 at the DBE. The meeting focused on the end of year assessments and examinations. There was a reflection by provinces on learner performance during the third term and what their expectations were for the 2018 Grade 12 examinations results.

The first meeting between the Minister and district directors for 2019 took place on 21 and 22 February 2019 at the DBE. The meeting focused on the analysis and implications of the State of the Nation Address (SONA) for the sector; end of year learner performance as well as plans for improvement in 2019; and sharing of information and best practices to improve learner achievement levels across the country.

National Education Excellence Awards: The 2018 National Excellence Awards ceremony to recognise excellence and consistent improvement in districts and schools was held on 06 April 2018 in Pretoria.

A group comprising six school principals and three district directors who were first prize recipients during the awards attended the Inspiring Leadership Conference in Birmingham, United Kingdom (UK) from 12 to 16 June 2018. The conference focussed on school leadership. The purpose of the visit was to provide exposure to international best practice.



2018 National Education Awards recipients attending the Inspiring Leadership Conference in Birmingham, UK.

Another cohort of eight district directors that won during the 2018 Awards ceremony undertook an international study tour trip to France from 08 to 12 October 2018. The purpose was to gain exposure to excellence in international education management and best practice. The draft proposal with categories and provincial nominations procedures for the 2019 Awards was developed, largely refining those of the previous year.

The DBE awarded prizes to a total of 10 categories to 32 districts and 29 to schools during the 2019 National Education Excellence Awards ceremony that was held in Gauteng on 15 March 2019. The Awards focused on awarding top performers on the consistent improvement and excellent performance of districts and schools. The prizes included international study tours, tools of trade, e.g. desktop printers, robotic kits and sound bars and certificates in Gold – first position, Silver – second position and Bronze – third position.

School principals' satisfaction survey: The 2018/19 survey implementation plan was developed. The plan included a varied approach to data collection utilising officials in the branch as well as the unemployed graduates as field workers. Specifications for drawing the sample of schools that participated in the survey were developed to guide the sampling process.

Data collection in the sampled schools took place during February 2019. To date, responses have been received from 747 (69%) out of the 1 080 sampled schools. Data analysis is underway to report the percentage of school principals that were satisfied with the support they received from district offices in the 2018 academic year.

District support to underperforming districts: On-site visits were conducted in 11 districts in Limpopo, KwaZulu-Natal and Eastern Cape utilising district directors of high performing districts from Gauteng. The three provinces were targeted because of the districts that performed below 70% in the 2018 National Senior Certificate results, are located in these provinces. A total of 369 district officials in the three provinces participated in the programme with 76 district managers and circuit officers mentored during this financial year. The purpose of the visits was to analyse plans as well as sharing of experiences of how high performing districts do and the sharing of good practice.

Mentorship programme: A visit to underperforming districts during this financial year was conducted by the DBE. In this financial year, the DBE used the programme to:

- evaluate the work done by past mentors;
- evaluate impact of the programme in improving the NSC results; and
- identify areas of struggle and the possibility to extend the mentoring to other provinces. Mentors that have served over the past three years have to be replaced by new mentors.

A total number of 15 districts in Eastern Cape, KwaZulu-Natal and Limpopo were identified for mentoring visits for the new financial year.

Six mentors were appointed to support the 11 (14.6%) identified districts still performing below 70% in the National Senior Certificate (NSC) results. The districts are spread across two provinces, namely Eastern Cape and Limpopo. An orientation session was conducted at the DBE on 18 February 2019 to prepare for individual mentors' support of identified districts. Introductory and reception meetings were conducted in the relevant provinces.

Capability building programme for district officials: The data management, analysis and utilisation training close out report for the training of 59 district officials concluded at the end of the 2017/18 financial year. The training was meant to capacitate district officials with data skills for reporting, evidence-based planning and interventions to improve learning outcomes.

Continuing activities: Monitoring and support for the development of the amended districts policy multi-year implementation plans continues. Provinces are expected to report in April 2019.

The work to strengthen circuit management is underway with proposals and recommendations to HEDCOM for the salary levels and the broad capability building framework under development.

Data collection, analysis and reporting on the school principals satisfaction survey continues to reach scientifically acceptable levels of reporting from the percentage of responses received.

Mentorship of underperforming districts will intensify in the 2019/20 financial year since mentors were only appointed at the end of 2018/19 financial year.

School Level Planning and Implementation Support

Strengthening the utilisation of performance data for improved performance: School Improvement Support Co-ordinators (SISCOs), led by provincially-based Project Managers, continued working with 135 Circuit Managers in 30 districts to strengthen the utilisation of data to craft interventions to improve learner performance.

The endeavours of SISCOs in 135 circuits that performed below the provincial average have yielded positive results. The initiative potentially impacted on a total 3 375 schools. Of the 30 districts identified, 27 improved their performance in 2018 National Senior Certificate (See Table 1 below), while only three (3) districts declined. All participating education districts in the Eastern Cape, Free State, Gauteng, Mpumalanga and KwaZulu-Natal, improved in performance in 2018 NSC. Some proportion of this performance improvement may be attributed to the improvement in performance of the targeted circuits, as shown in the table below.

Table 39: Number of participating districts that improved performance in the NSC 2018

Province	No. of districts on intervention	Increase in learner performance
Eastern Cape	4	4
Free State	4	4
Gauteng	4	4
KwaZulu-Natal	5	5
Limpopo	4	3
Mpumalanga	4	4
Northern Cape	2	1
North West	3	2
National	30	27

Focus on Circuits Performance: A total of 106 of the 135 circuits showed improvement in NSC 2018. Three (3) circuits in KZN, seven circuits in the Free State, five circuits in Limpopo, five in Northern Cape and three in the North West provinces decreased in performance while all the Gauteng circuits improved in NSC performance.

Table 40: Number of participating circuits that improved performance in the NSC 2018

Province	No. of circuits on intervention	Increased in learner performance
Eastern Cape	29	25
Free State	18	11
Gauteng	04	04
KwaZulu-Natal	35	32
Limpopo	16	11
Mpumalanga	15	13
Northern Cape	10	5
North West	08	5
TOTAL	135	106

The focus for this financial year was on building new and strengthening existing professional relationships with Circuit Managers and institutionalising a culture of utilising learner performance data to craft evidence-based interventions.

SISCOs held monthly interactive meetings with Circuit Managers where they assisted them to analyse the latest available performance data; identify trends and craft or refine intervention strategies; craft intervention strategies to support high risk learners; improve the quality of Circuit Academic Improvement Plans (CAIPs); identify and utilise top performing schools and teachers to support other schools and teachers; establish Professional Learning

Communities to share best practice in their circuits; support circuit managers at principals' meetings; and facilitate quarterly feedback meetings with district directors to review progress and identify areas that require the District Director's intervention.

Interactive meetings with Circuit Managers:



Eastern Cape



Mpumalanga



North West



Gauteng

SISCOs continue assisting Circuit Managers to review CAIPs each quarter after analysis of performance data. Circuit Managers and SISCOs continue promoting the establishment of Professional Learning Communities for subject teachers and school management teams.

Identification, Management and Support of underperforming schools: The 2017/18 financial year marked the third year of implementation of the Circular on the identification, management and support of underperforming schools. During the three year period of implementation, insights were gained and lessons learnt from provincial best practice. In line with this development, the Minister issued Circular D2, which provided strengthened criteria for the identification, management and support of underperforming schools. Circular D2 introduced, inter alia, a strengthened focus on mechanisms to deal decisively with underperformance through various consequence management processes.

By 30 August 2018, nine PEDs had submitted reports to the DBE. In these reports, the provinces identified both primary and secondary schools as well as challenges that led to the underperformance. The identification of underperforming primary schools was a major improvement in that previously the majority of provinces focussed on the identification of underperforming secondary schools only.

Table 41: Number of underperforming schools identified in all provinces in 2018/19 financial year

Province	Primary Schools	Secondary Schools	Chronically Underperforming Schools
Eastern Cape	80	41	43*
Free State	313	19	02
Gauteng	273	62	06
KwaZulu-Natal	932	487	406
Limpopo	971	695	305
Mpumalanga	246	141	25
Northern Cape	245	65	09
North West	51	98	57
Western Cape	52	58	02
TOTAL	3163	1666	855

*The Eastern Cape only submitted schools from one (1) district.

The reports that have been submitted point to a range of challenges that were identified as the cause of underperformance in the identified schools, namely shortage of teachers in critical subjects often leads to the appointment of unqualified and/or underqualified educators, weak systems for curriculum management support, supervision and monitoring; schools do not adhere to the National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement (Grade R-12), resulting in the inappropriate promotion and progression of learners; inappropriate subject packaging often leads to incorrect combinations of subjects and negative implications for staffing; learners do not have access to relevant textbooks and other learning support materials (e.g. Mind the Gap study guides) in some schools; Academic Performance Improvement Plans (APIPs) are not informed by (performance) data available at school level, often leading to inappropriate interventions and poor quality of assessment tasks in some schools, thus depriving learners of the opportunities to apply and/or test their knowledge and skills.

Minimising the impact of service delivery protests on teaching and learning: In 2016, the South African Human Rights Commission (SAHRC) released the Report on the National Investigation into the Impact of Protest-related Action on the Right to a Basic Education in South Africa. The report highlighted that community protest actions were largely caused by matters that have nothing to do with the provision of basic education and when protests occur, learners are physically barred or intimidated from attending school, and infrastructure on which learners rely to access education is often damaged or destroyed. In protesting for their service delivery needs, communities and other groups often violate access to the right to a basic education. In dealing with community protests, the DBE has developed a **Draft Sector Plan** to help guide provinces on the comprehensive management of protest related disruptions when they occur.

The draft Sector Plan includes, but is not limited to:

- advocacy to prevent disruptions to schooling;
- management and intervention at site level when an incident occurs; and
- minimising impact post incidents.

While the draft Sector Plan undergoes the process of consultation with various stakeholders, the DBE has set up a reporting and consolidation mechanism to ensure that all such community protest actions are monitored and reported on a quarterly basis or as incidents occur. PEDs shall be expected to submit reports to the DBE on all schools which have been affected by community protests during the first quarter of the 2019 academic year and indicate what actions they have taken to ensure that learners are not adversely affected.

4.5.5. CUSTOMER RELATIONS MANAGEMENT AND NATIONAL CO-ORDINATION

Provincial Monitoring

The purpose of the Provincial Monitoring in the DBE is to improve the quality of education delivery through improved co-ordination, oversight, and support to provinces. The functions include the provision of an effective customer relations and problem solving system for the sector; to develop school calendars for public schools and to co-ordinate visits to schools. Customer management and problem solving is managed primarily through the DBE's Call Centre, referrals from the Presidential Hotline and walk-ins. The sector has since developed strategies to deal with the issues that affect education delivery in the country to ensure effective curriculum delivery. School Readiness Monitoring assesses the readiness of schools for the year ahead and this continues to improve yearly.

Call Centre

The Call Centre was established to provide a communication service between the Department and its clientele. This is done through the toll free line, the website of the Department and through emails. The DBE clients also have an opportunity to leave voice messages if they call after hours and the Call Centre Agents revert to them the next day with feedback. The general public also has the opportunity to escalate cases to the Presidency through the Presidential Hotline.

The Presidential Hotline (PHL)

The average resolution rate for the PHL enquiries during the year under review is 99.60%. 14 cases were received from the Presidency during the financial year and these were resolved.

Provincial Education Departments (PEDs PHL): The turnaround time for the resolution of cases has improved.

Toll free line (0800 202 933): The Call Centre successfully resolved **9 076** cases that were received through the toll free line compared to **7 395** cases that were resolved during the previous year. This may be attributed to the new projects that were introduced by the DBE. There were **2 403** cases during the first quarter, **2666** for the second quarter, **1 600** for the third quarter and **2 407** in the fourth quarter. While enquiries pertaining to learner admissions and certification remained high, during the 2018/19 financial year, requests for information regarding projects like the Second Chance Matric Programme and e-Services online registrations were also amongst the highest.

The increase in the number of cases received during the last quarter may be attributed to queries regarding the placement of learners in schools and the Funza Lushaka bursary applications. However, the Business Process for Learner Admissions that was approved by HEDCOM and CEM made a huge difference in guiding the admissions process hence the decline in the number of admission enquiries compared to the previous financial year.

Website Enquiries: This was introduced to afford the public the opportunity to send queries via email, 4 248 enquiries were resolved in 2018. The breakdown is as follows: Quarter 1: 1669; Quarter 2: 838; Quarter 3: 692; and Quarter 4: 1049.

Correspondence: The DBE worked together with PEDs and resolved 241 of the 309 cases that were reported to the DBE. These were related to challenges regarding admission of learners, complaints about ill-treatment of learners by teachers, matric certificates, suspension and expulsion of learners, human resource matters, school management and governance.

Professional Support to Parliamentarians

The DBE supported the Portfolio Committee (PC) on Basic Education in its oversight visit to Ngaka Modiri Molema and Dr Ruth S Mompoti Districts in the North West province in August 2018. The purpose of the visit was to check progress made in addressing issues that were raised during the previous visit and to assess the state of readiness for the 2018 National Senior Certificate examinations. The PC also visited schools that were affected by the service delivery protests. Progress has been made by the province in addressing the following:

- The provision of learning and teaching support material. The province reported 100% LTSM delivery and the retrieval of textbooks has improved;
- It received unqualified audit report for five (5) consecutive years;
- The provision of teachers for critical subjects;
- Provision of Learner Transport;
- Addressing infrastructural challenges;
- Management of the National School Nutrition Programme;
- Roll out of ICT;
- Addressing problems related to the provision of water, electricity and sanitation;
- Improving expenditure for Conditional Grants, particularly Mathematics, Science and Technology; and
- The provision of tools of trade for professional staff.

The PED made good progress in addressing the issues, however, the province was struggling to fulfil some of its obligations due to budgetary constraints.

National and Provincial Co-ordination

Publication of School Calendars: The 2020 School Calendar was published on 11 January 2019 and the Proposed 2021 School Calendar was published on 14 March 2019.

School Readiness Monitoring for 2019 Academic Year: The January 2019 School Readiness Monitoring visits to assess the readiness of schools for the start of the new academic year was conducted to 218 schools in 14 districts between 09 and 18 January 2019. This includes the schools that were visited by the President and the Ministry. These visits were preceded by the Pre-closure School Readiness Monitoring visits which was conducted between 19 and 30 November 2018 in 168 schools in 17 underperforming districts.

Generally, the schools were ready for the opening of schools in January 2019. The admission of learners had been finalised by some of the schools while others were concluding late admissions. Gauteng reported that all learners who applied through the online system were placed. The province was still handling those applications done manually.

All schools visited reported that post establishments had been received and where there were vacancies, the posts had either been profiled or they had been advertised. The majority of schools (98%) had received workbooks, stationery and textbooks. All visited schools were fenced while at some schools access was not controlled. There was evidence that some schools were receiving support from the districts and the province.

4.5.6. NATIONAL EDUCATION EVALUATION AND DEVELOPMENT UNIT (NEEDU)

NEEDU was responsible for three projects in the 2018/19 financial year: Management of *Schools that Work II* findings, investigation into the use of the Department of Basic Education (DBE) workbooks in the system, and the examination of the characteristics of districts that work across the provinces.

Management of *Schools that Work II* findings: Following the launch of the report on *Schools that Work II* by the Minister, NEEDU undertook the following actions to ensure that the findings from this study lead to system-wide improvement:

Distribution of reports to schools: Copies of the report were couriered to all district offices. Districts were requested to distribute a copy per school. While secondary schools and district officials received copies of the main report, to save costs, a more streamlined and a shorter version of the report was shared with all primary schools. Copies of the report were also shared with all District Directors and other district officials.

Provincial roadshows to present best practices from the *Schools that Work II* study to underperforming schools: The objectives of the best practice sharing session were to:

- Share best practices with schools which are not only common to schools that work and to successful and improving schools that were sampled in the *Schools that Work II* study, but have also been tried and tested as reported in the international research studies.
- Encourage schools to reflect on how the best practices can serve as a starting point for schools' self-introspection, and to attempt to replicate the best practices that are exhibited by schools that work to improve the learning outcomes and close the achievement gaps by following the four simple steps listed in the document entitled *Replicating best practices from the schools that work*, which was shared with the participants.
- Encourage districts to draw upon the best practices in the *Schools that Work II* study to increase both their understanding of the challenges schools face and the potential they have for improving learning in all schools that they serve.



Participants were divided into six commissions. These Commissions were purposefully organised in terms of the chronological steps that schools are expected to follow in a school improvement planning process, as outlined in the National Policy on Whole-School Evaluation (Government Gazette, Volume 33, No. 22512 of 26 July 2001).

Best practices from the *Schools that Work II* study were shared with the principals of underperforming primary and secondary schools in 35 clusters (28 in 2018/19 financial year) across the eight provinces, excluding the Northern Cape.

The sharing of good practices from the *Schools that Work II* study involved over 9 000 teachers, principals, district and provincial officials in eight provinces (excluding Northern Cape) from 70 districts. This figure excludes parents and learners, who also attended the roadshows. Following is the breakdown of the number of participants:

Provincial Officials	District Directors	Circuit Managers	Other District Officials	SMT Primary Schools	SMT Secondary Schools	Teachers	TOTAL
74	56	392	1 046	4 586	2 668	228	9 050

Thematic messages to schools through policy briefs: The best practices in the *Schools that Work II* report were further packaged in a more user-friendly format in the form of policy briefs. Each policy brief addresses one (1) good practice that is employed by the schools that work. In addition to uploading these policy briefs on the Department of Basic Education (DBE) website and alerting the principals of underperforming schools through SMS when a policy brief has been uploaded on the website, 2 000 sets of 22 policy briefs were printed for distribution to district offices and underperforming secondary schools.

Analysis of data on the use of workbooks developed by the DBE: Data was analysed to prepare a report on how teachers use the DBE workbooks in schools. Data collected included:

- Transcripts from over 500 teachers and district officials on the use of DBE workbooks;
- Over 400 learners' written work in the workbooks to examine how teachers use workbooks; and
- Over 600 learners' written work in exercise books and annual teaching plans.

District that Work study: Data collection instruments were developed and pilot-tested. Following the piloting of the instruments, a sample of 42 districts and 120 schools were visited to collect different types of data, including the following:

- Interviews with over 500 district officials;
- Interviews with over 300 principals and teachers about the frequency and the quality of support they receive from their district officials; and
- Collection of 550 different documents from districts, including district improvement plans and school support plans.

4.5.7. PROGRAMME PERFORMANCE INDICATORS

Strategic objectives	Performance Indicator	2017/18		2018/19		
		Actual Achievement	Planned Target	Actual Achievement	Deviation from planned target	Comment on deviations
4.1. Provide data on learner performance through the setting of question papers, administering the examinations and data analysis of the National Examinations and assessments conducted periodically	4.1.1. A bank of Language and Mathematics test items for Grades 3,6 and 9 developed	3 485 test items developed	200 (Annually)	328	+128	Number of items developed was exceeded because the pilot study requires more items to trial out.
	4.2.1. Number of NSC reports produced	4 reports were produced	4 reports (Annually)	4 reports	No deviation	N/A
	4.2.2. Number of question papers set annually for NSC and SC	376 question papers set	260 (Annually)	260	No deviation	N/A
	4.3.1. Number of new schools built and completed through ASIDI.	12 schools were recorded as completed in 2017/18	50 (Annually)	21	-29	Contractors in the Eastern Cape Province with cash flow problems, some facing liquidation were unable to meet targets. Construction was affected by inclement water. Some schools could not be completed due to unreliable water and electricity in the areas where the schools are located. There was closure of sites by concerned groups of contractors and PSP demanding that they be awarded some of the projects.
4.3. Provide basic infrastructure services (water, sanitation, electricity) and replace schools built using inappropriate materials on an annual basis in order to improve the conditions under which learners are taught	4.3.2. Number of schools provided with sanitation facilities through ASIDI	29 practical completion certificates were received in 2017/18	286 (Annually)	200	-86	Contractors are experiencing cash flow problems and they cannot advance payments required for materials delaying the implementation of the projects. Poor contract management by IAs that cannot identify poor performing contractors.
	4.3.3. Number of schools provided with water through ASIDI	43 practical completion certificates were received in 2017/18	325 (Annually)	199	-126	Contractors are experiencing cash flow problems and they cannot advance payments required for materials delaying the implementation of the projects. Poor contract management by IAs that cannot identify poor performing contractors.
	4.3.4. Number of schools provided with electricity through ASIDI	17 practical completion certificates were received in 2017/18	-	-	-	-

Strategic objectives	Performance Indicator	2017/18		2018/19		
		Actual Achievement	Planned Target	Actual Achievement	Deviation from planned target	Comment on deviations
4.4. Promote the functionality of schools through the institutionalising of a standardised school administration system, designed to assist with school management and reporting to a national information system on an ongoing basis	4.4.1. Percentage of public schools using the standardised school administration system (SA-SAMS) for reporting	98.5 % 22 029/22 364	98% (Annually)	98.2% 21 674/22 080	+0.2%	Provincial and DBE circulars on submitting data for quarterly reporting using SA-SAMS e.g. Learner attendance and learner performance, thus promoting the use of SA-SAMS.
	4.4.2. Number of provinces monitored by DBE officials for implementation of LURITS annually	97.7% 12 305 459/12 595 742	1 report covering 9 provinces monitored (Annually)	1 report covering 9 provinces monitored	No deviation	N/A
	4.5.1. Number of officials from districts that achieved below the national benchmark in the NSC participating in a mentoring programme	52	30 (Annually)	76	+46	Support visits were conducted by the DDG PDOU to evaluate the past cycle of mentoring and the impact thereof as well as to set a new tone in terms of areas to mentor with the districts for the next cycle. This created a positive tone in all provinces and an increase in district and circuit managers availing themselves
4.5. Mentor and assess the performance of districts on an annual basis in order to strengthen the capacity of districts to support schools	4.5.2. Percentage of school principals rating the support services of districts as being satisfactory	An improvement plan has been developed	71% (Annually)	75% 560/747	+4%	Various interventions have been undertaken over the last 3 years to monitor and strengthen district support to schools, e.g. Induction of newly appointed district directors and circuit managers; data management and analysis training – all geared towards improving district interactions with schools.
	4.5.3. Percentage of district managers assessed against developed criteria	80% (4/5)	90% (Annually)	100% 13/13	+10%	The administration of competency assessments is now mandatory and has to be undergone by all new permanent appointees.

4.1 PROGRAMME MANAGEMENT, PLANNING, INFORMATION AND ASSESSMENT

	2018/19						2017/18		
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	3 350	-	120	3 470	3 429	41	98.8%	3 505	3 490
Transfers and subsidies	-	-	-	-	-	-	-	-	-
Payments for capital assets	20	-	-	20	20	-	100.0%	1	-
Payments for financial assets	-	-	-	-	-	-	-	-	-
Total	3 370	-	120	3 490	3 449	41	98.8%	3 506	3 490

4.2: FINANCIAL PLANNING, INFORMATION AND MANAGEMENT

	2018/19						2017/18		
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	46 677	-	1 720	48 397	47 810	587	98.8%	40 200	38 267
Transfers and subsidies	2	-	2	4	3	1	75.0%	774	686
Payments for capital assets	296	-	1 044	1 340	1 495	(155)	111.6%	1 310	1 585
Payments for financial assets	-	-	4	4	6	(2)	150.0%	55 636	55 635
Total	46 975	-	2 770	49 745	49 314	431	99.1%	97 920	96 173

4.3: SCHOOL INFRASTRUCTURE

Economic classification	2018/19						2017/18		
	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	164 338	-	9 196	173 534	153 023	20 511	88.2%	164 875	177 093
Transfers and subsidies	10 093 563	-	5	10 093 568	10 093 568	-	100.0%	10 467 293	10 467 385
Payments for capital assets	2 121 095	-	(257)	2 120 838	1 946 726	174 112	91.8%	1 599 896	1 617 775
Payments for financial assets	8	-	8	16	23	(7)	143.8%	20	19
Total	12 379 004	-	8 952	12 387 956	12 193 340	194 616	98.4%	12 232 084	12 262 272

4.4: NATIONAL ASSESSMENTS AND PUBLIC EXAMINATIONS

Economic classification	2018/19						2017/18		
	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	224 437	-	(18 720)	205 717	190 994	14 723	92.8%	195 493	150 945
Transfers and subsidies	131 838	-	(612)	131 226	131 226	-	100.0%	128 164	127 954
Payments for capital assets	140	-	6 061	6 201	8 763	(2 562)	141.3%	114	3 266
Payments for financial assets	16	-	10	26	32	(6)	123.1%	240	238
Total	356 431	-	(13 261)	343 170	331 015	12 155	96.5%	324 011	282 403

4.5 NATIONAL EDUCATION EVALUATION AND DEVELOPMENT

	2018/19					2017/18				
	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	
Economic classification										
Current payments	19 757	-	(105)	19 652	19 599	53	99.7%	20 207	20 113	
Transfers and subsidies	335	-	-	335	335	-	100.0%	492	492	
Payments for capital assets	60	-	120	180	179	1	99.4%	50	49	
Payments for financial assets	2	-	-	2	1	1	50.0%	15	15	
Total	20 154	-	15	20 169	20 114	55	99.7%	20 764	20 669	

4.6 PLANNING AND DELIVERY OVERSIGHT UNIT

	2018/19					2017/18				
	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	
Economic classification										
Current payments	26 207	-	603	26 810	25 204	1 606	94.0%	22 642	20 787	
Transfers and subsidies	106 017	-	6 083	112 100	112 099	1	100.0%	99 960	99 960	
Payments for capital assets	144	-	(73)	71	71	-	100.0%	62	49	
Payments for financial assets	11	-	5	16	32	(16)	200.0%	8	8	
Total	132 379	-	6 618	138 997	137 406	1 591	98.9%	122 672	120 804	

4.6. PROGRAMME 5: EDUCATIONAL ENRICHMENT SERVICES

PURPOSE

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

LIST OF SUB-PROGRAMMES

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

STRATEGIC OBJECTIVES

- To monitor the provision of nutritious meals served in identified public schools annually to enhance learning capacity and well-being of learners;
- To promote the participation of learners in enrichment and co-curricular activities in order to make a positive impact on learning;
- To monitor the implementation of the National School Safety Framework (NSSF) in 185 Hot Spot Schools by 2019/20 in order to attain safe, caring and violence-free school environments; and
- To contribute to the reduction of new infections and the impact of HIV and TB by providing a caring, supportive and enable environment for learners, educators and support staff.

PROGRAMME OVERVIEW

The Programme: Educational Enrichment Services is responsible for developing programmes and policies to improve the quality of learning in the basic education sector. Schools have an important role to play in promoting the overall well-being of learners by contributing to better learning, physical and psychological health. 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 2019: *Towards the Realisation of Schooling 2030*. The Programme contributes to the following sector goal on learner well-being:

Action Plan Goals on Learner well-being

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

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

- Health and Nutrition;
- Safety and Enrichment; and
- Social Cohesion and Partnerships.

By working collaboratively with PEDs in developing policy, providing guidelines and institutionalising support in these core policy areas, the DBE contributes to the improved quality of basic education with special focus on learner wellbeing. A summary of the activities for this programme is elaborated below.

PROGRAMME SUMMARY AND PERFORMANCE INFORMATION

4.6.1. CARE AND SUPPORT IN SCHOOLS

Health Promotion

Conduct Health Promotion programmes monitoring visits: The annual target was to conduct 40 school visits and monitor the Health Promotion programmes and 42 school visits were conducted.

Standardisation of the Learner Support Agent (LSA) contracts: The draft LSA contract was submitted to Legal Services for legal opinion. Further consultations will be carried out over to the 2019/2020 financial year for finalisation.

Conduct School-Level training of the LSAs in Free State and Limpopo provinces: The DBE supported training of LSAs in Limpopo Province held on 26-27 February 2019. A total of 75 principals and LSAs from Waterberg and Vhembe districts were trained.

Support the CSTL Integrated Care and Support Operations: The target was to support the Integrated Care and Support Operation in Limpopo and North West provinces. Build-up activities were conducted from October to November 2018 in the ten (10) selected schools in Bojanala District. The activities of the operation focused on safety and protection and health screening, reaching 3 875 learners; psychological health and wellness for 104 educators and school support staff; and dialogues with 871 parents lobbying for their support of the provision of sexual and reproductive health services for learners, as part of the DBE National Policy on HIV, STIs and TB for Learners, Educators, School Support Staff and Officials in all Primary and Secondary Schools in the Basic Education Sector.

Scripted Lesson Plans (SLPs) for the Intermediate Phase and Further Education and training: The annual target was to develop two (2) sets of SLPs on sexuality education for the Intermediate Phase (IP) and Further Education and Training (FET). A total of 53 SLPs for IP and FET were developed and piloted in five (5) Activity districts in Free State, Gauteng, KwaZulu-Natal, Mpumalanga and Western Cape provinces. The SLPs underwent a series of reviews from the Curriculum Working Group (CWG) and DBE Technical Support Unit.

Support the implementation of the Adolescent and Young Women and Girls programme funded by the Global Fund: The annual target was to reach 85 000 girl learners with a combination package of interventions offered in the Adolescent Girls and Young Women programme for 10 to 19-year-old learners. By December 2018, a total of 89 053 learners were reached through the Soul Buddyz programme (18 655) in primary schools and Keeping Girls in School programme (70 398) in secondary schools.

Support educator training on sexual and reproductive health for learners: The annual target was to train 20 000 educators on sexual reproductive health for learners. A total of 19 955 were trained by provinces.

Support provinces on the procurement and distribution of LTSM on Sexual and Reproductive Health (SRH) to schools: The annual target was for provinces to distribute 400 000 LTSM on SRH. A total of 476 011 LTSM was distributed to schools in all provinces.

Host two (2) Joint Life Skills and CSTL Inter-provincial meetings: The annual target was to host two (2) Joint Life Skills and CSTL Inter-provincial meetings. Two (2) inter-provincial meetings were held on 10 – 12 July and 09 – 11 October 2018, respectively.

Hold oversight and management meetings in provinces: The annual target was to conduct nine (9) oversight management meetings to monitor the implementation of the HIV and AIDS Life Skills Education conditional grant. A total of seven (7) oversight visits were conducted in five (5) provinces between July 2018 and March 2019 (2 GP; 1 KZN; 2 LMP, 1 NW; 1 EC). The meeting with Western Cape was postponed to April 2019, during the evaluation of conditional grants for 2018/2019.

Host the 2018 DBE World AIDS Day (WAD) Commemoration in partnership with the EC province: The DBE WAD Commemoration was held at Pondolwendlovu Senior Secondary School in OR Tambo district on 30 November 2018. Build-up activities towards the DBE 2018 WAD Commemoration that included learner and parents' dialogues on the DBE National Policy and the provision of Sexual and Reproductive Health (SRH) services to learners were held between 12 and 23 November 2018; The learner health and wellness services were provided by the Department of Health (DOH); and Psychological and financial wellness for educators and school support staff were led by Employee Health and Wellness and Old Mutual from 26 to 30 November 2018. Build-up activities reached 1 734 learners; 375 parents; and 77 educators and school support staff from 11 participating schools.

Facilitate advocacy and social mobilisation workshop on the DBE National Policy on HIV, STIs and TB for Learners, Educators, School Support Staff and Officials in all Primary and Secondary Schools in the Basic Education Sector in provinces: The target was to conduct six (6) Advocacy workshops in six (6) provinces. A total of eight (8) workshops were conducted in FS, GP, KZN, LP, MP, NC, NW, and WC. The workshops were conducted between February and August 2018.

Revise the School policy pack in accordance with the HIV and TB Policy: The annual target was to develop the Policy Implementation Plan and revise the school Policy Pack (abridged policy, revised strategy, primary and secondary school exemplars). The Abridged Policy, the primary school and secondary school policy exemplars, "how to guide" as well as the Field Guides to HIV, STIs and the Field Guide to TB have been approved.

Support capacity building of educators on the online Comprehensive Sexuality Education (CSE) course in provinces: The annual target was to support two (2) provinces to roll-out the online CSE training. Three (3) provinces were supported on the online CSE training, namely EC, LP, and NC.

Facilitate the implementation of the Integrated School Health Programme in partnership with DOH and other partners: The target was to support the provision of health services package to 1 200 000 Grades 1, 4, 8 and 10 learners in partnership with DOH. During 2018 academic year, 1 348 889 learners received health services.

Support the implementation of the National deworming programme in schools in collaboration with NSNP: Over 8 000 000 learners were dewormed in 2018 and the WHO has approved 9 063 000 deworming tablets for 2019.

Develop Advocacy leaflets on the Care and Support for Teaching and Learning (CSTL) Programme: The target was to develop two (2) leaflets of the advocacy material on the CSTL programme. The two (2) leaflets were developed.

Expand appointment and placement of Learner Support Agents (LSAs) in schools: The annual target was to appoint 3 000 LSAs and place them in schools. A total of 2 658 LSAs were appointed, trained and placed in schools. However, the appointment of LSAs in the Free State province was delayed to the beginning of the 2019-2020 financial year and they will be trained and placed in schools in April 2019.

National Policy on Learner Pregnancy: An article for the Thuto and the DBE website on gazetting the Learner Pregnancy Policy was published in July 2018. The public comments were consolidated and sent to the consultants to review the draft policy. Due to the delays in incorporating the public comments into the Draft Policy, the contracts of the consultants lapsed and the revisions on the policy were delayed. UNESCO has extended the contracts of the consultants and the task will be carried over to the 2019/20 financial year.

School Nutrition

Monitoring School Feeding: A total of 137 schools were monitored against the Annual Performance Plan (APP) target of monitoring and supporting 110 schools. This exceeds the target by 27 schools. The aim was to monitor the implementation of the programme to assess performance against requirements of the Grant and for accountability. Generally, most schools visited served compliant menus and quality meals as prescribed with the exception of a few that had challenges with delivery of fresh vegetables and fruits. The latter was immediately addressed with School Principals and contracted suppliers of food. Cooking and preparation areas remains the greatest challenge in the programme, as many schools do not have proper structures.

Warehouse Monitoring: 20 warehouses were successfully monitored as per the annual target. The monitoring and support of warehouses ensure that premises operate under a valid Certificate of Acceptability (CoA) issued by an Environmental Health Practitioner (EHP) of the local municipality. The monitoring of warehouses is to ascertain that suppliers of NSNP food are in compliance with hygiene and safety regulations and standards. This also minimises the likelihood of food poisoning and contamination in the food value chain.

Food Value Chain Workshops: A total of nine (9) workshops were conducted, reaching about 250 participants across provinces. The NSNP food value chain workshops are intended to improve food safety and hygiene targeting District and School Co-ordinators and Monitors, as well as to strengthen collaboration between different role players (DBE, DOH and local municipalities) in the establishment and functionality of Food Safety Committees at all levels (school, district and provincial).

Nutrition Education (NE): The National Nutrition and Obesity Week (NNOW) was commemorated to raise awareness and promote healthy lifestyles among learners, teachers and parents. It is an annual event and was celebrated from 9 to 15 October 2018. The National Nutrition Week (NNW) was aligned with the National Obesity Week in 2018, with the latter taking place between 15 and 19 October 2018. The DBE celebrated the NNOW under the theme “**Breakfast – the best way to start your day!**” in partnership with Nestlé SA at Seganyane Primary School in Bohlabela District, Mpumalanga (MP) on 11 October 2018 and at Blaauwskop Intermediate School in ZF Mgcawu District, Northern Cape (NC) on 17 October 2018, respectively. 972 learners (474 learners from Seganyane Primary and 498 learners from Blaauwskop Intermediate Schools) were reached. This includes learners from the surrounding schools in Northern Cape. 1 100 sets of Information Education and Communication (IEC) materials in the form of branded backpacks, lunchboxes and stationery were distributed to learners. To strengthen advocacy on the importance of breakfast as the first meal of the day, key messages through ‘live reads’ were broadcast in local community radio stations in different languages spread across all provinces.

Prior to the above events, teams consisting of DBE, provincial and district officials conducted an awareness campaign in schools and local communities to strengthen the messages on breakfast, healthy lifestyles and good food choices. In MP, the teams visited ten (10) primary and secondary schools in Greenvalley circuit and disseminated the messages at morning assemblies. A total of 7 088 learners were reached. In NC, about 3 188 learners in eight (8) schools participated.

The DBE in collaboration with the Embassy of France in South Africa conducted the “So Chef!” workshops during the NNOW in the Eastern Cape (EC), Gauteng (GP), KwaZulu-Natal (KZN) and Western Cape (WC) targeting four (4) schools. The workshops serve to inspire secondary school learners enrolled in Hospitality and Consumer Studies as major subjects. The aim is to mobilise as many learners as possible to learn culinary skills and techniques in preparing healthy meals whilst stimulating learners’ interest to become professional Chefs in the future.

World School Milk Day: The DBE, in partnership with Milk Producers Organisation (MPO) and Consumer Education Project (CEP) of Milk South Africa, celebrated the 2018 World School Milk Day (WSMD) on 26 September 2018 at Kruisfontein Primary School with 932 learners, Sarah Baartman District, Humansdorp, Eastern Cape (EC), under the theme “Dairy Gives You Go”. Learners in all Grades (R to 7) gained extensive knowledge by participating in various lesson and edutainment activities with key messages on the importance of consuming dairy products. A total of 9 301 learners were reached.

Mandela Centenary Day: The DBE, in collaboration with various partners celebrated the centenary of the late and former President Mr Nelson Rolihlahla Mandela and Mrs Albertina Sisulu in July 2018 in six (6) schools across three (3) provinces i.e. Gauteng, Eastern Cape, and KwaZulu-Natal. The aim was to encourage learners to contribute 67 minutes of their time and raise awareness campaigns in support of curriculum while ensuring that healthy lifestyles and nutrition education is promoted in school communities. A total of 5 584 learners were reached.

NSNP Forum: The DBE hosted a successful 2018/19 NSNP Forum under the theme “Championing the well-being of Learners - Making a difference”. Various stakeholders specialising in food systems, nutrition and physical education as well as members from the academia and office of the Presidency participated in the Forum which took place from 27 February 2019 to 01 March 2019.

The objectives of the Forum were to: (a) Build strategic networks among public, civil society and academic/research sector stakeholders for improved programme implementation, (b) Expose officials to the latest research and strategic thinking on key topics in school feeding and food security, (c) Create a platform for sharing best practice and peer learning (d) Strengthen programme efficiency and effectiveness at all levels of the NSNP, (e) Recognise excellence and dedication in implementing the NSNP by awarding the NSNP Best Schools and Districts in partnership with the Tiger Brands Foundation (TBF) (corporate partner and sponsor of prizes), and (f) Mark the annual Africa Day of School Feeding on 01 March. Close to 250 NSNP Provincial Officials, District Co-ordinators and Monitors, i.e. key implementers of the NSNP were in attendance thereby benefitting in high level expert knowledge during the plenary and breakaway sessions. The Forum was concluded on a high note with the NSNP Best Schools and District Awards Ceremony which coincided with the highlight of the day i.e. the annual Africa Day of School Feeding marked on 01 March 2019.

NSNP Best Schools and Districts Award: The highlight of the year under review is the success of the Awards. The top three (3) best NSNP schools and District were officially announced on 01 March 2019, in tandem with Africa School Feeding Day. The Best School third position is Fikizolo Primary in Eastern Cape, second position - Makeneng Primary in Free State and first position is Sefako Mapogo Makgatho in Gauteng. The Best NSNP District is Dr KK Kaunda in North West. The schools received prizes, among others, i.e. Tiger Brands Foundation (TBF) sponsored in-school breakfast and a brick-and-mortar state of the art kitchen to the value of R 500 000; DBE sponsored kitchen equipment and utensils (gas stoves, food trolleys etc.) and the winning District received office equipment to the value of R 80 000.

Partnerships to support the NSNP: The DBE continued to work in great harmony with various business partners and Non-Profit Organisations (NPOs) towards meeting the nutritional needs of learners in selected schools. The TBF continued to extend the in-school breakfast programme to more than 63 000 learners in 92 schools across all provinces. Pioneer Foods extended the breakfast programme to approximately 25 000 learners in 60 schools in six (6) provinces (i.e. FS, KZN, LP, NC, NW and WC). Plans to extend the programme to GP in the new financial year are underway. Kellogg SA served breakfast in four (4) provinces (i.e. EC, GP, KZN and WC) benefiting about 25 000 learners.

Mass Discounters provided a total of 21 kitchen containers in five (5) provinces (i.e. GP-4, KZN-6, LP-4, MP-4 and NW-3). Reckitt Benckiser, through their Dettol brand, supported GP in 500 schools with key messages on hand washing as well as ‘tippy tap’ kits. Feed, Uplift, Educate and Love (FUEL), has supported provincial and district officials in strengthening Monitoring, Reporting and Response (MRR) as a system of improving the quality of implementation at all levels, as well as verifiable reporting.

On 26 February 2019, the DBE partnered with the Centre for Social Development in Africa (CSDA) at the University of Johannesburg and the TBF to convene a day-long Learning Forum to discuss how partners can work together to expand delivery of breakfast to learners. The objectives of the Forum were achieved in understanding the current modalities of serving breakfast in selected schools and in strengthened synergies towards expanding breakfast and identifying potential partners. The Forum agreed to have two (2) Task Teams that will (i) deliberate on product (breakfast) innovation and develop the Monitoring and Evaluation (M&E) strategy of all breakfast provisioning in the sector.

Psychosocial Support

Monitoring of the Psychosocial Support Programmes: School visits were undertaken in Motheo District, Free State and in Mpumalanga Province to monitor the institutionalisation of the strategy. Notwithstanding the challenges that schools are unable to resolve, several aspects of the support measures in schools work well. The documentation in the school files and self-reports from the staff indicated that the pillars in the strategy are being implemented.

Table 42: Schools visited in Gert Sibande and Enhlanzeni, Mpumalanga

Name of Schools	Districts	Date of the visit
Ezakheni Boarding School	Gert Sibande, Mpumalanga	11 October 2018
Izimbali Combined Boarding	Gert Sibande, Mpumalanga	11 October 2018
Ifaletu Primary School	Enhlanzeni, Mpumalanga	12 October 2018
Victory Park Combined School	Enhlanzeni, Mpumalanga	12 October 2018

Table 43: Schools visited in Botshabelo, Motheo District, Free State

Name of Schools	Date of the visit
Reengtseng Primary School	18 July 2018
Seemahale Secondary School	18 July 2018
Popano Secondary School	19 July 2018
Rankwe Primary School	19 July 2018

Monitoring Trauma Support Training and Implementation: In addition to monitoring of the provincial implementation of the draft Strategy on Psychosocial Support for Learners in South African Schools, the above mentioned schools in Gert Sibande District, Mpumalanga were also monitored on their trauma support measures.

The schools below in Bojanala District, North West were visited to monitor and provide support on the implementation of their trauma support measures. The visit was undertaken with the psychologist from the Bojanala District office. The educators in the North-West schools visited had been trained by the psychologist and other district officials responsible for Psychosocial Support in October 2018 and March 2019.

Table 44: Schools visited in Bojanala District, North West

Name of Schools	Districts	Date of the visit
Kutlwano Primary School	Madibeng- sub-office	18 September 2018
Leokeng Primary School	Madibeng- sub-office	18 September 2018
Moitshoki Mofenyi Primary School	Koster	19 September 2018
Kgalakgatsane Primary School	Koster	19 September 2018

A monitoring tool with eight (8) questions related to the training and other psychosocial imperatives was developed and utilised during the visits. It was observed that the trauma support skills are being utilised and this was evident in the school files and responses to the interviews. Teachers will continue to provide support to learners on experiences that affect them emotionally and psychologically.

The trained educators shared that they have better awareness of the link between trauma and the behaviour of certain learners. They had attended to some learners that presented with trauma. These learners were assisted and referred for specialised support or legal procedures. The cases included rape, and child abuse among others. It was also shared that the psychosocial support unit in the District had been actively supporting the schools.

Guide for Learner Support Agents and Schools on Providing Psychosocial Support to Learners: The DBE finalised the Guide for Learner Support Agents and Schools on Providing Psychosocial Support to Learners in October 2018. The guide clarifies what Psychosocial Support is about and how Learner Support Agents (LSAs), School Management Teams (SMTs) and School Governing Bodies (SGBs) should go about creating a psychosocially healthy environment in order to prevent psychosocial problems, and to address existing problems early, working in collaboration with other relevant stakeholders.

Support the training of Learner Support Agents (LSAs) on the Guideline for Schools on Providing Psychosocial Support: A workshop was held with 22 Child Care Co-ordinators (CCC) of the North West Department of Education and Sports Development on 30 October 2018 to 1 November 2018. The purpose of the workshop was to pre-test the guideline for relevance to school level needs.

Collaboration with partners to support schools: The Isibindi Ezikoleni model has been successfully implemented in communities in partnership with the Department of Social Development. A Memorandum of Understanding (MoU) has been signed between the DBE and National Association for Child and Youth Care Workers (NACCW). Eight (8) schools in Botshabelo, Motheo District in Free State have been receiving child and youth care services from the two (2) child and youth care workers that are placed by the Cyril Ramaphosa Foundation. A total of 20 schools are being supported with child and youth care services in Pietermaritzburg through the DG Murray Foundation.

4.6.2. PARTNERSHIPS IN EDUCATION

Safety in schools

National School Safety Framework (NSSF) Monitoring: 58 districts were monitored on the implementation of the NSSF. The monitoring took place across all provinces in order to attain Safe, Caring and Violent-free school environments.

Anti-Gangsterism Strategy Implementation Plan: The DBE in collaboration with the National Intelligence Co-ordinating Committee on Gangsterism has identified Port Elizabeth in Eastern Cape to pilot the implementation of the Anti-Gangsterism strategy. Additionally, quarterly meetings were held to update on progress made as well as agree on improvement strategies and plans.

Disaster Risk Management: The DBE compiled the Disaster Risk Planning document to assist schools in developing their mitigation plans as required by law. The Disaster Risk Management document will target Special schools for implementation as they cater for the most vulnerable members of society. The document assist schools with eventualities that might happen, which schools need to be prepared to manage and minimise risk impact.

Bullying/ Intimidation/threats of learners and teachers: 203 schools, in three (3) provinces were trained in the Prevention and Management of bullying. Additional training was provided to master trainers upon request by provinces. The DBE further provides mediated distribution of materials, information and awareness campaigns, to address the Prevention and Management of bullying with specific focus on homophobic bullying and cyber bullying.

Furthermore the DBE has developed E-Safety Guidelines to educate learners about different types of bullying, particularly online bullying and to encourage them to remain vigilant when using e-learning programs or Information and Communication Technology (ICT). In addition, an in-house E-Learning Unit together with the Films and Publications Board, Youth Radio Networks is developing an internet firewalls to prevent cyber bullying.

Protocol to deal with incidences of Corporal Punishment in schools: A total of 75 districts across all provinces were trained on the Implementation of the Protocol to deal with incidences of Corporal Punishment in schools.

School Safety Summit: The DBE convened the School Safety Summit on 12 October 2018 with a representation from a wide range of stakeholders representing different sectors, including government, unions, SGBs, principals, learners, business, development partners, labour, faith-based organisations, universities etc. The outcome of the Summit saw stakeholders recommitting themselves through a declaration. Teacher unions also committed to providing support to teachers and schools to improve overall classroom and behaviour management practices, and to provide support and training to school management and governance to build accountable management practices. A Steering Committee was established, to ensure the implementation of the Summit recommendations.

Safe Schools, Road Safety: Learner Road Safety talk is designed to ensure that children are educated in Road Safety Awareness, in order to have a generation of responsible pedestrians and future drivers. A total of 206 schools were reached with Active Education road safety education talks.

Sport and Enrichment in Education

The ABC Motsepe SASCE Provincial Competitions: all provinces held their provincial competitions from 22 May to 03 June 2018. The competitions were successfully monitored by officials in the DBE to ensure uniformity.

The National ABC Motsepe SASCE Championships: The 2018 National ABC Motsepe SASCE competition was held in Gauteng Province from 26 to 29 June 2018. The competition was successfully represented by all provinces. The outcomes of the National ABC Motsepe SASCE competition were as follows:

Table 45: National ABC Motsepe SASCE Championships

Position	Province	Champion Renditions Won	First Contender	Second Contender	Total
1	Eastern Cape	13	3	9	25
2	KwaZulu-Natal	9	15	5	29
3	North West	4	4	4	12
4	Gauteng	4	3	5	12
5	Western Cape	3	4	6	13
6	Mpumalanga	3	2	1	6
7	Free State	-	3	3	6
8	Limpopo	-	2	1	3
9	Northern Cape	-	-	2	2

The special awards were as follows:

Category	Name of The Winner	Name of School	Province
BEST CONDUCTOR (PRIMARY SCHOOLS)	Mr G Makama	Njanji P School	Mpumalanga
BEST CONDUCTOR (SECONDARY SCHOOLS)	Mr M Mdingi	Fezeka H School	Western Cape
BEST SOLOIST	Ms Nontobeko Bhengu	Lihlithemba H School	KwaZulu-Natal
BEST PROVINCE	Gauteng		

The 2019 ABC Motsepe SASCE music syllabus: The 2019 music song titles were circulated in December 2018 to provinces and key stakeholders, including teacher unions whom are required to cascade it to the school level. Following the release of the song titles, the DBE finalised the process of typesetting the music. The typeset music was compiled into a booklet and was circulated to provinces and ultimately, to the schools. In addition, the 2019 participation rules were amended and circulated to provinces. The rules serve as a benchmark and a measure of standard. The aforementioned allowed for a standardised competition and ensured uniformity and compliance across all provinces.

Adjudicators and Conductor workshops: The Adjudicators and Conductor workshops were successfully hosted in eight (8) provinces. The workshops are aimed at capacitating professionals across the provinces. The workshops assist in growing the pool of professionals groomed within and by the ABC Motsepe SASCE programme. A grand total of 973 professionals were trained.

Table 46: Adjudicators and conductors workshops

Date	Province	Total Attendees
25-26 January 2019	Gauteng	90
02 February 2019	KwaZulu-Natal	245
01-03 February 2019	North West	40
15-16 February 2019	Free State	205
22-23 February 2019	Northern Cape	197
01-02 March 2019	Western Cape	34
02-03 March 2019	Limpopo	48
29-31 March 2019	Eastern Cape	114
Total		973

Sport and Recreation South Africa (SRSA) Memorandum of Understanding (MoU): The Minister of the DBE and the Minister of SRSA signed the MoU on 30 May 2019. The MoU articulates areas of responsibilities for all the stakeholders in the implementation of the School Sport programme and, also indicates the format of the National Championships should continue as in the previous years: i.e. as autumn, winter and summer games.

The collaboration between Cricket South Africa (CSA) and Netball South Africa (NSA): The collaboration between CSA and NSA was launched on 22 August 2018 at Botshabelo in Free State and a netball court was officially opened by all the stakeholders. The *School In a Box* Initiative was also launched on 23 August 2018 at Soshanguve in Gauteng. This is an interactive, tablet-based lesson programme composed of pre-set interactive lessons for learners.

The National Kay Motsepe Schools Cup: The National Kay Motsepe Schools Cup took place from 02 to 05 October 2018.

The table below reflects the winning schools:

Table 47: National Kay Motsepe Schools Cup

Position	Name of school	Province	Amount Won
1	Clapham High School	Gauteng	R 1 000 000
2	Ramsmay High School	Western Cape	R 600 000
3	School of Excellence	Gauteng	R 500 000
4	Sibaneshile High School	KwaZulu-Natal	R 400 000

In addition, the National Kay Motsepe Schools Cup for Netball took place from 23 to 26 August 2018 and all provinces were represented. A total number of 36 schools participated.

The Helpmekaar Kollege, Potchefstroom Gymnasium and Chief Luthayi represented the country at the International Competition held in Singapore in December 2018.

The School Sport Summer Games Championships: The National Summer Games Championships took place from 10 to 13 December 2018 at the Universities of Wits, Gauteng. The final medal standings were as follows:

Table 48: Medal standings at school sport Summer Games Championships

Position	Province	Gold	Silver	Bronze	Total Medals	Final Score
1	Gauteng	15	72	57	144	246
2	KwaZulu-Natal	14	38	37	89	155
3	Western Cape	12	30	42	84	138
4	Mpumalanga	16	25	36	77	134
5	Free State	1	40	44	85	127
6	North West	6	23	16	45	80
7	Limpopo	2	16	12	30	50
8	Eastern Cape	4	8	12	24	40
9	Northern Cape	0	2	4	6	8

African Schools Athletics National Championships:

The National South African Schools Athletics Championships for Secondary Schools successfully took place at the Nelson Mandela University in Port Elizabeth from 20 to 23 March 2019. The final medal standings were as follows:

Table 49: Medal standings at African Schools Athletics National Championships

Position	Province	Gold	Silver	Bronze	Total Medals
1	Gauteng	63	50	46	159
2	Western Cape	25	23	24	72
3	North West	10	10	7	27
4	Free State	9	21	15	45
5	Mpumalanga	4	8	7	19
6	Eastern Cape	3	2	7	12
7	KwaZulu-Natal	2	2	5	9
8	Northern Cape	2	2	5	9
9	Limpopo	2	1	2	5

Spelling Bee: The DBE in partnership with AVBOB Foundation and other social partners successfully hosted the 2018 Spelling Bee National Finals in all provinces from 17 August to 1 September 2018. Partners have received letters of gratitude for the role that they played in the 2018 DBE Spelling Bee competition.

The fifth National DBE Spelling Bee Championship was successfully hosted in Pretoria on 6 October 2018. All provinces were represented by three (3) champion spellers. A Grade 6 learner from Parkside Primary School in KwaZulu-Natal, Ms Neha Harribhajan won the 2018 championship. Furthermore, the 2019 DBE Spelling Bee Championship words were finalised and uploaded on the DBE website.

Spelling Bee African languages: The DBE in partnership with the University of Venda developed 100 words in each of the following languages: Sepedi, Tshivenda, Xitsonga, iSiNdebele and iSiswati in preparation for the National Spelling Bee in African Languages.

Reading Clubs: The DBE conducted a Reading Clubs workshop for the Gauteng implementers on 06 July 2018 at the Matthew Goniwe School of Leadership Institute. A presentation on the Reading Clubs Competition was hosted by the Free State implementers on 17 July 2018 at Kroonstad, District Teacher Development Centre. The Reading Club festivals (showcasing) were hosted in KwaZulu-Natal represented by two (2) districts Ugu and Uthukela and the Eastern Cape represented by two (2) districts Bizana and Maluti. The DBE donated 100 dictionaries to the Eastern Cape Reading Clubs festivals; furthermore on 12 October 2018 the DBE supported the Phendulani Quiz Literacy in Johannesburg and handed 35 dictionaries to competing Reading Clubs.

The Guideline document on the Reading Clubs Competition was approved. This guideline document guides the schools on establishing reading clubs and the administration of the Reading Clubs Competition.

The Physical Education Challenge: The semi-finals of the Physical Education Challenge competition took place at Thuthukani Primary School in Tweefontein, Kwa-Mhlanga on 06 November 2018. The Challenge saw participation from eight (8) provinces with Kroonvale Primary School winning.

Collaboration with Active Education: The DBE, in partnership with Supersport, Active Education and other partners, participated in the handing over of the multi-purpose sport facility at Danville Primary in Mahikeng, North West.

Collaboration with the Physical Education Institute of South Africa (PEISA): As part of celebrating the Physical Education month, the DBE in partnership with PEISA, hosted the annual Physical Education Symposium which took place in Kimberley, Northern Cape, on 6-7 April 2018.

Collaboration with Department of Arts and Culture (DAC): The Implementation Protocol between the DBE and DAC was approved. The Implementation Protocol will assist the two (2) departments in rolling out arts and culture programmes and events meant to strengthen social cohesion in the Basic Education Sector.

Social Cohesion and Equity in Education

The launch of Democracy Week and the Centenary of the late President Nelson Mandela: The DBE launched the Democracy Week in partnership with the Independent Electoral Commission (IEC) and the Mpumalanga Provincial Education Department at Solomon Mahlangu Sports Complex in Nkangala, Mpumalanga Province on 17 April 2018 to commemorate Freedom Day and the Centenary of the late President Nelson Mandela.

At the launch, the Honourable Minister Mrs AM Motshekga, MP addressed 748 learners and 189 teachers and officials, SGBs, parents, community members, and NGOs, on democracy and voter education as part of encouraging active participation in Nation Building activities as responsible citizens and also called on learners to discontinue bullying in all forms.

Commemoration of Africa Day: The DBE in partnership with Freedom Park hosted the Africa Day event on 28 May 2018. The commemoration was attended by 284 learners, 85 teachers, officials and ambassadors from various countries, teacher unions and School Governing Body associations.

Commemoration of Youth Month: The DBE hosted the commemoration of June 16 in partnership with the National Heritage Monument and the June 16 Foundation. The youth commemoration event took place on 21 June 2018. A total number of 145 learners, 25 teachers and officials were taken through the long march to freedom which involves 96 Statues representing the various leaders across the country and the continent.

Commemoration of Mandela Centenary: The DBE hosted the commemoration of the Centenary of the late Former President of South Africa, Rolihlahla Nelson Mandela and the late Mama Albertina Nontsikelelo Sisulu in Amathole District at Elliotdale, Eastern Cape on 6 August 2018. It was attended by learners, teachers, principals, community members, SGBs and out of school youth. Furthermore, it aimed at advocating for the appreciation and acknowledgement of the fallen heroes and heroines and significant historical events that brought about the democracy that we all enjoy today. A career exhibition was organised for learners and out of school youth. A total of 1 069 learners and community members attended.

Women's Month celebrations: The Commemorations were held in honour of the gallant fighter at the Constitutional Hill in Braamfontein on 11 September 2018. The year 2018 marks the centenary of the life of Mama Albertina Nontsikelelo Sisulu, a fearless champion of democracy and human rights. The event honoured food Handlers as well as Early Childhood Development (ECD) practitioners. A total number of 79 learners and 61 officials attended the celebration.

iNkosi Albert Luthuli Oral History Programme: The iNkosi Albert Luthuli Oral History workshop took place on 8 May 2018 at the Pretoria Secondary school in Gauteng. The purpose of the workshop was to guide teachers on how to use the oral history topics for storytelling, letter writing and composing of poems. The programme enhances the teaching of history and languages in the classroom. A total of 13 officials attended the workshop. The DBE conducted and supported the workshops that took place on 12 March 2019 in KwaZulu-Natal and a total number of 15 officials attended.

The Oral History Provincial rounds and National rounds: All provinces successfully hosted the provincial elimination and managed to cover two (2) categories: Young Historians and the Young Story Tellers and Poets. Participants were learners in the Foundation Phase (Grades R-3), Intermediate Phase (Grades 4-9) and Senior Phase (Grades 10 and 11). The Provincial rounds took place from August–September 2018. The activities focused on the Land Act of 1913, the late former President Nelson Mandela, and the late Mama Albertina Sisulu. On 29 September 2018, the national finals took place at Freedom Park, Pretoria and a total of 108 learners participated.

The National Schools Moot Court Programme: Provinces submitted Essays and made oral argument presentations. A total of 200 schools submitted essays. The essay writing process provides learners with an opportunity to expand their knowledge on Constitutional issues and to also be in a position to interpret and analyse the Constitution. The 2018/19 National Schools Moot Court Competition focused on equality and freedom of expression and, oral essay writing workshops per province were arranged for teachers.

The DBE, in collaboration with the University of Pretoria (UP), the Department of Justice and Constitutional Development (DoJ & CD) and the South African Human Rights Commission (SAHRC) hosted a successful 2018 National Schools Moot Court Competition. The National School Moot Court finals were held on 07 October 2018 at the Constitutional Court, in Johannesburg. A total number of 147 learners attended.

Administration of Truth and Reconciliation Commission (TRC) Educational Assistance Programme: TRC Road Shows: The DBE and the DoJ & CD conducted Provincial road shows during the months of July and August 2018 in Limpopo, KwaZulu-Natal and Western Cape. The road shows are meant to assist beneficiaries with procedures and processes to follow when submitting application forms. Beneficiaries receive assistance in the form of school uniform, school fees and transport. A total number of 529 beneficiaries attended.

The National Gender Based Violence (GBV) and Femicide: The DBE participated in the National GBV and Femicide Summit held on 01-02 November 2018 in Pretoria. The Summit was as a result of the 24 demands that were presented to the Presidency by the *#TotalShutdown Movement*. The DBE was given the responsibility to co-lead the Prevention Commission with the DHET. The following three (3) key recommendations, pertaining to the basic education sector emerged:

- The DBE needs to accelerate and complete its curriculum transformation programme, especially the auditing of learning materials for latent sexism and racism undertones;
- The DBE needs to prioritise the realisation of access to psychosocial support for vulnerable learners; and
- The DBE and DHET need to offer training to officials and educators which is aimed at enhancing their ability to recognise abused and at-risk learners. The training needs to be mainstreamed into the pre-service curriculum.

The Protocol on the Management and Reporting of Sexual Abuse and Harassment in Schools and Protocol to deal with incidences of Corporal Punishment in Schools: Advocacy workshops on the Protocol for the Management and Reporting of Sexual Abuse and Harassment in Schools were held in all provinces. The purpose of the protocol is to provide schools, districts and provinces with standard operating procedures for addressing allegations, and to specifically detail how schools must respond to reports of sexual abuse and harassment perpetrated against learners, educators and other school staff. Additionally, the purpose of the Protocol for Corporal Punishment aims to create a national framework to standardise the education sector response to corporal punishment and to facilitate implementation of the prohibition of corporal punishment throughout the education system and embed the positive behaviour intervention systems programme in order to empower all stakeholders to respond constructively towards learner ill-discipline.

The advocacy workshops on the two (2) protocols (sexual abuse and corporal punishment) were held in six (6) provinces: Eastern Cape, Northern Cape, Gauteng, KwaZulu-Natal, Free State and Limpopo, in February and March 2019. A total number of 457 officials were reached. The DBE successfully launched the two (2) protocols on 13 March 2019 at the DBE. A total number of 46 officials attended.

National Technical Intersectoral Committee on Sexual Offences: The National Technical Committee had a working session to develop minimum standards for court preparation and the Sexual Offences Inter-Department Plan. Additionally the Protocol on Management and Reporting of Sexual Abuse and Harassment in Schools was presented to the National Technical Committee on 19 September 2018 at the DoJ & CD. On the same matter of the protocol, a district workshop was conducted on 12 – 13 September 2018 in Gauteng, and a total number of 30 officials attended.

Ministerial Task Team on the evaluation of textbooks and LTSM on diversity: The Ministerial Task Team on the Evaluation of Textbooks and LTSM on Diversity has been completed and the report will be launched in the next financial year on 05 April 2019.

Jamboree for future choices: Jamborees for future choices programme was conducted across four (4) provinces, namely the Western Cape, Eastern Cape, Free State and Gauteng. The programme is a vehicle to promote a range of public services in areas such as health, social welfare and career development with intent to reduce barriers to learning, particularly looking at vulnerable children. A total number of 2 639 learners were reached.

The National Heritage Council (NHC): The DBE, in collaboration with the NHC, hosted the National Heritage Education Schools Outreach Programme (HESOP) from 02 – 05 October 2018 in the Free State Province, and a total of 43 learners participated.

Youth Citizen Action Program (YCAP): The DBE, in collaboration with YCAP, hosted the national finals. The finals were held from 27 – 29 July 2018, at Hoedspruit, Mpumalanga. The event was attended by a total number of 107 learners and 88 educators and provincial officials. Each team was made up of five (5) learners. The focus was based on various themes that include Health, Education, Nutrition, Safety and Cleanliness. The Eastern Cape obtained the first position, the second position went to Mpumalanga and Gauteng Province obtained the third position.

4.6.3. PROGRAMME PERFORMANCE INDICATORS

Strategic objectives	Performance Indicator	2017/18		2018/19		
		Actual Achievement	Planned Target	Actual Achievement	Deviation from planned target	Comment on deviations
5.1. Monitor the provision of nutritious meals served in identified public schools annually to enhance learning capacity and well-being of learners	5.1.1. Number of schools monitored for the provision of nutritious meals	205	110 (Quarterly)	135	+35	Monitoring of districts was prioritised instead of schools to improve quality and efficiency.
	5.2.1. Number of professionals trained in SASCE programmes	837 trained in SASCE programme	900 (Annually)	973	+ 73	The positive deviation of 73 resulted due to the different mobilisation strategies and strengths employed by the different provinces.
5.2. Promote the participation of learners in enrichment and co-curricular activities in order to make a positive impact on learning	5.2.2. Number of learners, teachers, officials, SGBs and community organisation members participating in social cohesion and gender equity programmes	6 523 participated in social cohesion programmes	7 000 (Quarterly)	7 511	+511	The positive deviation results from partnerships and collaborations within directorates and branches, and sharing of resources in order to achieve our objectives.
	5.3.1. Number of hotspot schools monitored towards implementation of the NSSF	47	47 (Quarterly)	106	+59	The positive deviation results from officials being in close proximity to the existing 59 districts/schools. This had no cost implications.
5.3. Monitor the implementation of the National School Safety Framework (NSSF) in 185 hotspot schools by 2019/20 in order to attain Safe, Caring and Violence-free school environments.						

5.1 PROGRAMME MANAGEMENT: EDUCATION ENRICHMENT SERVICES

Economic classification	2018/19						2017/18		
	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	3 363	-	60	3 423	3 343	80	97.7%	3 271	3 267
Transfers and subsidies	334	-	(5)	329	-	329	-	6 000	6 000
Payments for capital assets	18	-	(18)	-	-	-	-	23	23
Payments for financial assets	-	-	-	-	-	-	-	6 000	6 000
Total	3 715	-	37	3 752	3 343	409	89.1%	15 294	15 290

5.2 PARTNERSHIP IN EDUCATION

Economic classification	2018/19						2017/18		
	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	30 459	-	2 008	32 467	31 561	906	97.2%	25 922	23 936
Transfers and subsidies	-	-	5	5	5	-	100.0%	20	20
Payments for capital assets	168	-	(37)	131	129	2	98.5%	99	100
Payments for financial assets	-	-	2	2	24	(22)	1200.0%	51	51
Total	30 627	-	1 978	32 605	31 719	886	97.3%	26 092	24 107

5.3 CARE AND SUPPORT IN SCHOOLS

Economic classification	2018/19						2017/18		
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	29 017	-	(300)	28 717	27 688	1 029	96.4%	27 310	24 706
Transfers and subsidies	7 045 385	-	-	7 045 385	7 045 385	-	100.0%	6 671 767	6 671 766
Payments for capital assets	224	-	(28)	196	252	(56)	128.6%	69	251
Payments for financial assets	-	-	1	1	20	(19)	2000.0%	33	33
Total	7 074 626	-	(327)	7 074 299	7 073 345	954	100.0%	6 699 179	6 696 756

5. TRANSFER PAYMENTS

5.1. Transfer payments to public entities

Name of Public Entity	Services rendered by the public entity	Amount transferred to the public entity	Amount spent by the public entity	Achievements of the public entity
Umalusi	Umalusi is responsible for developing and maintaining a sub-framework of qualifications for the General and Further Education and Training Qualifications Sub-framework (NQF Level 1 – 4) and the quality assurance of these qualifications.	R128 543 000	R128 543 000	<ul style="list-style-type: none"> • Verified datasets received from assessment bodies with the aim of printing error-free certificates • Printed 1 242 279 certificates that are error free • Approved 1 006 question papers • Gazetted phasing out of National Senior Certificate (Colleges) (Nated Report 191, Part 1) • Completed 9 research reports in various formats • Conducted state of readiness to conduct examination on all assessment bodies accredited or deemed by the entity • Contributed five articles to the Department of Higher Education and Training (DHET) Research Bulletin • Conducted a round-table discussion on alternate curricular and foreign qualifications • Monitored the writing of the examinations and the marking process • Approved the release of examination results • Appraised Physics Advanced Programme and Marine Sciences curricula • Completed and published 10 quality assurance of assessment reports • Conducted 351 site verifications on private education institutions • Monitored 169 accredited private education institutions to ensure continued compliance to accreditation standards and criteria • Granted 1 assessment body extension of provisional accreditation

Name of Public Entity	Services rendered by the public entity	Amount transferred to the public entity	Amount spent by the public entity	Achievements of the public entity
The South African Council for Educators (SACE)	The core functions of SACE are registration, promotion and professional development of educators, as well as setting, maintaining and protecting the ethical and professional standards of educators	R16 000 000	R12 844 349.31	<p>REGISTRATION</p> <ul style="list-style-type: none"> A total of 28 426 new educators were registered 40 659 educators updated and renewed their registration status <p>ETHICS</p> <ul style="list-style-type: none"> A total of 368 cases were finalised whilst 633 cases were received in the year under review <p>PROFESSIONAL DEVELOPMENT AND RESEARCH</p> <ul style="list-style-type: none"> SACE continued with the implementation of the Continuing Professional Teacher Development (CPTD) Management system in three cohorts – Principals and Deputy Principals (first cohort), Heads of Department (HODs) (second cohort), and Post Level 1 Teachers in secondary and combined schools SACE has signed up 449 584 educators that are registered with the council 1 174 professional development activities were processed 112 professional development providers were processed in the year of submission (in terms of approved status, not approved status, rejected and in process) A total of 75 professional development activities were endorsed Professional Teaching Standards were approved by the Council and submitted to Department of Basic Education for gazetting The purpose of research as mandated by the Act is to strengthen the SACE advisory role and service that is informed by policy, research, and consultative processes. During the year under review a total of 2 policy briefs were developed. 3 provincial practitioner-based research conferences/seminars were held

6. CONDITIONAL GRANTS

6.1. Conditional grants and earmarked funds paid

The table below describes each of the conditional grants and earmarked funds paid by the Department.

Table 50: Conditional grant 1: Education Infrastructure Grant (EIG)

Purpose of the grant	<ul style="list-style-type: none"> To help accelerate construction, maintenance, upgrading and rehabilitation of new and existing infrastructure in education including district and circuit accommodation To enhance capacity to deliver infrastructure in education To address damage to infrastructure To address achievement of the targets set out in the minimum norms and standards for school infrastructure
Expected outputs of the grant	<ul style="list-style-type: none"> Number of new schools, additional education spaces, education support spaces and administration facilities constructed as well as equipment and furniture provided Number of existing schools' infrastructure upgraded and rehabilitated Number of new and existing schools maintained Number of work opportunities created Number of new special schools provided and existing special and full service schools upgraded and maintained
Actual outputs achieved	In the 2018/19 financial year a total of 3 661 teachings spaces, 554 administrative spaces, 1 155 maintenance projects, 205 disaster projects, 370 water, 356 sanitation, 100 electricity, 306 fencing, 18 sports facilities, 22 boarding schools, 2 full service schools and 2 special schools were provided . The sector has provided a total of 66 new and replacement schools in respective provinces.
Amount per amended DORA	R10 093 563 million
Amount transferred	R10 093 563 million
Reasons if amount as per DORA not transferred	N/A
Amount spent by the Department/ municipality	The allocated budget for the 2018/19 financial year was R9.917.734 and was adjusted by roll-overs from the previous financial year as well additional funding for KwaZulu-Natal and Western Cape to address schools affected by disasters, to R10 144 961. A total of R9 917 306 or 98% of the adjusted budget has been spent by PEDs.
Reasons for the funds unspent by the entity	<p>Free State:</p> <p>The Memorandum of Agreement with Shanduka Trust and Kagiso Trust came to an end and as a result transfers could not be made until the extension process had been finalised. The documentation was with the legal unit at end of March 2019. Framework contract was only approved on 06 November 2019 which delayed procurement on eradication of pit toilet projects.</p> <p>North West:</p> <p>The PED encountered delays in the submission of invoices by the Implementing Agent. Political unrest experienced in the province, where rioting caused closure of schools which directly affected contractors not being on site.</p>
Monitoring mechanism by the transferring Department	Site visits on a quarterly basis and oversight meetings on a quarterly basis with provinces. Unscheduled support engagements are usually held in between the quarterly sittings.

Table 51: Conditional grant 2: HIV and Aids Life Skills Education Programme

Purpose of the grant	<p>To support South Africa's HIV prevention strategy by:</p> <ul style="list-style-type: none"> • Providing comprehensive sexuality education and access to sexual and reproductive health services to learners • Supporting the provision of employee health and wellness programmes for educators • To mitigate the impact of HIV and TB by providing a caring, supportive and enabling environment for learners and educators • To reduce the vulnerability of children to HIV, TB and STIs, with a particular focus on orphaned children and girls
Expected outputs of the grant	<ul style="list-style-type: none"> • 20 000 educators trained to implement comprehensive sexuality education • 8 000 school management teams and governing bodies trained to develop policy implementation plans • Co-curricular activities on provision of CSE, targeting 213 000 learners • Care and support programmes implemented to reach 180 000 learners. Expand the appointment of learner support agents to 3 000 to support vulnerable learners • 400 250 copies of curriculum and assessment policy statement compliant material • Advocacy and social mobilisation events hosted with 400 000 learners, educators and school community members • Monitoring and support visits to 4 790 schools
Actual outputs achieved	<ul style="list-style-type: none"> • 19 597 educators trained • 7 575 school management teams and governing bodies trained • Co-curricular activities on provision of CSE, targeting 244 900 learners • Care and support programmes implemented to reach 462 954 learners. Expand the appointment of learner support agents to 2 706 to support vulnerable learners • 667 093 copies of curriculum and assessment policy statement compliant material • Advocacy and social mobilisation events hosted with 526 578 learners, educators and school community members • 5 286 school monitoring and support visits
Amount per amended DORA	R243.2 million
Amount transferred	R243.2 million
Reasons if amount as per DORA not transferred	N/A
Amount spent by the Department/ municipality	R229.1 million
Reasons for the funds unspent by the entity	Delayed approval of bids, misallocation of BAS codes and/or delayed submission and payment of invoices before the end of the financial year
Monitoring mechanism by the transferring Department	Two inter-provincial meetings, visits and meetings held with individual provinces and monitoring visits by other Departmental Directorates

Table 52: Conditional grant 3: Children/ Learners with Severe to Profound Intellectual Disability (C/LSPID)

Purpose of the grant	To provide the necessary support, resources and equipment to identified special care centres and schools for the provision of education to Children/ Learners with Severe to Profound Intellectual Disabilities (C/LSPID)
Expected outputs of the grant	<ul style="list-style-type: none"> • Human resources specific to inclusive education through the provision of key additional staff on 3-year contracts for 9 Deputy Chief Education Specialists (provincial Project Managers); and 280 transversal itinerant team members, psychologists, social workers, special needs teachers (PL3), Chief Education Therapists (Speech), Chief Education Therapists (Occupational) and Chief Education Therapists (Physio) • Database of 320 targeted special care centres that provide support and services to C/LSPID • Transversal Itinerant Outreach Team Members, Caregivers, Teachers and officials trained • Provision of an endorsed training programme for identified caregivers and teachers of learners with SPID from selected schools • Training of 280 outreach team members to provide outreach services as part of the district-based support teams (DBSTs) • Training of teachers from 79 selected special/full-service schools to support the special care centres in implementing the Learning Programme for C/LSPID • Training of teachers from 79 identified schools to support C/LSPID enrolled at these schools by implementing the Learning Programme • Facilitating capacity building of caregivers at 320 special care centres contributing towards their professionalisation • Outreach services provided: <ul style="list-style-type: none"> • 6 654 Children/ Learners with Severe to Profound Intellectual Disability (C/LSPID) are utilising the Learning Programme; • 6 654 Children/ Learners with Severe to Profound Intellectual Disability (C/LSPID) have access to therapeutic and psycho-social support services that will enable them to improve their participation in learning • Toolkits have been provided to 320 special care centres and 79 selected schools that have enrolled C/LSPID.
Actual outputs achieved	<ul style="list-style-type: none"> • All Provincial Education Departments (PEDs), with the exception of Free State, have appointed and retained their C/LSPID Provincial Co-ordinators • A total of 174 Transversal Itinerant Outreach Team Members have been appointed in different PEDs • 28 Transversal Itinerant Outreach Team Members were trained on data management, while 143 were trained on the Learning Programme for C/LSPID • 168 outreach team members have been trained on how to use SA-SAMS to capture data from special care centres information, care givers and C/LSPID data • Data for 500 special care centres, with 9 620 learners with severe to PID have been captured on SA-SAMS • LTSM Toolkits for special care centres have been procured and delivered • All PEDs submitted approved 2019/20 business plans, certificates of compliance issued and the first tranche was paid to all PEDs
Amount per amended DORA	R 186 788 000.00
Amount transferred	R 180 798 000.00
Reasons if amount as per DORA not transferred	Delays in the appointment of Transversal Itinerant Outreach Team Members by PEDs resulted in the delay in the procurement of tools for trade, LTSM and toolkits and provision of outreach services to targeted special care centres and schools.
Amount spent by the Department/ municipality	R 157 169 000.00
Reasons for the funds unspent by the entity	<ul style="list-style-type: none"> • Delay in processing the appointments of the outreach team members • Resignation of the outreach team members • Delay in supply chain processes

Monitoring mechanism by the transferring Department	<ul style="list-style-type: none"> • Regular analysis of provincial expenditure against the allocated budget to identify reasons for low spending • Regular bilateral on-site meetings are held between DBE and PEDs to unlock blockages and expedite implementation • Monthly and quarterly reporting • Supporting PEDs to develop turnaround plans to expedite the implementation of grant activities • Monthly meetings with PEDs that are underperforming and other role players to take stock of the situation and find solutions to challenges
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Table 53: Conditional grant 4: Mathematics, Science and Technology (MST)

Purpose of the grant	To provide support and resources to schools, teachers and learners in line with the Curriculum Assessment Policy Statements (CAPS) to increase participation in Mathematics Science and Technology (MST Subjects) and to improve performance of Mathematics, Science and Technology (MST) teaching and learning at selected public schools.
Expected outputs of the grant	<p>Information Communication Technology (ICT): 419 schools (50: Eastern Cape, 46: Free State, 21: Gauteng, 23: KwaZulu-Natal, 24: Limpopo, 23: Mpumalanga, 68: Northern Cape, 100: North West and 64: Western Cape) were supplied with information, communication and technology (ICT) resources such as laptops, tablets and software for Mathematics, Science and Technology curriculum to support curriculum and teaching methodology at FET level</p> <p>Workshop Equipment, Machinery and Tools: 159 schools (31: Eastern Cape, 18: Free State, 42: Gauteng, 0: KwaZulu-Natal, 24: Limpopo, 15: Mpumalanga, 10: Northern Cape, 19: North West and 0: Western Cape) were supplied with equipment, tools and machinery for Technology to support curriculum and practical teaching methodology at FET level</p> <p>Laboratories and Workshop Equipment, Apparatus and Consumables: 940 schools (106: Eastern Cape, 46: Free State, 207: Gauteng, 108: KwaZulu-Natal, 104: Limpopo, 136: Mpumalanga, 83: Northern Cape, 100: North West and 50: Western Cape) were supplied with consumables and subject-related apparatus to support curriculum and practical teaching methodology at FET level</p> <p>Learner Support: 224 601 learners (28 761: Eastern Cape, 12 150: Free State, 38 502: Gauteng, 21 860: KwaZulu-Natal, 41 124: Limpopo, 30 614: Mpumalanga, 10 567: Northern Cape, 21 803: North West and 19 220: Western Cape) were funded to participate in Mathematics and Science Olympiads including coaching and revision camps to improve learner preparedness for the NSC examinations</p> <p>Teacher Support: 15 526 Teachers (1 773: Eastern Cape, 150: Free State, 622: Gauteng, 1 246: KwaZulu-Natal, 737: Limpopo, 7 581: Mpumalanga, 715: Northern Cape, 1 622: North West and 1 080: Western Cape) were trained during 2018/19 financial period</p>
Actual outputs achieved	All 9 provinces have completed their outputs for the year 2018/19
Amount per amended DORA	Total budget allocation for 2018/19 was R370 483 000 The budget was adjusted to R412 338 000 (R370 483 000 + R41 855 000 2017/18 approved rollovers)
Amount transferred	R370 483 000 was transferred to all provinces
Reasons if amount as per DORA not transferred	All funds were transferred to all 9 provinces (R370 483 000)
Amount spent by the Department/ municipality	R395 619 000 (106%)*
Reasons for the funds unspent by the entity	R11,861 million constitute commitments emanating from slow supply chain management processes with the cumulative amount of R4,860 million uncommitted and thus reverting to the fiscus.
Monitoring mechanism by the transferring Department	Monitoring mechanism by the transferring Department is through monthly and quarterly reporting, quarterly budget monitoring meetings, school visits and annual evaluation

*The PEDs overspend their grant allocation of R370 483 000 by R25 136 000 which was covered from their respective equitable share resources. The DBE expenditure for the grant is thus 100% with the PEDs incurring a 6% over-expenditure.

Table 54: Conditional grant 5: National School Nutrition Programme (NSNP)

Purpose of the grant	To provide nutritious meals to learners
Expected outputs of the grant	Nutritious meals served to learners
Actual outputs achieved	20 134 schools were provided with nutritious meals (quarter 4 reports not yet received)
Amount per amended DORA	R6.8 billion
Amount transferred	R6.8 billion or 100%
Reasons if amount as per DORA not transferred	N/A
Amount spent by the Department/ municipality (R'000)	R6.871 billion or 101%
Reasons for the funds unspent by the entity	N/A
Monitoring mechanism by the transferring Department	<ul style="list-style-type: none"> • Provincial, district and school visits; • Quarterly reports; • Expenditure reports.

7. DONOR FUNDS

7.1. Donor Funds Received

Table 55: Donor fund: Rural Education Assistants Projects (REAP)

Name of donor	European Union
Full amount of the funding	R 87 488 000
Period of the commitment	2018-2020
Purpose of the funding	The Rural Education Assistant Project (REAP) is aimed at pilot testing, research and evaluating the impact of the use of Education Assistants in the Foundation, Intermediate and Senior Phases for improving the quality and equity of education in rural schools.
Expected outputs	<ul style="list-style-type: none"> • To recruit, train and create time-bound jobs for 750 unemployed matriculants to work as Education Assistants in rural schools • To improve the quality of teaching and learning in rural schools by employing Education Assistants to assist with curricular and co-curricular activities • To use Education Assistants to support the development and implementation of school-based agriculture and Engineering/Technology projects • To conduct research on the REAP for the development of a Framework for Education Assistants for Rural Schools and a Recruitment Strategy for Rural Schools attached to this Program
Actual outputs achieved	<ul style="list-style-type: none"> • Education Assistants have been recruited, trained and placed in 188 schools in 3 provinces • On the agricultural component of the project work is currently underway in the identified agricultural high school in Limpopo
Amount received in current period	R29 150 509.00
Amount spent by the Department	R22 710 278.53
Reasons for the funds unspent	The Project commenced three months later, i.e. June 2018 due to the operational matters that were still underway, e.g. the appointment of approximately 700 Education Assistants across the three provinces – hence their remuneration commenced later as well (it affected the budget expenditure to date)
Monitoring mechanism by the donor	<p>REAP Project Steering Committee (PSC) was established by the DG under the convenorship of DDG: P. This committee convenes on a quarterly basis to assess progress and challenges encountered by the rolling out of the Project. National Treasury officials form part of the PSC.</p> <p>Project Management Director has also developed a monitoring template and has conducted physical verification of the Project in all three provinces</p>

8. CAPITAL INVESTMENT

8.1. Capital investment, maintenance and asset management plan

Infrastructure projects	2018/19			2017/18		
	Final Appropriation R'000	Actual Expenditure R'000	(Over)/Under Expenditure R'000	Final Appropriation R'000	Actual Expenditure R'000	(Over)/Under Expenditure R'000
New and replacement assets	2 129 753	1 955 637	174 116	1 607 748	1 625 756	(18 008)
Infrastructure transfer (Capital)	10 093 563	10 093 563	-	10 467 276	10 467 276	-
Total	12 223 316	12 049 200	174 116	12 075 024	12 093 032	(18 008)



PART C: GOVERNANCE

1. INTRODUCTION

The Department is committed to maintain the highest standards of governance and uphold good practices as it is fundamental to the management of public finances and resources. The Department has governance structures in place to monitor utilisation of state resources which is funded by the tax payer.

2. RISK MANAGEMENT

The Department has reviewed and approved the risk management policy, charter, strategy, and implementation plan. The Risk Committee held two (2) risk committee meetings during the financial year. The quarterly risk management reports were presented to the Audit Committee to monitor, advise, and enhance effectiveness of risk management in the Department. Risk Registers were updated and emerging risks were identified with mitigation plans. Quarterly progress reports on action plans were monitored during the year.

3. FRAUD AND CORRUPTION

The Department works in accordance with the approved Fraud Prevention Policy, Strategy and Whistle – Blowing Policy. Mechanisms are in place to report fraud through a dedicated National Anti - Corruption Hotline (NACH) or internal reported cases. Cases submitted through the hotline are investigated on a continuous basis and feedback was reported to the Public Service Commission. Reported internal cases were investigated during the year, and were finalised. The Department has established an investigation committee to investigate cases of irregular expenditure and make recommendations to eliminate the occurrence of irregular, fruitless and wasteful expenditure. The investigations were conducted and reports were issued for corrective action. There were engagements during the year on progress of the previously reported cases with the SAPS (HAWKS) and Special Investigation Unit (SIU).

4. MINIMISING CONFLICT OF INTEREST

The Department ensures the following management processes are implemented to minimise conflicts of interest:

All Senior Managers are required to complete a Financial Declaration of Interest (FDI) on appointment as well as declare financial interests on an annual basis.

All Middle Managers and designated officials are also expected to declare their financial interests on an annual basis.

All members of the Departmental Bid Evaluation and Bid Adjudication Committees are required to complete a Declaration of Interest form prior to the adjudication and evaluation of each bid/tender.

The Director-General sends out letters to officials who have not declared their interests to explain why they have not declared their interests where this is found.

5. CODE OF CONDUCT

The DBE does not have a special policy regarding the Code of Conduct of Employees. The Department uses Resolution 1 of 2003 (Code of Conduct for Employees appointed under Public Service Act), Chapter 2 of the Public Service Regulations (Code of Conduct), Chapter 7 of the SMS Handbook for SMS members, as well as the Code entailed in the Employment of Educators Act for officials appointed under the Employment of Educators Act. In order to ensure that all employees of the Department are au fait with the Code(s), the Unit: Labour Relations conducts training to newly appointed officials during Orientation Sessions organised by the Sub-Unit: Training, and employees are subjected to the labour relations processes relating to disciplinary procedure.

6. HEALTH SAFETY AND ENVIRONMENTAL ISSUES

Health, safety and environmental issues are included in every Public Private Partnership (PPP) agreement with a private party. The DBE places a high premium on a safe and healthy working environment for all its employees and their visitors.

Occupational health and safety (OHS) representatives, made up of OHS Supervisors, Safety, Health and Environmental (SHE) Officers and First Aiders and Fire Wardens, were appointed and trained. Each floor and wing of the DBE building has been allocated an OHS team which comprises an OHS supervisor, SHE Officer, First Aider and Fire Warden.

These OHS representatives are responsible for all OHS related activities in their allocated areas. The OHS structure, with the ID photos and extension numbers of the OHS representatives, is on the intranet. The contact details are displayed in the building. The OHS is a shared and a collective responsibility between the DBE and the Private Party.

A planned emergency evacuation drill was conducted on 14 June 2018 as stipulated in the OHS Act. This is an important exercise as it assesses the readiness of the OHS Representatives for a real emergency evacuation. The DBE has managed to recruit additional OHS representatives in 2018/19 financial year in order to ensure that sufficient numbers of OHS representatives are available during an emergency evacuation. Recruitment and training is on an on-going basis.

SHE representatives are responsible to conduct a monthly inspection in their areas of responsibility and report to the SHE supervisors if there are any health or safety hazards. First Aiders alert OHS supervisors in advance if there is a need to supply them with first aid material.

One of the challenges for the DBE, is the time it takes for an ambulance to arrive in the case where an official needs emergency or medical attention. First aiders only received level 1 training which is the basic training.

7. PORTFOLIO COMMITTEES

Table 56: Matters raised at Portfolio Committees

Date and Committee	Topic/s	Matters raised by the Committee	How the Department responded
17 April 2018 PC Basic Education	DBE Budget Vote Review	The allocation for 2018/19 is 2.9% less than the previous year	<p>The three main causes for this were:</p> <p>(1) high cost of salaries - the increase and bulk of the budget, 80%, goes to salaries and 20% is left for non-personnel expenditure i.e. services. The allocation has been growing but this is misleading because this growth goes to salary increases and not improving service delivery. If the provinces cannot pay salaries, they take from non-personnel expenditure funds which are supposed to go to service delivery.</p> <p>(2) Provinces are not using 48% of their budget for education as they are supposed to. Provinces differ in the percentage of the budget used for education. Except for about three provinces, this percentage is not close to 48%. The Department had a meeting with Treasury and it acknowledged that it was not monitoring and making sure that provinces use 48% of their budget for education.</p> <p>(3) Decline caused by Occupational Special Dispensation (OSD) effects. The OSD created incentives for public servants.</p>
18 April 2018 PC Basic Education	Petition from residents of Greater Edenvale, calling on the assembly to investigate pressure on schools in the Edenvale area and the fact that no state schools are planned in Greenstore to accommodate the increasing numbers of learners, submitted in terms of rule 347 (Mr W Waters)	Insufficient number of schools to accommodate the learners from the greater Edenvale area	Schools in the area were not oversubscribed and on the basis of its asset portfolio as government, there were enough classrooms to accommodate all the children.
8 May 2018 PC Basic Education	Progress report on the implementation of the Three-Stream Model; and plans on the fourth industrial revolution (incl. infusing entrepreneurship in the curriculum)	Members of the Committee were generally enthusiastic about the DBE's new initiatives	Members of the Committee were generally enthusiastic about the DBE's new initiatives.
16 May 2018 SC Education and Recreation	APP and Budget	The Department was told that the effect of rising compensation of employees against decreased budgets on goods and services hampers service delivery	Unless the economy grew by 5%, things were likely to be difficult, as provinces were already showing cracks from the budget pressure which had started to exert on them. Investment in education had been declining since 2010, so the ability of the Department to purchase materials like textbooks has been reduced. There has been a drift in the allocation of the budget, which can be attributed to 3 reasons – the occupation-specific dispensation introduced in 2008, the salary increases that had not been fully funded by the National Treasury, and lastly the budget cuts. The budget cuts has huge ramifications, especially in education, and would make it difficult to run the Department.

Date and Committee	Topic/s	Matters raised by the Committee	How the Department responded
22 May 2018 PC Basic Education	Safety in schools	National School Safety Framework (NSSF) was the best policy to ensure school safety, but agreed that it needed to be better implemented	The DBE said that they were doing their best, but that they needed assistance from other stakeholders to tackle this issue. They also highlighted that as much as physical safety measures were necessary in schools, changing the mind-set of the learners, the community and improving the efficiency of the school's management was of paramount importance in ensuring and maintaining school safety.
30 May 2018 Select Committee on Appropriations	EIG and ASIDI	Members were concerned about the challenges and targets not met by the Provincial Education Departments and suggested that in future, Department of Public Works must be invited to account as well. The biggest challenge facing the provinces is the lack of capacity of the implementing agency. Provinces suggested having other implementing agencies to supplement the DPW. Members noted that the challenge of the implementing agency arises every year and it needs to be addressed as soon as possible.	The capacity of implementing agents is a major challenge; and it is linked to the performance of the two grants and also in those provinces that do allocate some money from their equitable share. These challenges are also located within the line function department such as Public Works and they are engaging with those departments. The implementing agents are a real problem as the Basic Education Department ends up focussing on what is not its core business, but if it does not address it, then it affects its core business. Due to the measures put in place to fix the capacity challenges, DBE was forced to take over the projects and implement them instead of being implemented by implementing agents and the Department of Public Works.
05 June 2018 PC Basic Education	Fourth Quarterly Report	Underspending on crucial grants that affect the most vulnerable of learners	Underspending for learners with profound disabilities was due to a lack of personnel that were able to work permanently for this; grants for these positions were allocated for staff that would be able to work permanently for two years under this contract.
27 June 2018 SC Education and Recreation	Briefing by MECs on the following: Matric results; Centralised procurement systems; National School Nutrition Programme.	The competitive spirit amongst the provinces was good, but they also cautioned the provinces not to hide the details for the sake of competitiveness, where certain issues were highlighted and others were not. The presentations had underplayed some issues which deserved more attention.	Provincial Departments could not be faulted for the energy and efforts put into improving learner performance. Unfortunately, there were certain embedded challenges which the Provincial Departments had identified, and they were dealing with them very decisively. Given that the challenges were major, they would not be resolved in one year and would take time. The departments should continue with their efforts to improvement, and most importantly, similar efforts must be put into the lower grades. Provinces were at different levels of performance, and their performances should be measured within the particular contexts.
12 - 17 Aug 2018 PC Basic Education Oversight	Oversight and monitoring visit on NSC Examination Readiness 2018 (North West Province Ngaka Modiri Molema and Dr Ruth Segomotsi Mompoti education districts)	To get appraisal on the interventions made in preparations for the National Senior Certificate and the South African Sign Language (SASL) examinations	All preparations to administer NSC exams were in place and those included registration of learners, invigilation, monitoring, management of irregularities, printing, packaging, storage and distribution of question papers and state of security at all nodal points and exam centres.
21 Aug 2018 PC Basic Education	Introduction of history as a compulsory subject.	There was a very robust and vibrant discussion about colonisation	The Department would address concerns that the current history syllabus was too Eurocentric. Other elements should be taken into consideration, such as the inclusion of archaeology, as it provided a scientific basis of our past, and social anthropology, to provide a historical context to the present day situation.

Date and Committee	Topic/s	Matters raised by the Committee	How the Department responded
28 Aug 2018 PC Basic Education	Strategies and progress to operationalise QLTC. Consolidated 2017 National Senior Certificate Examinations	Members addressed a number of questions especially about accountability and maintaining momentum	QLTC is a campaign not a departmental programme. All provinces have committed themselves to implementing QLTC.
04 Sept 2018 PC Basic Education	First Quarterly Report 2018/19	How infrastructure, sanitation, libraries were being prioritised as well as how DBE is going to ensure that the provinces are going to be assisted	The R9 billion budget is insufficient to meet even the new infrastructure needs let alone to ensure that the DBE is on par in maintaining infrastructure. A percentage ought to be put aside for maintenance; if such funding had been put aside money would have been saved in the long run.
04 Sept 2018 PC Co-operative Governance and Traditional Affairs	Stakeholder engagement on the Customary Initiation Bill, [B7-2018]	The meeting was just a briefing and no issues were raised	The meeting was just a briefing and no issues were raised.
09 Oct 2018 PC Basic Education	DBE Audit Committee and DBE previous BRRR recommendations	The meeting was just a briefing and no issues were raised.	The meeting was just a briefing and no issues were raised.
09 Oct 2018 PC Basic Education	Exam Readiness	Concerns raised around the administration of the sign language examinations as it is the first time it was being administered	There will be 10 centres where SASL examinations will be conducted.
10 Oct 2018 PC Basic Education	DBE 2017/18 Annual Report	Concerns about financial impropriety, especially irregular expenditure	There had been a 75% reduction in irregular expenditure, and the reason was that they had exercised stringent fiscal prudence.
23 Oct 2018 PC Basic Education	Improvement of initial teacher education programmes and teacher development	What was being done to train existing teachers, many of whom were now redundant, no longer effective, or had irrelevant qualifications	Teachers could do a B Ed if they wanted to and ask for recognition of prior learning. However, if they were misplaced and they wanted to continue teaching in an area they were not specialised in, there was a policy on minimum requirements which also had a programme that gave them the opportunity to actually specialise in the subject they were teaching.
24 October 2018 International Relations & Protocol Division in Parliament	Preparation for the 26th SA-EU Inter-Parliamentary Meeting (IPM) scheduled to take place on 24 October 2018, access to education, school drop-out, teacher training and quality control	No matters were raised as it was a briefing session.	No matters were raised as it was a briefing session.
30 Oct 2018 PC Basic Education	High Level Panel Report	The DBE needed to address these broad inequalities in education. This divide also existed between urban and rural schools.	On improving the extent of returns on our investments in education, by far the best way of improving individual and societal returns was to improve the quality of learning and teaching across all grades.

Date and Committee	Topic/s	Matters raised by the Committee	How the Department responded
06 Nov 2018 PC Basic Education	Implementation plan to address backlogs on sanitation - report submitted to the President	Cost of building toilets too high	The Department will monitor the costs. Some issues that affect the costs were: designs for units for different categories for the use of learners and staff. This depended on the numbers, which may utilise a combined design. Factors such as inaccessible terrain was one variable in determining costs for schools. Other factors such as learner numbers at schools was a challenge.
13 Nov 2018 PC Basic Education	Second Quarter Report	Placement of graduates of the Funza Lushaka bursary	Agreed with the matter of the Funza Lushaka bursary. Systemic reviews, when implemented properly, will give the Department data on all sorts of matters and areas.
20 Nov 2018 PC Basic Education	Preparation for 2019 school readiness	Learners without birth certificates denied registration at schools	No learner should be denied registration to a school due to lack of identification
23 Nov 2018 Standing Committee on Appropriations	2018 Adjustments Appropriation Bill	Spending patterns of the SIBG for the last 5 years show a continuous trend of underspending on the ASIDI programme	There was need for provision of financial management support to DBE and Provincial Education Departments to encourage output-driven expenditure, particularly on infrastructure grants. Further, National Treasury should reverse the almost R7 billion cuts to school infrastructure grants announced in the February budget speech.
27 Nov 2018 PC Basic Education	Schools that work early grade reading and 25 Year Review	Ways to help schools that are underperforming	All were informed to first ask about the circumstances of underperforming schools so as to understand what may not be working, and it was found that not all schools have similar problems. Issues were attended to uniquely as to how the schools experienced them.
28 Nov 2018 SC Education and Recreation	2017/18 Annual Report	Most concerns relate to the limited budget of DBE	Budget concerns were being discussed with the National Treasury.
12 Feb 2019 PC Basic Education	2018 NSC examination outcomes Status report on schools reopening for 2019 and state of school readiness 2019	Drop-out rate, why some of the learners are not accounted for	There has been a decline in the drop-out rate. The drop-out rate is linked to the issue of undocumented learners. Many of them are not age appropriate. With the introduction of the Education Laws Amendment Act, it has to define an admission age for Grade R and Grade 1.
13 Jan 2019 SC Education and Recreation	2018 matric results	Reasons for the decline of enrolment in certain subjects,	The declining enrolment in gateway subjects is proportional to the overall decrease in learner enrolment.
19 Feb 2019 PC Basic Education	DBE Third Quarterly Report	The tracking system of learners leaving school ("drop-outs")	The LURITS report (Learner Unit Record Information and Tracking System that aimed to collect unit record data for each learner in the country) was in line with indicators in the APP. The report would be available at the end of 2019. Information would be verified with the Department of Home Affairs, to minimise the impact of "ghost learners" in the system (i.e. learners that did not exist) including the use of the national population register.

8. SCOPA RESOLUTIONS

The Department of Basic Education did not appear before the Standing Committee on Public Accounts (SCOPA) in the 2018/19 financial year. The request for the 2017/18 SCOPA resolutions was sent by the Department of Basic Education to SCOPA on 11 June 2018 and no response was received from the Committee.

9. PRIOR MODIFICATIONS TO AUDIT REPORTS

Nature of qualification, disclaimer, adverse opinion and matters of non-compliance	Financial year in which it first arose	Progress made in clearing/resolving the matter
Programme 2 – Unqualified	2017/18	Strengthened the monitoring and quality of evidence
Programme 3 - Unqualified	2017/18	Management has worked on measures to improve quality of evidence but there is a need to still intensify
Programme 4 - Qualified	2017/18	The indicators changed and more measures were implemented in terms of intensifying monitoring

10. INTERNAL CONTROL UNIT

There is no Internal Control Unit in the Department of Basic Education. In the absence of the unit, every line function managers, as delegated, are responsible for implementing and monitoring controls in their areas of responsibility.

11. INTERNAL AUDIT AND AUDIT COMMITTEES

In the 2018/19 financial year the Department had an Internal Audit Unit under control and direction of the Audit Committee complying with and operating in accordance with regulations and instruction prescribed in terms of Section 76 and 77 of the Public Finance Management Act.

Key activities and objectives of the Internal Audit Unit:

- Internal Audit role in the Department is to provide independent and objective assurance and consulting service to management by evaluating the adequacy and effectiveness of the internal control system; risk management and governance processes and provide value adding recommendations.
- Internal Audit has contributed to an improvement of internal controls in high risk areas such as performance information and financial management in the Department.
- A total of 13 audits were conducted and completed relating to Second Chance Matric Support Programme, Annual Report review, Interim Financial Statements, Supply Chain Management for Implementing Agents and DBE, ASIDI Follow up on AGSA Findings, Reviewed the quarterly Performance Information, Stock Counts reviews, Teacher Development Follow up on AGSA previous report, ASIDI – Management of Payment Advances, National Examination, Assessment and Results and Management Performance Assessment Tool (MPAT).

Key activities and objectives of the Audit Committee

- The Audit Committee is established in terms of Section 76 and 77 of the Public Finance Management Act, Act 1 of 1999 (as amended by Act 29 of 1999)
- The Audit Committee serves as an independent governance structure whose function is to provide an oversight role on the system of internal control, risk management and governance.
- The Audit Committee assists the Accounting Officer in the effective execution of his/her responsibilities as an oversight structure in the achievement of the departmental objectives.

The Audit Committee comprises of four (4) external members listed hereunder and should meet four (4) times per annum as per its approved terms of reference. In the 2018/19 financial year, five (5) meetings were held.

The table below discloses relevant information on the audit committee members for the period 1 April 2018 – 31 March 2019:

Table 57: Qualifications of audit committee

Name	Qualifications	Internal or external	If internal, position in the Department	Date appointed	Date resigned	No. of meetings attended
Prof DP van der Nest	B Com (Hons) M Com D Tech	Chairperson (External)	N/A	Re-appointed 1 December 2017	N/A	5
Mr S Simelane	B Com B Com (Hons) Masters in Business Administration	External Member	N/A	Re-appointed 1 December 2017	N/A	3
Ms S Makhathini	B Com B Com (Hons) Chartered Accountant (SA)	External Member	N/A	1 December 2017	N/A	4
Ms E Pillay	B Com B Com (Hons) Chartered Accountant (SA)	External Member	N/A	1 December 2017	18 March 2019	3

12.AUDIT COMMITTEE REPORT

We are pleased to present our report for the financial year ended 31 March 2019.

12.1. Audit Committee Responsibility

The Audit Committee reports that it has complied with its responsibilities arising from Section 38 (1) (a) (ii) of the Public Finance Management Act and Treasury Regulation 3.1.10 and 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 has discharged all its responsibilities as contained therein, except that we have not reviewed changes in accounting policies and practices.

12.2. The Effectiveness of Internal Control

Our review of the findings of the Internal Audit work as well as the Management Report from the AGSA, revealed material weaknesses in the system of internal control, which were then raised with the Department and monitored during this financial year.

Through the reports from the different assurance providers, it was identified that the system of internal control was not entirely effective; several instances of non-compliance with internal controls were reported by both Internal Audit and AGSA. Management during the year put measures to improve the control environment in Accelerated School Infrastructure Development Initiative (ASIDI), repeat findings indicate that these measures were not effective in improving the system of internal control. The Audit Committee will monitor progress against a new corrective action plan that should be developed and implemented by management. Consequence management needs to be strengthened. The Audit Committee will also monitor

progress with consequence management in cases of non-compliance. There were also deficiencies in the system of internal control around performance information.

The following internal audit work was completed during the 2018/19 financial year:

- Assurance and Consulting reviews were conducted and completed by Internal Audit on, Second Chance Matric Support Programme, Reviewed Annual Report, Interim Financial Statements, Supply Chain Management for Implementing Agents and DBE, ASIDI Follow up on AGSA Findings, Reviewed the quarterly Performance Information, Stock Counts reviews, Teacher Development Follow up on AGSA previous report, ASIDI – Management of Payment Advances, National Examination, Assessment and Results and Management Performance Assessment Tool (MPAT).

The following were areas of concern:

- Areas of concern were to improve the ASIDI project, asset management, and strengthens internal control weaknesses.

12.3. In-Year Management and Monthly/Quarterly Report

The Department has monthly and quarterly reporting systems to the National Treasury as is required by the Public Finance Management Act (PFMA).

12.4. Risk Management

Risk Management Committee and Strategy are in place. Risk Management processes are still maturing as result of engagement with management. The risk register was reviewed, updated and action plans' reports were monitored. There should be an improvement in monitoring of risks and identification of emerging new risks within the Department.

12.5. Evaluation of Financial Statements

We have reviewed the annual financial statements prepared by the Department.

- Reviewed and discussed the Audited Annual Financial Statements to be included in the Annual Report, with the Auditor-General South Africa and the Accounting Officer;
- Reviewed the Auditor-General South Africa's management report and management's response thereto;
- Noted that there were no changes in accounting policies and practice;
- Reviewed the Department's compliance with legal and regulatory provisions;
- Reviewed the report on the pre-determined objectives to be included in the annual reports; and
- Reviewed significant adjustments resulting from the audit.

12.6. Auditor-General's Report

We concur with and accept the Auditor-General South Africa's report on the Annual Financial Statements, and are of the opinion that the Audited Annual Financial Statements should be accepted.

12.7. Conclusion

The Audit Committee concurs and accepts the conclusions of the Auditor-General on the annual financial statements and is of the opinion that the audited annual financial statements be accepted and read together with the report of the Auditor-General. The committee will monitor progress with the development of an action plan by management that will sufficiently address the shortcomings as identified by assurance providers.

D. P. van der Nest

**Prof D.P van der Nest
Chairperson of the Audit Committee
Department of Basic Education
July 2019**



PART D: HUMAN RESOURCE MANAGEMENT

1. INTRODUCTION

The statistics and information published in this part of the Annual Report have been prescribed by the Minister for the Public Service and Administration for all departments in the public service.

The statistical tables provide high-level information on key human resource issues. The information aims to empower legislatures, the media, the public and other key stakeholders to monitor whether the Department of Basic Education is exercising powers granted under the Public Service and Public Finance legislation in a responsible manner.

2. OVERVIEW OF HUMAN RESOURCES

The Department ensures that there is alignment between its broad strategic objectives and human resource planning within the Department, such that:

- Sufficient posts and human resources are available at all times for the Department to achieve its strategic and operational objectives;
- Personnel are employed at the correct salary levels;
- Employment equity targets are met;
- Active steps are taken to ensure that suitable persons are recruited and retained as far as possible, and that personnel with talent are identified and nurtured within the Department;
- The required funding for human resources is made available within the Medium Term Expenditure Framework;
- A system of performance management is utilised to ensure optimal utilisation of human resources for effective service delivery, training, development and recognition of achievements;
- Human resources and financial planning are integrated; and
- Human resource planning and management become an integral part of the responsibility of all managers.

The following were the human resource priorities for the year under review:

- Ensure adequate human resources for the attainment of outcomes for Schooling to 2030;
- Address the issue of gender equity in the DBE;
- To identify and address competency skills gaps;
- To ensure continued implementation of the reviewed PMDS policy;
- To provide a comprehensive Employee Assistance Programme; and
- Addressing areas in MPAT that received a score of below 3.

During the course of the year, the Department had worked swiftly towards achieving these priorities.

The following key posts were filled during the course of the year to ensure the attainment of outcomes for Action Plan to 2019: Towards the Realisation of Schooling to 2030:

- Deputy Director General: Finance and Administration;
- Chief Director: National Institute of Curriculum and Professional Development;
- Chief Director: Curriculum Implementation and Monitoring;
- Chief Director: Legal and Legislative Services;

- Chief Director: Partnerships in Education;
- Chief Director: Curriculum Quality Enhancement Programmes;
- Director: Assessment and Administration;
- Director: EMIS;
- Director: GITO; and
- Director: Logistical Services.

Interviews for the Deputy Director-General for Branch: Teachers, Education Human Resources and Institutional Development was held and the Cabinet Memo prepared and submitted. Interviews for the posts of Chief Director: Office of the DG, Director: ANA and Director: CPTD were held and appointments will be made in the next Financial Year.

In terms of addressing gender equity at Senior Management Level. During the year under review, the DBE had a ratio of 36% female appointments to 64% male appointments at SMS level. At MMS level the staff complement has attained 51% women of all racial groups and 49% males of all racial groups. However, the overall ratio in the Department is 57% female to 43% male staff. In this regard the Department has exceeded the 50:50% ratio. The Department Recruitment Policy has been revised to require equity statistics to be reported on at the interviews as well as in submissions to the Minister and Director-General. The achievement of 50% female target at SMS level is difficult as there are not many male retirements to allow for females to move into posts. The Department continues pursuing the policy of succession planning taking this very problem into consideration. Capable females from the MMS echelon are given every opportunity to equip themselves with the skills and competencies required for SMS positions. The Department has arranged for courses to create proficiency in various identified areas such as financial planning, project management and advanced management and leadership courses.

To address competency skills gaps, 260 employees attended 22 skills development and training programmes as well as the compulsory induction programme during the year. This is an ongoing process which is dependent on quarterly and annual PMDS evaluations and assessments. The Department has also prepared a comprehensive questionnaire for the Department database to gauge the success of courses attended.

The revised PMDS policy is being implemented and reviewed by the Department. Assessments of performance takes place during the mid-term and at the end of the cycle and the DBE moderates scores twice a year. Poor performance was monitored with the Director-General instructing Branch Heads to monitor and report on poor performance. The DBE submits the report of poor performance to the DPSA.

The Department provides a comprehensive health and wellness programme which is well received by the staff. The first Employee Health and Wellness Campaign was conducted on 2 and 3 August 2018 and 274 officials participated in the campaign. The second Employee Health and Wellness and Financial Campaign was held on 4 and 5 December 2018 to commemorate World Aids Day and 210 Officials participated in the campaign. The third Employee Health and Wellness and Financial Wellness Campaign was conducted on 7 and 8 March 2019 with 281 officials participating in the campaign. TB screening was conducted on 28 August 2018 and 40 officials were screened. The Pink Drive was held on 30 October 2018 whereby 199 officials participated in cancer testing (Prostate, Papa Smear, Breast Examinations and Health checks).

The DBE also held a Men's Forum on 23 November 2018 for the first time highlighting abuse of women and children and the importance of regular health checks.

In terms of MPAT, meetings were held with all responsible officials to ensure that the DBE improves on its scores. The DBE is making determined efforts to achieve the targets set. For the year the DBE achieved an overall score of 3 for all HR areas in MPAT.

CHALLENGES

The DBE was not in a position to fill all vacancies, particularly at SMS level as a result of cuts in the Compensation of Employees budget. Although service delivery was not severely impacted upon, staff had to bear the added responsibilities for posts not being filled.

The achievement of equity targets will be given priority. The Department has done exceptionally well in terms of gender representation and has exceeded the equity target on gender in terms of the overall workforce. In the SMS echelon, the majority of males are not in the retirement category. Therefore it is likely that more females will only fill positions at the SMS level in a few years' time when there have been corresponding male retirements.

The Department however takes this problem into consideration in pursuing the policy of succession planning. Capable females from the MMS echelon are given every opportunity to equip themselves with the skills and competencies required for SMS positions. The Department has arranged for courses to create proficiency in various areas such as financial planning, project management and advanced management and leadership courses.

3. HUMAN RESOURCES OVERSIGHT STATISTICS

This section provides key information on the DBE’s human resources in terms of personnel expenditure, the number of posts on the structure, the number of posts filled, staff turnover, leave utilisation, performance management, training and skills development as well as disciplinary actions taken over the year.

3.1. Personnel related expenditure

The following tables summarises the final audited personnel related expenditure by programme and by salary bands. In particular, it provides an indication of the following:

- amount spent on personnel; and
- amount spent on salaries, overtime, homeowner’s allowances and medical aid.

Table 58: Personnel expenditure by programme for the period 1 April 2018 and 31 March 2019

Programme	Total expenditure (R'000)	Personnel expenditure (R'000)	Training expenditure (R'000)	Professional and special services expenditure (R'000)	Personnel expenditure as a % of total expenditure	Average personnel cost per employee (R'000)
Programme 1: Finance and Administration	471 919	175 182	482	158	37.12	586
Programme 2: Curriculum Policy, Support and Monitoring	1 802 191	81 602	118	30 343	4.53	782
Programme 3: Teachers, Education Human Resources and Institutional Development	1 297 611	63 760	81	420	4.91	644
Programme 4: Planning Information and Assessments	12 734 639	130 690	245	2 987	1.03	637
Programme 5: Social Mobilisation and Support Services	7 108 407	39 986	122	645	0.56	678
Total	23 414 767	491 220	1 048	34 553	2.10	639

Table 59: Personnel costs by salary band for the period 1 April 2018 and 31 March 2019

Salary band	Personnel expenditure (R'000)	% of total personnel cost	No. of employees	Average personnel cost per employee (R'000)
Skilled (level 3-5)	9 632	2.12	43	224
Highly skilled production (levels 6-8)	102 749	22.64	286	359
Highly skilled supervision (levels 9-12)	244 373	53.86	305	801
Senior and Top management (levels 13-16)	97 039	21.38	76	1 277
Total	453 793	100.00	710	639

Note: The total for personnel expenditure does not take into consideration remuneration of Examiners and Moderators, Systemic Evaluation and Workbooks.

Table 60: Salaries, overtime, home owners allowance and medical aid by programme for the period 1 April 2018 and 31 March 2019

Programme	Salaries		Overtime		Home Owners Allowance		Medical Aid	
	Amount (R'000)	Salaries as a % of personnel costs	Amount (R'000)	Overtime as a % of personnel costs	Amount (R'000)	HOA as a % of personnel costs	Amount (R'000)	Medical aid as a % of personnel costs
Programme 1: Finance and Administration	146 134	83.42	4 449	2.54	3 038	1.73	5 499	3.14
Programme 2: Curriculum Policy, Support and Monitoring	65 710	88.47	921	1.24	700	0.94	1 487	2.00
Programme 3: Teachers, Education Human Resources and Institutional Development	56 931	89.29	38	0.06	666	1.04	1 164	1.83
Programme 4: Planning Information and Assessments	88 978	88.45	1 241	1.23	1 282	1.27	2 394	2.38
Programme 5: Social Mobilisation and Support Services	35 527	88.85	0	0.00	472	1.18	810	2.03
Total	393 280	86.67	6 649	1.47	6 158	1.36	11 354	2.50

Table 61: Salaries, overtime, home owners allowance and medical aid by salary band for the period 1 April 2018 to 31 March 2019

Salary band	Salaries		Overtime		Home Owners Allowance		Medical Aid	
	Amount (R'000)	Salaries as a % of personnel costs	Amount (R'000)	Overtime as a % of personnel costs	Amount (R'000)	HOA as a % of personnel costs	Amount (R'000)	Medical aid as a % of personnel costs
Skilled (level 3-5)	7 706	80.00	2 852	29.61	779	8.09	651	6.76
Highly skilled production (levels 6-8)	81 624	79.44	2 112	2.06	3 116	3.03	5 883	5.73
Highly skilled supervision (levels 9-12)	215 400	88.14	1 685	0.69	1 820	0.74	3 865	1.58
Senior management (level 13-16)	88 550	91.25	0	0.00	443	0.46	955	0.98
Total	393 280	86.67	6 649	1.47	6 158	1.36	11 354	2.50

3.2. Employment and Vacancies

The tables in this section summarise the position with regard to employment and vacancies.

The following tables summarise the number of posts on the establishment, the number of employees, the vacancy rate, and whether there are any staff that are additional to the establishment.

This information is presented in terms of three (3) key variables:

- programme;
- salary band; and
- critical occupations (see definition in notes below).

Departments have identified critical occupations that need to be monitored. In terms of current regulations, it is possible to create a post on the establishment that can be occupied by more than one (1) employee. Therefore, the vacancy rate reflects the percentage of posts that are not filled.

Table 62: Employment and vacancies by programme as on 31 March 2019

Programme	Number of posts on approved establishment	Number of posts filled	Vacancy rate %	Number of employees additional to the establishment
Programme 1: Administration	299	299	0.00	0
Programme 2: Curriculum Policy, Support & Monitoring	95	95	0.00	0
Programme 3: Teachers, Education Human Resources & Institutional Development	152	99	34.87	0
Programme 4: Planning, Information & Assessment	182	158	13.19	0
Programme 5: Educational Enrichment Services	68	59	13.24	0
Total	796	710	10.80	0

Table 63: Employment and vacancies by salary band as on 31 March 2019

Salary band	Number of posts on approved establishment	Number of posts filled	Vacancy rate %	Number of employees additional to the establishment
Skilled(3-5)	43	43	0.00	0
Highly skilled production (6-8)	287	286	0.35	0
Highly skilled supervision (9-12)	375	305	18.67	0
Senior management (13-16)	91	76	16.48	0
Total	796	710	10.80	0

Table 64: Employment and vacancies by critical occupations as on 31 March 2019

Critical occupation	Number of posts on approved establishment	Number of posts filled	Vacancy Rate %	Number of employees additional to the establishment
DCES	15	13	13.33	0
CES	68	62	8.82	0
Total	83	75	9.64	0

3.3. Filling of SMS Posts

The tables in this section provide information on employment and vacancies as it relates to members of the Senior Management Service by salary level. It also provides information on advertising and filling of SMS posts, reasons for not complying with prescribed timeframes and disciplinary steps taken.

Table 65: SMS post information as on 31 March 2019

SMS Level	Total number of funded SMS posts	Total number of SMS posts filled	% of SMS posts filled	Total number of SMS posts vacant	% of SMS posts vacant
Director-General/ Head of Department	1	1	100.00	0	0.00
Salary Level 15	10	8	80.00	2	20.00
Salary Level 14	26	20	76.92	6	23.08
Salary Level 13	54	47	87.04	7	12.96
Total	91	76	83.52	15	16.48

Table 66: Advertising and filling of SMS posts for the period 1 April 2018 and 31 March 2019

SMS Level	Total number of funded SMS posts	Total number of SMS posts filled	% of SMS posts filled	Total number of SMS posts vacant	% of SMS posts vacant
Director-General/ Head of Department	1	1	100.00	0	0.00
Salary Level 15	10	8	80.00	2	20.00
Salary Level 14	26	20	76.92	6	23.08
Salary Level 13	54	47	87.04	7	12.96
Total	91	76	83.52	15	16.48

Table 67: Reasons for not having complied with the filling of funded vacant SMS posts advertised within 6 months and filled within 12 months after becoming vacant for the period 1 April 2018 and 31 March 2019

Reasons for vacancies not advertised within six months
Re-prioritisation of posts within the Department

Reasons for vacancies not filled within six months
Re-prioritisation of posts within the Department

3.4. Job Evaluation

Within a nationally determined framework, executing authorities may evaluate or re-evaluate any job in his or her organisation. In terms of the Regulations all vacancies on salary levels 9 and higher must be evaluated before they are filled. The following table summarises the number of jobs that were evaluated during the year under review. The table also provides statistics on the number of posts that were upgraded or downgraded.

Table 68: Job evaluation by salary band for the period 1 April 2018 to 31 March 2019

Salary band	Number of posts on approved establishment	Number of Jobs Evaluated	% of posts evaluated by salary bands	Posts Upgraded		Posts downgraded	
				Number	% of posts evaluated	Number	% of posts evaluated
Skilled (Levels 3-5)	43	2	4.65	2	4.65	0	0.00
Highly skilled production (Levels 6-8)	287	5	1.74	0	0.00	0	0.00
Highly skilled supervision (Levels 9-12)	375	2	0.53	0	0.00	0	0.00
Senior Management Service Band A	54	0	0.00	0	0.00	0	0.00
Senior Management Service Band B	26	0	0.00	0	0.00	0	0.00
Senior Management Service Band C	10	0	0.00	0	0.00	0	0.00
Senior Management Service Band D	1	0	0.00	0	0.00	0	0.00
Total	796	9	1.13	2	0.25	0	0.00

The following table provides a summary of the number of employees whose positions were upgraded due to their post being upgraded. The number of employees might differ from the number of posts upgraded since not all employees are automatically absorbed into the new posts and some of the posts upgraded could also be vacant.

Table 69: Profile of employees whose positions were upgraded due to their posts being upgraded for the period 1 April 2018 to 31 March 2019

Gender	African	Asian	Coloured	White	Total
Male	2	0	0	0	2
Total	2	0	0	0	2

The following table summarises the number of cases where remuneration bands exceeded the grade determined by job evaluation. Reasons for the deviation are provided in each case.

3.5. Employment Changes

This section provides information on changes in employment over the financial year. Turnover rates provide an indication of trends in the employment profile of the Department. The following tables provide a summary of turnover rates by salary band and critical occupations (see definition in notes below).

Table 70: Annual turnover rates by salary band for the period 1 April 2018 to 31 March 2019

Salary band	Number of employees at the beginning of period-1 April 2018	Appointments and transfers into the Department	Terminations and transfers out of the Department	Turnover rate %
Skilled (Levels 3-5)	43	8	2	4.65
Highly skilled production (Levels 6-8)	285	10	9	3.16
Highly skilled supervision (Levels 9-12)	295	29	25	8.47
Senior Management Service Bands A	50	4	4	8.00
Senior Management Service Bands B	17	2	2	11.76
Senior Management Service Bands C	6	2	0	0.00
Senior Management Service Bands D	1	0	0	0.00
Total	697	55	42	6.03

Table 71: Annual turnover rates by critical occupation for the period 1 April 2018 to 31 March 2019

Critical occupation	Number of employees at the beginning of period- 1 April 2018	Appointments and transfers into the Department	Terminations and transfers out of the Department	Turnover rate %
DCES	13	1	1	7.69
CES	61	6	5	8.20
TOTAL	74	7	6	8.11

The table below identifies the major reasons why staff left the Department.

Table 72: Reasons why staff left the Department for the period 1 April 2018 to 31 March 2019

Termination Type	Number	% of Total Resignations
Death	1	2.38
Resignation	17	40.48
Expiry of contract	12	28.57
Retirement	6	14.29
Transfer to other Public Service Departments	6	14.29
Total	42	100.00
Total number of employees who left as a % of total employment		5.91

Table 73: Promotions by critical occupation for the period 1 April 2018 to 31 March 2019

Occupation	Employees 1 April 2018	Promotions to another salary level	Salary level promotions as a % of employees by occupation	Progressions to another notch within a salary level	Notch progression as a % of employees by occupation
DCES	13	0	0.00	13	100.00
CES	61	1	1.60	43	70.50
TOTAL	74	1	1.35	56	75.68

Table 74: Promotions by salary band for the period 1 April 2018 to 31 March 2019

Salary Band	Employees 1 April 2018	Promotions to another salary level	Salary bands promotions as a % of employees by salary level	Progressions to another notch within a salary level	Notch progression as a % of employees by salary bands
Skilled (Levels 3-5)	43	2	4.70	43	100.00
Highly skilled production (Levels 6-8)	285	4	1.40	199	69.820
Highly skilled supervision (Levels 9-12)	295	4	1.36	175	59.32
Senior Management (Level 13-16)	74	5	6.76	48	64.86
Total	697	15	2.15	465	66.71

3.6. Employment Equity

Table 75: Total number of employees (including employees with disabilities) in each of the following occupational categories as on 31 March 2019

Occupational category	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Legislators, senior officials and managers	36	4	4	5	16	4	5	2	76
Professionals	118	11	7	13	116	5	13	22	305
Technicians and associate professionals	79	1	0	2	182	6	2	14	286
Clerks	20	2	0	1	20	0	0	0	43
Total	253	18	11	21	334	15	20	38	710
Employees with disabilities	4	1	0	1	3	0	0	1	10

Table 76: Total number of employees (including employees with disabilities) in each of the following occupational bands as on 31 March 2019

Occupational band	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management	4	1	1	0	2	1	0	0	9
Senior Management	32	3	3	5	14	3	5	2	67
Professionally qualified and experienced specialists and mid-management	118	11	7	13	116	5	13	22	305
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	79	1	0	2	182	6	2	14	286
Semi-skilled and discretionary decision making	20	2	0	1	20	0	0	0	43
Total	253	18	11	21	334	15	20	38	710

Table 77: Recruitment for the period 1 April 2018 to 31 March 2019

Occupational band	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management	1	0	0	0	0	0	0	0	1
Senior Management	4	1	1	0	0	0	2	1	9
Professionally qualified and experienced specialists and mid-management	15	2	0	0	11	0	0	2	30
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	2	0	0	0	14	1	0	1	18
Semi-skilled and discretionary decision making	4	1	0	0	2	0	0	0	7
Total	26	4	1	0	27	1	2	4	65

Table 78: Promotions for the period 1 April 2018 to 31 March 2019

Occupational band	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Senior Management	2	1	0	0	0	0	1	1	5
Professionally qualified and experienced specialists and mid-management	2	0	1	0	8	0	0	2	13
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	1	0	0	0	2	0	0	1	4
Semi-skilled and discretionary decision making	2	0	0	0	0	0	0	0	2
Total	7	1	1	0	10	0	1	4	24

Table 79: Terminations for the period 1 April 2018 to 31 March 2019

Occupational band	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Senior Management	3	0	1	0	2	0	0	0	6
Professionally qualified and experienced specialists and mid-management	11	1	0	3	9	0	0	1	25
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	4	0	0	0	5	0	0	0	9
Semi-skilled and discretionary decision making	1	0	0	0	1	0	0	0	2
Total	19	1	1	3	17	0	0	1	42

Table 80: Disciplinary action for the period 1 April 2018 to 31 March 2019

Disciplinary action	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
3 months suspension without pay	0	0	0	0	1	0	0	0	1
2 months suspension without pay	1	0	0	0	0	0	0	0	1

Table 81: Skills development for the period 1 April 2018 to 31 March 2019

Occupational category	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Legislators, senior officials and managers	16	1	2	1	7	0	0	2	29
Professionals	31	1	1	0	26	1	1	1	62
Technicians and associate professionals	11	0	0	1	28	0	0	1	41
Clerks	29	0	0	0	88	1	0	1	119
Elementary occupations	9	0	0	0	0	0	0	0	9
Total	96	2	3	2	149	2	1	5	260

3.7. Signing of Performance Agreements by SMS Members

All members of the SMS must conclude and sign Performance Agreements within specific timeframes. Information regarding the signing of Performance Agreements by SMS members, the reasons for not complying within the prescribed timeframes and disciplinary steps taken is presented here.

Table 82: Signing of performance agreements by SMS members as on 31 May 2018

SMS Level	Total number of funded SMS posts	Total number of SMS members	Total number of signed performance agreements	Signed performance agreements as % of total number of SMS members
Director-General/ Head of Department	1	1	1	100.00
Salary Level 15	10	7	7	100.00
Salary Level 14	26	14	14	100.00
Salary Level 13	54	51	51	100.00
Total	91	73	73	100.00

3.8. Performance Rewards

To encourage good performance, the Department has granted the following performance rewards during the year under review. The information is presented in terms of race, gender, disability, salary bands and critical occupations (see definition in notes below).

Table 83: Performance rewards by race, gender and disability for the period 1 April 2018 to 31 March 2019

Race and Gender	Beneficiary Profile			Cost	
	Number of beneficiaries	Number of employees	% of total within group	Cost (R'000)	Average cost per employee (R'000)
African					
Male	59	253	23.32	1 694	29
Female	104	334	31.14	2 352	23
Asian					
Male	3	11	27.27	163	54
Female	6	20	30.00	297	50
Coloured					
Male	5	18	27.78	194	39
Female	7	15	46.67	240	34
White					
Male	4	21	19.05	172	43
Female	19	38	50.00	636	33
Total	207	710	29.15	5 748	28

Table 84: Performance rewards by salary band for personnel below senior management service for the period 1 April 2018 to 31 March 2019

Salary band	Beneficiary Profile			Cost		Total cost as a % of the total personnel expenditure
	Number of beneficiaries	Number of employees	% of total within salary bands	Total Cost (R'000)	Average cost per employee (R'000)	
Skilled (level 3-5)	12	43	27.91	142	12	1.47
Highly skilled production (level 6-8)	107	286	37.41	1 651	15	1.61
Highly skilled supervision (level 9-12)	65	305	21.31	2 624	40	1.07
Total	184	634	29.02	4 417	24	1.24

Table 85: Performance-related rewards (cash bonus) by salary band for senior management service for the period 1 April 2018 to 31 March 2019

Salary band	Beneficiary Profile			Cost		Total cost as a % of the total personnel expenditure
	Number of beneficiaries	Number of employees	% of total within salary bands	Total Cost (R'000)	Average cost per employee (R1'000)	
Band A	17	47	36.17	835	49.12	1.53
Band B	5	20	25.00	379	75.80	1.37
Band C	1	8	12.50	117	117.00	0.92
Band D	0	1	0.00	0.00	0.00	0.00
Total	23	76	30.26	1 331	57.87	1.37

3.9. Foreign Workers

The tables below summarise the employment of foreign nationals in the Department in terms of salary band and major occupation.

Table 86: Foreign workers by salary band for the period 1 April 2018 and 31 March 2019

Salary band	01 April 2018		31 March 2019		Change	
	Number	% of total	Number	% of total	Number	% Change
Highly skilled supervision (Lev. 9-12)	1	0.327	10	3.27	9	2.94
Total	1	0.327	10	3.27	9	2.94

3.10. Leave utilisation

The Public Service Commission identified the need for careful monitoring of sick leave within the public service. The following tables provide an indication of the use of sick leave and disability leave. In both cases, the estimated cost of the leave is also provided.

Table 87: Sick leave for the period 1 January 2018 to 31 December 2018

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)
Skilled (levels 3-5)	668	63.62	113	19.68	6	415
Highly skilled production (levels 6-8)	1 539	71.28	222	38.68	7	1 966
Highly skilled supervision (levels 9 -12)	1 309	78.69	194	33.80	7	3 832
Top and Senior management (levels 13-16)	342	88.01	45	7.84	8	1 458
Total	3 858	73.95	574	100.00	7	7 671

Table 88: Disability leave (temporary and permanent) for the period 1 January 2018 to 31 December 2018

Salary band	Total days	% days with medical certification	Number of employees using disability leave	% of total employees using disability leave	Average days per employee	Estimated Cost (R'000)
Skilled (Levels 3-5)	29	100	1	3	29	21
Highly skilled production (Levels 6-8)	260	100	11	34	24	352
Highly skilled supervision (Levels 9-12)	315	98	15	47	21	948
Senior management (Levels 13-16)	187	100	4	13	47	804
Total	791	100	31	100	25	2 125

The table below summarises the utilisation of annual leave. The wage agreement concluded with trade unions in the PSCBC in 2000 requires management of annual leave to prevent high levels of accrued leave being paid at the time of termination of service.

Table 89: Annual leave for the period 1 January 2018 to 31 December 2018

Salary band	Total days taken	Number of Employees using annual leave	Average per employee
Skilled Levels 3-5)	2 675	173	15
Highly skilled production (Levels 6-8)	6 240	267	23
Highly skilled supervision(Levels 9-12)	7 207	317	23
Senior management (Levels 13-16)	1 708	82	21
Total	17 830	839	21

Table 90: Capped leave for the period 1 January 2018 to 31 December 2018

Salary band	Total days of capped leave taken	Number of Employees using capped leave	Average number of days taken per employee	Average capped leave per employee as on 31 December 2017
Skilled Levels 3-5)	0	0	0	59
Highly skilled production (Levels 6-8)	2	2	1	33
Highly skilled supervision(Levels 9-12)	99	9	11	50
Senior management (Levels 13-16)	9	6	2	65
Total	110	17	6	49

The following table summarise payments made to employees as a result of leave that was not taken.

Table 91: Leave pay outs for the period 1 April 2018 to 31 March 2019

Reason	Total amount (R'000)	Number of employees	Average per employee (R'000)
Leave payout for 2017/18 due to non-utilisation of leave for the previous cycle	257	1	257
Capped leave payouts on termination of service for 2017/18	1 371	5	274
Current leave payout on termination of service for 2017/18	1 077	43	25
Total	2 705	49	55

3.11.HIV/AIDS & Health Promotion Programmes

Table 92: Details of health promotion and HIV/AIDS Programmes

Question	Yes	No	Details, if yes
1. Has the Department designated a member of the SMS to implement the provisions contained in Part VI E of Chapter 1 of the Public Service Regulations, 2001? If so, provide her/his name and position.	Yes		Ms Thandi Khoza Director: Training and Social Responsibility
2. Does the Department have a dedicated unit or has it designated specific staff members to promote the health and well-being of your employees? If so, indicate the number of employees who are involved in this task and the annual budget that is available for this purpose.	Yes		The Department has two employees to promote health and wellness. The budget for health and wellness is incorporated in the budget for 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. <ul style="list-style-type: none"> • Work-related and personal problems • Substance abuse (drugs and alcohol) • Incapacity counselling • Employees with financial difficulties • Traumatic events
4. Has the Department established (a) committee(s) as contemplated in Part VI E.5 (e) of Chapter 1 of the Public Service Regulations, 2001? If so, please provide the names of the members of the committee and the stakeholder(s) that they represent.	Yes		Thandi Khoza Julia Mashapa Elsie 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		<ul style="list-style-type: none"> • Leave Policy • Employee Assistance Programme Policy • Recruitment Policy • Bereavement Policy

Question	Yes	No	Details, if yes
6. Has the Department introduced measures to protect HIV-positive employees or those perceived to be HIV-positive from discrimination? If so, list the key elements of these measures.	Yes		<ul style="list-style-type: none"> HIV and AIDS Policy HIV and AIDS Workplace programme Condom distributions and HTC Campaign
7. Does the Department encourage its employees to undergo voluntary counselling and testing? If so, list the results that you have achieved.	Yes		Through information sharing, pre-test counselling and HTC campaign.
8. Has the Department developed measures/indicators to monitor and evaluate the impact of its health promotion programme? If so, list these measures/indicators.	Yes		<ul style="list-style-type: none"> Statistics 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 pamphlets on HIV and AIDS

3.12. Labour Relations

The following table summarises the outcome of disciplinary hearings conducted within the Department for the year under review.

Table 93: Misconduct and disciplinary hearings finalised for the period 1 April 2018 to 31 March 2019

Outcomes of disciplinary hearings	Number	% of total
Suspended without pay	2	100.00
Total	2	100.00

Table 94: Types of misconduct addressed at disciplinary hearings for the period 1 April 2018 to 31 March 2019

Type of misconduct	Number	% of total
Conduct self in improper/ unacceptable manner	1	50.00
Failure to carry out order or instruction	1	50.00
Total	2	100.00

Table 95: Grievances logged for the period 1 April 2018 to 31 March 2019

Grievances	Number	% of Total
Number of grievances resolved	24	72.73
Number of grievances not resolved	9	27.27
Total number of grievances lodged	33	100.00

Table 96: Disputes logged with councils for the period 1 April 2018 and 31 March 2019

Disputes	Number	% of Total
Number of disputes dismissed	1	100.00
Total number of disputes lodged	1	100.00

3.13. Skills development

This section highlights the efforts of the Department with regard to skills development.

Table 97: Training needs identified for the period 1 April 2018 and 31 March 2019

Occupational category	Gender	Number of employees as at 1 April 2018	Training needs identified at start of the reporting period			
			Learnerships	Skills Programmes & other short courses	Other forms of training	Total
Legislators, senior officials and managers	Female	29	0	7	0	7
	Male	46	0	6	0	6
Professionals	Female	164	0	81	0	81
	Male	145	0	69	0	69
Technicians and associate professionals	Female	51	0	28	0	28
	Male	25	0	21	0	21
Clerks	Female	198	0	58	0	58
	Male	80	0	20	0	20
Service and sales workers	Female	0	0	4	0	4
	Male	0	0	6	0	6
Elementary occupations	Female	5	0	0	0	0
	Male	14	0	0	0	0
Sub Total	Female	447	0	178	0	178
	Male	310	0	122	0	122
Total		757	0	300	0	300

Note: The above figures include interns in the DBE

Table 98: Training provided for the period 1 April 2018 to 31 March 2019

Occupational category	Gender	Number of employees as at 1 April 2018	Training provided within the reporting period			
			Learnerships	Skills Programmes & other short courses	Other forms of training	Total
Legislators, senior officials and managers	Female	29	0	20	0	20
	Male	46	0	9	0	9
Professionals	Female	164	0	30	0	30
	Male	145	1	32	0	32
Technicians and associate professionals	Female	51		29	0	29
	Male	25	0	12	0	12
Clerks	Female	198	0	77	0	77
	Male	80	0	49	0	49
Elementary occupations	Female	5	0	0	0	0
	Male	14	0	2	0	2
Sub Total	Female	447	0	156	0	156
	Male	310	1	104	0	104
Total		757	1	260	0	260

Note: The above figures include interns in the DBE

3.14. Injury on duty

The following tables provide basic information on injury on duty.

Table 99: Injury on duty for the period 1 April 2018 to 31 March 2019

Nature of injury on duty	Number	% of total
Motor vehicle accident	2	100%



PART E: FINANCIAL INFORMATION

Report of the Auditor-General to Parliament on vote no. 14: Department of Basic Education

Report on the audit of the financial statements

Qualified opinion

1. I have audited the financial statements of the Department of Basic Education set out on pages 208 to 277 which comprise the appropriation statement, the statement of financial position as at 31 March 2019, the statement of financial performance, the statement of changes in net assets and the cash flow statement for the year then ended, as well as the notes to the financial statements, including a summary of significant accounting policies.
2. In my opinion, except for the possible effects of the matters described in the *basis* for qualified opinion section of this auditor's report, the financial statements present fairly, in all material respects, the financial position of the Department of Basic Education as at 31 March 2019, and its financial performance and cash flows for the year then ended in accordance with the Modified Cash Standard (MCS) prescribed by the National Treasury and the requirements of the Public Finance Management Act of South Africa, 1999 (Act no. 1 of 1999) (PFMA) and the Division of Revenue Act of South Africa, 2018 (Act no. 1 of 2018) (Dora).

Basis for qualified opinion

Immovable tangible capital assets

3. I was unable to obtain sufficient appropriate audit evidence to confirm the correctness of additions to assets relating to the accelerated school infrastructure delivery initiative (Asidi), as management could not provide the relevant supporting evidence. Furthermore, the Department incorrectly included non-capital expenditure relating to management fees paid to implementing agents as part of the cost of capital infrastructure assets, contrary to the requirements of the MCS. I was unable to determine the full extent of the misstatements for both the current and previous financial periods for the following items, as it was impracticable to do so:
 - Overstatement of the immovable tangible capital assets of R7,975 billion (2018: R6,470 billion) and capital work-in-progress of R2,788 billion (2018: R2,336 billion), as disclosed in note 33 to the financial statements
 - Overstatement of expenditure for capital assets of R1,963 billion (2018: R1,631 billion), as disclosed in note 9 to the financial statements
 - Overstatement of approved and contracted capital expenditure commitments of R4,128 billion (2018: R4,597 billion), and understatement of approved and contracted current expenditure commitments of R3,885 billion (2018: R1,969 billion), as disclosed in note 20 to the financial statements
 - Understatement of goods and services expenditure of R1,783 billion (2018: R1,786 billion), as disclosed in note 5 to the financial statements.

I could not confirm immovable tangible capital assets by alternative means. As a result, I was unable to determine whether any further adjustments were necessary to immovable tangible capital assets stated at R7, 975 billion in the financial statements.

4. Furthermore, the Department did not recognise capital work-in-progress assets in accordance with the MCS chapter 11, Capital assets. Items were disclosed as capital work-in-progress immovable tangible assets, despite not meeting the definition of a tangible asset. Therefore, capital work-in-progress for immovable assets, as disclosed in note 33.3 to the financial statements, was overstated by R176, 464 million (2018: R176, 464 million). In addition, the capital work-in-progress ageing disclosure for the opening balance is overstated by R392, 157 million.

Commitments

5. I was unable to obtain sufficient appropriate audit evidence for the approved and contracted capital expenditure commitment for disbursements as the Department could not substantiate the R167, 306 million relating to professional service provider fees. In addition, the Department did not correctly determine the amounts for approved and contracted capital commitment, which resulted in commitments disclosed in note 20 to the financial statements being understated by R83, 096 million.
6. Furthermore, the Department disclosed capital expenditure as approved but not yet contracted commitments for the previous financial year, although service providers were not appointed and there was no communication of awards made to these service providers. As a result, the comparative amount of approved but not yet contracted capital commitments, as disclosed in note 20 to the financial statements, was overstated by R4, 031 billion.
7. I could not confirm the amounts for capital commitments by alternative means. Consequently, I was unable to determine whether any further adjustments were necessary to capital expenditure commitments, stated at R4,128 billion (2018: R8,628 billion), as disclosed in note 20 to the financial statements.

Contingent liabilities

8. The Department did not disclose the comparative contingent liabilities in accordance with the MCS chapter 14, Provisions and contingents. The Department is the defendant in a number of litigation matters, but the likely settlement amounts were incorrectly estimated. As a result, comparative contingent liabilities of R362, 569 million, as disclosed in note 19.1 to the financial statements, was understated by R178, 613 million.

Accruals and payables not recognised

9. The Department did not present accruals and payables not recognised in accordance with the MCS chapter 9, General departmental assets and liabilities. Goods or services received, or supplied and invoiced, or formally agreed with the supplier as at year-end, were accounted for as accruals instead of payables not recognised. Furthermore, accruals were not properly accounted for. The effect on the financial statements was that accruals of R296, 443 million, as disclosed in note 21 to the financial statements, was overstated by R162, 619 million and payables not recognised of R144,864 million were not disclosed.

Irregular expenditure

10. The Department did not include all irregular expenditure in the notes to the financial statements, as required by section 40(3) (i) of the PFMA. This was due to payments made in contravention of the supply chain management prescripts, which resulted in irregular expenditure of R177, 498 million not being disclosed. Furthermore, as the Department did not have adequate internal controls in place to identify and report on all irregular expenditure, which did not meet the requirements of legislation, I was unable to determine the full extent of the understatement of irregular expenditure for the current and previous year, as it was impracticable to do so.

Context for the opinion

11. I conducted my audit in accordance with the International Standards on Auditing (ISAs). My responsibilities under those standards are further described in the auditor-general's responsibilities for the audit of the financial statements section of this auditor's report.
12. I am independent of the Department in accordance with sections 290 and 291 of the International Ethics Standards Board for Accountants' Code of ethics for professional accountants, parts 1 and 3 of the International Ethics Standards Board for Accountants' International Code of Ethics for Professional Accountants (including International Independence Standards) (IESBA codes), and the ethical requirements that are relevant to my audit in South Africa. I have fulfilled my other ethical responsibilities in accordance with these requirements and the IESBA codes.
13. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my qualified opinion.

Emphasis of matters

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

Restatement of corresponding figures

15. As disclosed in note 35 to the financial statements, the corresponding figures for 31 March 2018 were restated as a result of an errors in the financial statements of the Department at, and for the year ended, 31 March 2019.

Material underspending on the budget

16. As disclosed in the appropriation statement, the Department materially underspent the budget by R59,498 million on programme 2: curriculum policy, support and monitoring and R208,888 million on programme 4: planning, information and assessment.

Other matter

17. I draw attention to the matter below. My opinion is not modified in respect of this matter.

Unaudited supplementary schedules

18. The supplementary information set out on pages 278 to 290 does not form part of the financial statements and is presented as additional information. I have not audited these schedules and, accordingly, I do not express an opinion on them.

Responsibilities of the accounting officer for the financial statements

19. The accounting officer is responsible for the preparation and fair presentation of the financial statements in accordance with the MCS and the requirements of the PFMA and Dora, and for such internal control as the accounting officer determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

20. In preparing the financial statements, the accounting officer is responsible for assessing the Department of Basic Education’s ability to continue as a going concern, disclosing, as applicable, matters relating to going concern and using the going concern basis of accounting unless the appropriate governance structure either intends to liquidate the Department or to cease operations, or has no realistic alternative but to do so.

Auditor-General’s responsibilities for the audit of the financial statements

21. My objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor’s report that includes my opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with the ISAs will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.
22. A further description of my responsibilities for the audit of the financial statements is included in the annexure to this auditor’s report.

Report on the audit of the annual performance report

Introduction and scope

23. In accordance with the Public Audit Act of South Africa, 2004 (Act no. 25 of 2004) (PAA) and the general notice issued in terms thereof, I have a responsibility to report material findings on the reported performance information against predetermined objectives for selected programmes presented in the annual performance report. I performed procedures to identify findings but not to gather evidence to express assurance.
24. My procedures address the reported performance information, which must be based on the approved performance planning documents of the Department. I have not evaluated the completeness and appropriateness of the performance indicators/measures included in the planning documents. My procedures also did not extend to any disclosures or assertions relating to planned performance strategies and information in respect of future periods that may be included as part of the reported performance information. Accordingly, my findings do not extend to these matters.
25. I evaluated the usefulness and reliability of the reported performance information in accordance with the criteria developed from the performance management and reporting framework, as defined in the general notice, for the following selected programmes presented in the annual performance report of the Department for the year ended 31 March 2019:

Programmes	Pages in the annual performance report
Programme 2 – Curriculum policy, support and monitoring	80 – 82
Programme 3 – Teachers, education human resources and institutional development	104 – 105
Programme 4 – Planning, information and assessment	134 – 135

26. I performed procedures to determine whether the reported performance information was properly presented and whether performance was consistent with the approved performance planning documents. I performed further procedures to determine whether the indicators and related targets were measurable and relevant, and assessed the reliability of the reported performance information to determine whether it was valid, accurate and complete.
27. The material findings in respect of the usefulness and reliability of the selected programmes are as follows:

Programme 2 – curriculum policy, support and monitoring

Various indicators

28. The planned targets for these indicators were not specific in clearly identifying the nature and required level of performance. Refer to the indicators below:

Indicator description	Planned target
2.4.1 Number of Mathematics, Science and Technology lesson plans monitored for the intermediate, senior and FET phases	Technical Mathematics and Science Grade 10-12 lesson plans monitored
2.4.2 Number of Mathematics, Science and Technology teacher guides developed for the intermediate, senior and FET phases	Technical Mathematics and Science Grades 10-12 teacher guide developed

Indicator 2.4.1: number of Mathematics, Science and Technology lesson plans monitored for the intermediate, senior and FET phases

29. The achievement for target Technical Mathematics and Science Grade 10-12 lesson plans monitored (annually) reported in the annual performance report was 46. However, the supporting evidence provided did not agree with the reported achievement and indicated an achievement of 18.

Programme 3 – teachers, education human resources and institutional development

Various indicators

30. The reported achievement in the annual performance report did not agree with the supporting evidence provided for the indicators listed below. The supporting evidence provided indicated that the achievements of these indicators were as follows:

Indicator description	Reported achievement	Audited value
3.3.1 Number of teachers participating in the EFAL diagnostic tests	2 029	1 428
3.3.3 Number of teachers participating in the Accounting diagnostic tests	2 035	1 206
3.3.4 Number of teachers participating in the Mathematics diagnostic tests	3 339	2 226

Programme 4 – planning, information and assessment

Various indicators

31. The reported achievement in the annual performance report did not agree with the supporting evidence provided for the indicators listed below. The supporting evidence provided indicated that the achievements of these indicators were as follows:

Indicator description	Reported achievement	Audited value
4.3.2 - Number of schools provided with sanitation facilities through Asidi.	200	224
4.3.3 - Number of schools provided with water through Asidi.	199	223
4.5.1 - Number of officials from districts who achieved below the national benchmark in the NSC participating in a mentoring	76	99

Other matters

32. I draw attention to the matters below.

Achievement of planned targets

33. Refer to the annual performance report on pages 80 to 82, 104 to 105 and 134 to 135 for information on the achievement of planned targets for the year and explanations provided for the under or overachievement of a number of targets. This information should be considered in the context of the material findings on the usefulness and reliability of the reported performance information in paragraphs 28 to 31 of this report.

Adjustment of material misstatements

34. I identified material misstatements in the annual performance report submitted for auditing. These material misstatements were on the reported performance information of programme 2: curriculum policy, support and monitoring. As management subsequently corrected only some of the misstatements, I raised material findings on the usefulness and reliability of the reported performance information. Those that were not corrected are reported above.

Report on the audit of compliance with legislation

Introduction and scope

35. In accordance with the PAA and the general notice issued in terms thereof, I have a responsibility to report material findings on the compliance of the Department with specific matters in key legislation. I performed procedures to identify findings but not to gather evidence to express assurance.
36. The material findings on compliance with specific matters in key legislation are as follows:

Annual financial statements

37. The financial statements submitted for auditing were not prepared in accordance with the prescribed financial reporting framework and supported by full and proper records, as required by section 40(1)(a) and (b) of the PFMA. Material misstatements of immovable tangible capital assets, capital work-in-progress, commitments, provisions, irregular expenditure and prior period error disclosure, identified by the auditors in the submitted financial statements, were corrected and the supporting records were provided subsequently, but the uncorrected material misstatements and/or supporting records that could not be provided resulted in the financial statements receiving a qualified opinion.

Expenditure management

38. Effective and appropriate steps were not taken to prevent irregular expenditure, as required by section 38(1)(c)(ii) of the PFMA and treasury regulation 9.1.1. As reported in the basis for qualified opinion the full extent of the value of irregular expenditure, as disclosed in note 25 to the financial statements, could not be quantified. The majority of the irregular expenditure disclosed in the financial statements was caused by non-compliance with procurement and contract management prescripts.
39. Payments were not made within 30 days or an agreed period after receipt of an invoice, as required by treasury regulation 8.2.3

Consequences management

40. I was unable to obtain sufficient appropriate audit evidence that disciplinary steps were taken against officials who had incurred irregular expenditure, as required by section 38(1)(h)(iii) of the PFMA. This was because proper and complete records were not maintained as evidence to support the investigations into irregular expenditure.
41. Disciplinary steps were not taken against some of the officials who had incurred or permitted irregular expenditure, as required by section 38(1)(h)(iii) of the PFMA.
42. I was unable to obtain sufficient appropriate audit evidence that disciplinary steps were taken against officials who had incurred fruitless and wasteful expenditure, as required by section 38(1)(h)(iii) of the PFMA. This was because proper and complete records were not maintained as evidence to support the investigations into fruitless and wasteful expenditure.

Procurement and contract management

43. Sufficient appropriate audit evidence could not be obtained that all contracts were awarded in accordance with the legislative requirements as documentation was not adequately maintained.
44. Sufficient appropriate audit evidence could not be obtained that quotations were awarded to suppliers whose tax matters have been declared by the South African Revenue Services to be in order, as required by treasury regulation 16A9.1(d).
45. Sufficient appropriate audit evidence could not be obtained that contracts were awarded to bidders based on points given for criteria that were stipulated in the original invitation for bidding, as required by treasury regulation 16A6.3(a).
46. Some contracts were awarded to bidders based on pre-qualification criteria that differed from those stipulated in the original invitation for bidding, in contravention of the 2017 preferential procurement regulations 4(1) and 4(2).
47. Some construction contracts were awarded to contractors that did not qualify for the contract in accordance with the Construction Industry Development Board (CIDB) regulations 17 and 25(7A).

Other information

48. The accounting officer is responsible for the other information. The other information comprises the information included in the annual report. The other information does not include the financial statements, the auditor's report and those selected programmes presented in the annual performance report that have been specifically reported in this auditor's report.

49. My opinion on the financial statements and findings on the reported performance information and compliance with legislation do not cover the other information and I do not express an audit opinion or any form of assurance conclusion thereon.
50. In connection with my audit, my responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements and the selected programmes presented in the annual performance report, or my knowledge obtained in the audit, or otherwise appears to be materially misstated.
51. If based on the work I have performed, I conclude that there is a material misstatement in this other information, I am required to report that fact. I have nothing to report in this regard.

Internal control deficiencies

52. I considered internal control relevant to my audit of the financial statements, reported performance information and compliance with applicable legislation; however, my objective was not to express any form of assurance on it. The matters reported below are limited to the significant internal control deficiencies that resulted in the basis for qualified opinion, the findings on the annual performance report and the findings on compliance with legislation included in this report.
53. Significant control deficiencies from the audit process in the control environment relating mainly to monitoring, particularly in respect of the infrastructure programme, were identified. The control deficiencies relating to the infrastructure programme had been reported over the past five financial years, but has still not been adequately addressed.
54. Review and monitoring of financial and performance reporting of infrastructure projects was therefore inadequate. Furthermore, the review of performance reporting in the annual performance report was ineffective, resulting in performance reporting not being reliable and credible as several performance reporting programmes had material misstatements. As a result, there were a number of repeat findings on areas of financial reporting, performance reporting and compliance with legislation.
55. Action plans implemented by senior management did not adequately address the root causes of previously raised audit findings. This resulted in inadequate implementation and repeat internal control findings being reported.
56. The misstatements that were identified in the financial statements and annual performance report were mainly due to daily and monthly controls not being adequate and effective, specifically relating to financial reporting on the infrastructure programme.
57. Deficiencies identified in the financial statements and performance reports were a result of the ineffective monthly, quarterly and year-end reconciliation processes, including responsibilities to collate and review financial information for infrastructure projects and performance information.

Material irregularities

58. In accordance with the PAA and the material irregularities regulations, I have a responsibility to report on material irregularities identified during the audit.
59. The material irregularities identified are as follows:

Payments made for defective construction work in the delivery of school infrastructure

60. Payments were made for work performed by an appointed contractor, although the work undertaken was not at the required standard of quality, as effective internal controls were not in place for the approval and processing of payments, as required by treasury regulation 8.1.1. Further payments had to be made to another contractor appointed to perform remedial construction work, which resulted in a material financial loss for the Department. The project was funded by the accelerated school's infrastructure delivery initiative (Asidi) backlog grant.
61. An investigation into the matter by the departmental investigation committee was concluded during the 2017-18 financial year. The accounting officer aims to recover the money in the 2019-20 financial year. I will follow up on the implementation of the actions during my next audit.

Other reports

62. I draw attention to the following engagements conducted by various parties that had, or could have, an impact on the matters reported in the Department's financial statements, reported performance information, compliance with applicable legislation and other related matters. These reports did not form part of my opinion on the financial statements or my findings on the reported performance information or compliance with legislation.
63. As at 31 March 2019, ten projects were under investigation by the special investigation unit. These investigations related mainly to allegations of procurement or contracting of goods and services by, or on behalf of, an implementing agent appointed by the Department to build schools. The investigations were still in progress at the time of this report.
64. As at 31 March 2019, the previous year's Kha Ri Gude project was still under investigation by the Hawks. This investigation related mainly to allegations of irregular payment of stipends to volunteers on the project. The investigation was still in progress at the time of this report.

Auditor-General

Pretoria

30 August 2019



AUDITOR - GENERAL
SOUTH AFRICA

Auditing to build public confidence

ANNEXURE – AUDITOR-GENERAL’S RESPONSIBILITY FOR THE AUDIT

1. As part of an audit in accordance with the ISAs, I exercise professional judgement and maintain professional scepticism throughout my audit of the financial statements, and the procedures performed on reported performance information for selected programmes and on the Department’s compliance with respect to the selected subject matters.

Financial statements

2. In addition to my responsibility for the audit of the financial statements as described in this auditor’s report, I also:
 - Identify and assess the risks of material misstatement of the financial statements whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
 - Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Department’s internal control.
 - Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the accounting officer.
 - Conclude on the appropriateness of the accounting officer’s use of the going concern basis of accounting in the preparation of the financial statements. I also conclude, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Department of Basic Education’s ability to continue as a going concern. If I conclude that a material uncertainty exists, I am required to draw attention in my auditor’s report to the related disclosures in the financial statements about the material uncertainty or, if such disclosures are inadequate, to modify the opinion on the financial statements. My conclusions are based on the information available to me at the date of this auditor’s report. However, future events or conditions may cause a department to cease continuing as a going concern.
 - Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

Communication with those charged with governance

3. I communicate with the accounting officer regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during my audit.
4. I also confirm to the accounting officer that I have complied with relevant ethical requirements regarding independence, and communicate all relationships and other matters that may reasonably be thought to have a bearing on my independence and, where applicable, related safeguards.

DEPARTMENT OF BASIC EDUCATION VOTE 14
APPROPRIATION STATEMENT
for the year ended 31 March 2019

Appropriation per programme	2018/19					2017/18			
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Programme									
1. Administration	472 145	-	4 420	476 565	471 919	4 646	99,0%	435 072	435 072
2. Curriculum Policy, Support and Monitoring	1 867 116	-	(5 427)	1 861 689	1 802 191	59 498	96,8%	1 766 338	1 731 097
3. Teachers, Education Human resources and Institutional Development	1 313 041	-	(5 895)	1 307 146	1 297 611	9 535	99,3%	1 250 688	1 243 823
4. Planning, Information and Assessment	12 938 313	-	5 214	12 943 527	12 734 639	208 888	98,4%	12 800 957	12 785 811
5. Educational Enrichment Services	7 108 968	-	1 688	7 110 656	7 108 407	2 249	100,0%	6 740 565	6 736 153
TOTAL	23 699 583	-	-	23 699 583	23 414 767	284 816	98,8%	22 993 620	22 931 956
Reconciliation with Statements of Financial Performance									
ADD:									
Departmental receipts				10 301				25 653	
Aid assistance				29 150				100 000	
Actual amounts per statement of financial performance (total revenue)				23 739 034				23 119 273	
ADD:									
Aid assistance					22 710				104 846
Prior year unauthorised expenditure approved without funding									
Actual amounts per statement of financial performance (total expenditure)					23 437 477				23 036 802

DEPARTMENT OF BASIC EDUCATION VOTE 14
APPROPRIATION STATEMENT
for the year ended 31 March 2019

Appropriation per economic classification	2018/19					2017/18			
	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
Economic classification									
Current payments	2 433 514	(85)	(7 581)	2 425 848	2 319 321	106 527	95.6%	2 378 113	2 303 888
Compensation of employees	510 590	-	-	510 590	491 220	19 370	96.2%	472 643	472 510
Salaries and wages	461 810	609	73	462 492	445 791	16 701	96.4%	427 410	428 970
Social contributions	48 780	(609)	(73)	48 098	45 429	2 669	94.5%	45 233	43 540
Goods and services	1 871 466	(85)	(6 519)	1 864 862	1 782 685	82 177	95.6%	1 859 972	1 785 880
Administrative fees	6 493	9 047	(120)	15 420	18 862	(3 442)	122.3%	22 310	15 732
Advertising	12 553	2 427	192	15 172	8 157	7 015	53.8%	18 349	14 360
Minor assets	2 310	7 204	(97)	9 417	338	9 079	3.6%	2 278	336
Audit costs: External	26 052	(118)	(7 586)	18 348	21 781	(3 433)	118.7%	22 782	21 835
Bursaries: Employees	458	(131)	-	327	326	1	99.7%	385	394
Catering: Departmental activities	30 618	(2 162)	810	29 266	25 745	3 521	88.0%	20 956	20 519
Communication	12 488	(6 222)	244	6 510	5 892	618	90.5%	5 313	4 729
Computer services	94 626	131	233	94 990	91 275	3 715	96.1%	72 548	69 434
Consultants: Business and advisory services	140 468	13 561	198	154 227	142 984	11 243	92.7%	144 335	167 274
Legal services	1 669	100	(310)	1 459	1 459	-	100.0%	3 970	3 969
Contractors	4 712	(3 531)	210	1 391	1 284	107	92.3%	1 862	1 706
Agency and support / outsourced services	44 372	(16 319)	(11 019)	17 034	17 072	(38)	100.2%	80 962	45 158
Entertainment	227	26	(226)	27	25	2	92.6%	-	-
Fleet services	1 091	540	750	2 381	2 457	(76)	103.2%	2 394	2 563
Inventory: Clothing material and supplies	-	-	-	-	-	-	-	45	45
Inventory: Learner and teacher support material	1 094 264	4 926	331	1 099 521	1 056 344	43 177	96.1%	1 018 474	1 018 474
Inventory: Materials and supplies	47	(47)	-	-	-	-	-	78	-
Inventory: Other supplies	1 088	(23)	-	1 065	10 714	(9 649)	1006.0%	20 660	20 761
Consumable supplies	1 009	1 322	(147)	2 184	2 130	54	97.5%	4 448	3 985
Consumable: Stationery, printing and office supplies	50 314	(40 411)	(2 535)	7 368	5 690	1 678	77.2%	13 193	11 067
Operating leases	4 569	(984)	(517)	3 068	1 164	1 904	37.9%	2 216	922
Property payments	135 470	524	3 326	139 320	140 348	(1 028)	100.7%	131 030	129 775
Travel and subsistence	162 587	3 831	6 128	172 546	154 926	17 620	89.8%	148 818	124 264
Training and development	3 091	350	6 428	9 869	9 824	45	99.5%	3 016	2 265
Operating payments	14 645	23 630	(3 504)	34 771	32 969	1 802	94.8%	99 522	89 136
Venues and facilities	17 919	2 958	3 690	24 567	24 664	(97)	100.4%	16 583	14 006

DEPARTMENT OF BASIC EDUCATION VOTE 14

APPROPRIATION STATEMENT
for the year ended 31 March 2019

Appropriation per economic classification	2018/19						2017/18		
	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
Rental and hiring	8 326	(714)	(2 998)	4 614	6 255	(1 641)	135.6%	3 445	3 171
Interest and rent on land	51 458	-	(1 062)	50 396	45 416	4 980	90.1%	45 498	45 498
Interest	51 458	-	(1 062)	50 396	45 416	4 980	90.1%	45 498	45 498
Transfers and subsidies	19 127 956	-	1 784	19 129 740	19 123 421	6 319	100.0%	18 936 622	18 930 384
Provinces and municipalities	17 696 148	-	-	17 696 148	17 690 158	5 990	100.0%	17 576 042	17 570 065
Provinces	17 696 148	-	-	17 696 148	17 690 158	5 990	100.0%	17 576 042	17 570 065
Provincial Revenue Funds	17 696 148	-	-	17 696 148	17 690 158	5 990	100.0%	17 576 042	17 570 065
Departmental agencies and accounts	144 960	-	-	144 960	144 960	-	100.0%	134 760	134 760
Departmental agencies and accounts	144 960	-	-	144 960	144 960	-	100.0%	134 760	134 760
Foreign governments and international organisations	19 052	-	(4 678)	14 374	14 374	-	100.0%	18 472	18 212
Non-profit institutions	106 049	-	6 080	112 129	112 129	-	100.0%	106 020	106 020
Households	1 161 747	-	382	1 162 129	1 161 800	329	100.0%	1 101 328	1 101 327
Social benefits	2 399	-	378	2 777	2 448	329	88.1%	5 495	5 495
Other transfers to households	1 159 348	-	4	1 159 352	1 159 352	-	100.0%	1 095 833	1 095 832
Payments for capital assets	2 137 861	85	5 687	2 143 633	1 971 596	172 037	99.0%	1 616 564	1 635 371
Buildings and other fixed structures	2 129 061	85	607	2 129 753	1 955 637	174 116	91.8%	1 607 748	1 625 756
Buildings	2 129 061	85	607	2 129 753	1 955 637	174 116	91.8%	1 607 748	1 625 756
Machinery and equipment	5 293	68	2 026	7 387	6 946	441	94.0%	5 709	5 179
Transport equipment	-	-	943	943	1 016	(73)	107.7%	833	833
Other machinery and equipment	5 293	68	1 083	6 444	5 930	514	92.0%	4 876	4 346
Intangible assets	3 507	(68)	3 054	6 493	9 013	(2 520)	138.8%	3 107	4 436
Payments for financial assets	252	-	110	362	429	(67)	118.5%	62 321	62 313
Total	23 699 583	-	-	23 699 583	23 414 767	284 816	98.8%	22 993 620	22 931 956

DEPARTMENT OF BASIC EDUCATION VOTE 14
APPROPRIATION STATEMENT
for the year ended 31 March 2019

	2018/19					2017/18				
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000	R'000
Programme 1: Administration										
Sub programme										
1. Ministry	30 844	-	3 698	34 542	34 738	(196)	100.6%	30 504	32 678	
2. Departmental Management	88 445	-	10 115	98 560	99 238	(678)	100.7%	81 578	81 708	
3. Corporate Services	74 626	-	(7 196)	67 430	67 206	224	99.7%	64 927	64 864	
4. Office of the Chief Financial Officer	73 217	-	(4 821)	68 396	68 326	70	99.9%	63 411	63 399	
5. Internal Audit	7 531	-	(849)	6 682	6 629	53	99.2%	6 763	6 692	
6. Office Accommodation	197 482	-	3 473	200 955	195 782	5 173	97.4%	187 889	185 731	
Total for sub programmes	472 145	-	4 420	476 565	471 919	4 646	99.0%	435 072	435 072	435 072
Programme 1: Administration										
Economic classification										
Current payments										
Compensation of employees	459 849	(85)	2 761	462 525	457 867	4 658	99.0%	421 425	422 076	
Salaries and wages	169 427	-	4 420	173 847	175 182	(1 335)	100.8%	165 357	165 092	
Social contributions	150 676	(31)	3 709	154 354	155 885	(1 531)	101.0%	147 207	147 173	
Goods and services	18 751	31	711	19 493	19 297	196	99.0%	18 150	17 919	
Administrative fees	238 964	(85)	(597)	238 282	238 106	176	99.9%	210 570	211 486	
Advertising	1 031	508	779	2 318	2 343	(25)	101.1%	1 260	1 431	
Minor assets	632	(418)	-	214	214		100.0%	168	166	
Audit costs: External	798	(501)	30	327	155	172	47.4%	613	191	
Bursaries: Employees	22 052	(118)	(7 586)	14 348	14 347	1	100.0%	13 526	14 559	
Catering: Departmental activities	458	(131)	-	327	326	1	99.7%	384	393	
Communication	4 190	721	2 329	7 240	7 267	(27)	100.4%	6 052	6 083	
Computer services	2 777	573	110	3 460	3 438	22	99.4%	2 988	2 889	
Consultants: Business and advisory services	28 979	156	(3 053)	26 082	26 183	(101)	100.4%	20 342	20 526	
Legal services	5 682	577	316	6 575	6 510	65	99.0%	1 577	1 547	
Contractors	1 669	100	(310)	1 459	1 459	-	100.0%	3 970	3 969	
	322	(255)	108	175	160	15	91.4%	261	246	

DEPARTMENT OF BASIC EDUCATION VOTE 14

APPROPRIATION STATEMENT
for the year ended 31 March 2019

	2018/19					2017/18			
	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
Agency and support / outsourced services	456	(295)	-	161	157	4	97.5%	154	149
Entertainment	227	26	(227)	26	25	1	96.2%	-	-
Fleet services	984	547	750	2 281	2 359	(78)	103.4%	2 356	2 438
Inventory: Learner and teacher support material	330	(309)	-	21	14	7	66.7%	-	-
Inventory: Materials and supplies	47	(47)	-	-	-	-	-	-	-
Inventory: Other supplies	103	(103)	-	-	-	-	-	-	-
Consumable supplies	781	(201)	65	645	431	214	66.7%	1 571	1 584
Consumable: Stationery, printing and office supplies	3 072	(168)	(475)	2 429	2 863	(434)	117.9%	3 713	3 571
Operating leases	1 798	(4)	(517)	1 277	610	667	47.8%	1 113	445
Property payments	135 470	524	3 326	139 320	140 347	(1 027)	100.7%	131 030	129 775
Travel and subsistence	21 242	(1 313)	2 311	22 240	21 386	854	96.2%	13 769	15 883
Training and development	1 778	(440)	(42)	1 296	1 254	42	96.8%	1 886	1 860
Operating payments	1 297	(59)	(147)	1 091	1 076	15	98.6%	977	988
Venues and facilities	1 611	(173)	1 060	2 498	2 477	21	99.2%	1 243	1 196
Rental and hiring	1 178	718	576	2 472	2 705	(233)	109.4%	1 617	1 597
Interest and rent on land	51 458	-	(1 062)	50 396	44 579	5 817	88.5%	45 498	45 498
Interest	51 458	-	(1 062)	50 396	44 579	5 817	88.5%	45 498	45 498
Transfers and subsidies	701	-	183	884	891	(7)	100.8%	2 180	2 180
Departmental agencies and accounts	417	-	-	417	417	-	100.0%	405	405
Departmental agencies	417	-	-	417	417	-	100.0%	405	405
Households	284	-	183	467	474	(7)	101.5%	1 775	1 775
Social benefits	284	-	183	467	474	(7)	101.5%	1 775	1 775
Payments for capital assets	11 412	85	1 424	12 921	12 929	(8)	100.1%	11 278	10 629
Buildings and other fixed structures	8 016	85	861	8 962	8 958	4	100.0%	8 041	8 040
Buildings	8 016	85	861	8 962	8 958	4	100.0%	8 041	8 040
Machinery and equipment	3 089	68	802	3 959	3 971	(12)	100.3%	3 237	2 589
Transport equipment	-	-	943	943	1 016	(73)	107.7%	833	833
Other machinery and equipment	3 089	68	(141)	3 016	2 955	61	98.0%	2 404	1 756
Intangible assets	307	(68)	(239)	-	-	-	-	-	-
Payments for financial assets	183	-	52	235	232	3	98.7%	189	187
Total	472 145	-	4 420	476 565	471 919	4 646	99.0%	435 072	435 072

DEPARTMENT OF BASIC EDUCATION VOTE 14
APPROPRIATION STATEMENT
for the year ended 31 March 2019

	2018/19						2017/18			
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000	R'000
1.1 Ministry										
Economic classification										
Current payments	30 706	-	2 650	33 356	33 553	(197)	100.6%	29 350	31 545	31 545
Compensation of employees	21 087	-	(210)	20 877	20 781	96	99.5%	20 123	20 087	20 087
Goods and services	9 619	-	2 860	12 479	12 772	(293)	102.3%	9 227	11 458	11 458
Transfers and subsidies	63	-	-	63	63	-	100.0%	1	1	1
Households	63	-	-	63	63	-	100.0%	1	1	1
Payments for capital assets	73	-	1 048	1 121	1 120	1	99.9%	1 037	1 016	1 016
Machinery and equipment	73	-	1 048	1 121	1 120	1	99.9%	1 037	1 016	1 016
Payments for financial assets	2	-	-	2	2	-	100.0%	116	116	116
Total	30 844	-	3 698	34 542	34 738	(196)	100.6%	30 504	32 678	32 678
1.2 Departmental Management										
Economic classification										
Current payments	87 807	-	9 828	97 635	98 308	(673)	100.7%	80 950	81 119	81 119
Compensation of employees	62 333	-	3 840	66 173	67 811	(1 638)	102.5%	62 674	62 536	62 536
Goods and services	25 474	-	5 988	31 462	30 497	965	96.9%	18 276	18 583	18 583
Transfers and subsidies	159	-	61	220	228	(8)	103.6%	81	80	80
Households	159	-	61	220	228	(8)	103.6%	81	80	80
Payments for capital assets	435	-	220	655	654	1	99.8%	491	453	453
Machinery and equipment	435	-	220	655	654	1	99.8%	491	453	453
Payments for financial assets	44	-	6	50	48	2	96.0%	56	56	56
Total	88 445	-	10 115	98 560	99 238	(678)	100.7%	81 578	81 708	81 708

DEPARTMENT OF BASIC EDUCATION VOTE 14
APPROPRIATION STATEMENT
for the year ended 31 March 2019

	2018/19						2017/18			
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure	
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000	
Economic classification										
Current payments	73 212	-	(6 814)	66 398	66 176	222	99.7%	62 839	62 803	
Compensation of employees	35 856	-	(2 330)	33 526	33 388	138	99.6%	33 180	33 125	
Goods and services	37 356	-	(4 484)	32 872	32 788	84	99.7%	29 659	29 678	
Transfers and subsidies	417	-	-	417	417	-	100.0%	1 938	1 938	
Departmental agencies and accounts	417	-	-	417	417	-	100.0%	405	405	
Households	-	-	-	-	-	-	-	1 533	1 533	
Payments for capital assets	997	-	(382)	615	613	2	99.7%	148	122	
Machinery and equipment	997	-	(382)	615	613	2	99.7%	148	122	
Payments for financial assets	-	-	-	-	-	-	-	2	1	
Total	74 626	-	(7 196)	67 430	67 206	224	99.7%	64 927	64 864	
	2018/19						2017/18			
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure	
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000	
Economic classification										
Current payments	72 496	-	(4 506)	67 990	67 912	78	99.9%	62 806	62 797	
Compensation of employees	44 451	-	3 630	48 081	48 034	47	99.9%	43 705	43 684	
Goods and services	28 045	-	(8 136)	19 909	19 878	31	99.8%	19 101	19 113	
Transfers and subsidies	39	-	104	143	143	-	100.0%	160	161	
Households	39	-	104	143	143	-	100.0%	160	161	
Payments for capital assets	682	-	(425)	257	266	(9)	103.5%	430	427	
Machinery and equipment	558	-	(301)	257	266	(9)	103.5%	430	427	
Software and other intangible assets	124	-	(124)	-	-	-	-	-	-	
Payments for financial assets	-	-	6	6	5	1	83.3%	15	14	
Total	73 217	-	(4 821)	68 396	68 326	70	99.9%	63 411	63 399	

DEPARTMENT OF BASIC EDUCATION VOTE 14
APPROPRIATION STATEMENT
for the year ended 31 March 2019

1.5 Internal Audit	2018/19						2017/18		
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Economic classification									
Current payments	7 265		(833)	6 432	6 380	52	99.2%	6 721	6 650
Compensation of employees	5 700	-	(510)	5 190	5 168	22	99.6%	5 675	5 660
Goods and services	1 565	-	(323)	1 242	1 212	30	97.6%	1 046	990
Transfers and subsidies	23		18	41	40	1	97.6%		
Households	23	-	18	41	40	1	97.6%	-	-
Payments for capital assets	106		(74)	32	32	-	100.0%	42	42
Machinery and equipment	35	-	(3)	32	32	-	100.0%	42	42
Software and other Intangible assets	71	-	(71)	-	-	-	-	-	-
Payments for financial assets	137		40	177	177	-	100.0%		
Total	7 531	-	(849)	6 682	6 629	53	99.2%	6 763	6 692
1.6 Office Accommodation									
	2018/19						2017/18		
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Economic classification									
Current payments	188 363	(85)	2 436	190 714	185 538	5 176	97.3%	178 759	177 162
Goods and services	136 905	(85)	3 498	140 318	140 959	(641)	100.5%	133 261	131 664
Interest and rent on land	51 458	-	(1 062)	50 396	44 579	5 817	88.5%	45 498	45 498
Payments for capital assets	9 119	85	1 037	10 241	10 244	(3)	100.0%	9 130	8 569
Buildings and other fixed structures	8 016	85	861	8 962	8 958	4	100.0%	8 041	8 040
Machinery and equipment	991	68	220	1 279	1 286	(7)	100.5%	1 089	529
Software and other Intangible assets	112	(68)	(44)	-	-	-	-	-	-
Total	197 482	-	3 473	200 955	195 782	5 173	97.4%	187 889	185 731

Programme 2: Curriculum Policy, Support and Monitoring											
2018/19						2017/18					
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000	R'000	R'000
Sub programme											
1. Programme Management: Curriculum Policy, Support and monitoring	4 214	-	(789)	3 425	3 205	220	93.6%	2 847	2 502	2 847	2 502
2. Curriculum Implementation and Monitoring	322 542	-	(2 959)	319 583	313 089	6 494	98.0%	216 288	205 512	216 288	205 512
3. Kha Ri Gude Litera Project	5 992	-	(1 091)	4 901	4 898	3	99.9%	81 003	63 885	81 003	63 885
4. Curriculum and Quality Enhancement Programmes	1 534 368	-	(588)	1 533 780	1 480 999	52 781	96.6%	1 466 200	1 459 198	1 466 200	1 459 198
Total for sub programmes	1 867 116	-	(5 427)	1 861 689	1 802 191	59 498	96.8%	1 766 338	1 731 097	1 766 338	1 731 097
Programme 2: Curriculum Policy, Support and Monitoring											
2018/19						2017/18					
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000	R'000	R'000
Economic classification											
Current payments	1 304 945	-	(3 016)	1 301 929	1 249 127	52 802	95.9%	1 325 205	1 298 011	1 325 205	1 298 011
Compensation of employees	98 065	-	(3 400)	94 665	81 602	13 063	86.2%	89 934	89 090	89 934	89 090
Salaries and wages	89 788	(72)	(2 986)	86 730	74 441	12 289	85.8%	82 252	81 645	82 252	81 645
Social contributions	8 277	72	(414)	7 935	7 161	774	90.2%	7 682	7 445	7 682	7 445
Goods and services	1 206 880	-	384	1 207 264	1 167 525	39 739	96.7%	1 235 271	1 208 921	1 235 271	1 208 921
Administrative fees	2 191	(951)	(31)	1 209	4 358	(3 149)	360.5%	15 993	9 347	15 993	9 347
Advertising	6 261	725	(85)	6 901	5 280	1 621	76.5%	13 112	13 111	13 112	13 111
Minor assets	1 286	7 758	(127)	8 917	95	8 822	1.1%	65	41	65	41
Audit costs: External	-	-	-	-	-	-	-	786	776	786	776
Catering: Departmental activities	6 986	335	(506)	6 815	6 269	546	92.0%	4 061	3 814	4 061	3 814
Communication	7 584	(6 958)	(19)	607	467	140	76.9%	630	448	630	448
Computer services	4 294	(954)	417	3 757	3 660	97	97.4%	2 820	1 254	2 820	1 254
Consultants: Business and advisory services	3 359	(1 335)	156	2 180	2 924	(744)	134.1%	3 819	3 360	3 819	3 360
Contractors	3 416	(3 302)	-	114	107	7	93.9%	547	511	547	511
Agency and support / outsourced services	27 143	(13 955)	(138)	13 050	12 863	187	98.6%	13 589	11 216	13 589	11 216
Inventory: Learner and teacher support material	1 093 934	5 235	331	1 099 500	1 056 330	43 170	96.1%	1 018 474	1 018 474	1 018 474	1 018 474
Inventory: Other supplies	-	80	-	80	8 574	(8 494)	10717.5%	18 960	18 960	18 960	18 960
Consumable supplies	84	614	(8)	690	685	5	99.3%	1 264	1 097	1 264	1 097
Consumable: Stationery, printing and office supplies	18 054	(15 953)	104	2 205	671	1 534	30.4%	3 484	3 155	3 484	3 155

APPROPRIATION STATEMENT
for the year ended 31 March 2019

	2018/19						2017/18		
	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
Operating leases	162	(55)	-	107	116	(9)	108.4%	223	92
Travel and subsistence	20 489	10 200	829	31 518	33 247	(1 729)	105.5%	33 181	30 056
Training and development	200	100	-	300	352	(52)	117.3%	1 000	375
Operating payments	3 673	18 694	(124)	22 243	21 231	1 012	95.5%	92 424	83 046
Venues and facilities	7 207	(602)	(406)	6 199	8 013	(1 814)	129.3%	9 976	8 915
Rental and hiring	557	324	(9)	872	2 283	(1 411)	261.8%	863	873
Transfers and subsidies	558 299	-	70	558 369	552 377	5 992	98.9%	437 840	431 812
Provinces and municipalities	557 271	-	-	557 271	551 281	5 990	98.9%	437 145	431 168
Provinces	557 271	-	-	557 271	551 281	5 990	98.9%	437 145	431 168
Provincial Revenue Funds	557 271	-	-	557 271	551 281	5 990	98.9%	437 145	431 168
Foreign governments and international organisations	178	-	(42)	136	136	-	100.0%	170	120
Households	850	-	112	962	960	2	99.8%	525	524
Social benefits	850	-	112	962	960	2	99.8%	525	524
Payments for capital assets	3 856	-	(2 483)	1 373	670	703	48.8%	3 223	1 206
Machinery and equipment	656	-	517	1 173	670	503	57.1%	839	731
Other machinery and equipment	656	-	517	1 173	670	503	57.1%	839	731
Software and other intangible assets	3 200	-	(3 000)	200	-	200	-	2 384	475
Payments for financial assets	16	-	2	18	17	1	94.4%	70	68
Total	1 867 116	-	(5 427)	1 861 689	1 802 191	59 498	96.8%	1 766 338	1 731 097

DEPARTMENT OF BASIC EDUCATION VOTE 14
APPROPRIATION STATEMENT
for the year ended 31 March 2019

	2018/19						2017/18			
	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	
Economic classification										
Current payments	4 192		(800)	3 392	3 173	219	93.5%	2 788	2 437	
Compensation of employees	3 140		(900)	2 240	2 054	186	91.7%	1 819	1 800	
Goods and services	1 052		100	1 152	1 119	33	97.1%	969	637	
Transfers and subsidies	-		-	-	-	-	-	3	3	
Households	-		-	-	-	-	-	3	3	
Social benefits	-		-	-	-	-	-	3	3	
Payments for capital assets	20		12	32	31	1	96.9%	56	62	
Machinery and equipment	20		12	32	31	1	96.9%	56	62	
Other machinery and equipment	20		12	32	31	1	96.9%	56	62	
Payment for financial assets	2		(1)	1	1	-	100.0%	-	-	
Total	4 214		(789)	3 425	3 205	220	93.6%	2 847	2 502	
2.2 CURRICULUM IMPLEMENTATION AND MONITORING										
	2018/19						2017/18			
	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	
Economic classification										
Current payments	131 455		(504)	130 951	130 916	35	100.0%	141 591	138 285	
Compensation of employees	44 548		(100)	44 448	44 489	(41)	100.1%	43 672	43 609	
Goods and services	86 907		(404)	86 503	86 427	76	99.9%	97 919	94 676	
Transfers and subsidies	187 816		12	187 828	181 837	5 991	96.8%	72 441	66 413	
Provinces and municipalities	186 788		-	186 788	180 798	5 990	96.8%	72 000	66 023	
Foreign governments and international organisations	178		(42)	136	136	-	100.0%	170	120	
Households	850		54	904	903	1	99.9%	271	270	
Payments for capital assets	3 271		(2 467)	804	336	468	41.7%	2 192	751	
Machinery and equipment	271		533	804	336	468	41.7%	199	276	
Intangible assets	3 000		(3 000)	-	-	-	-	1 993	475	
Payments for financial assets	-		-	-	-	-	-	64	63	
Total	322 542		(2 959)	319 583	313 089	6 494	98.0%	216 288	205 512	

DEPARTMENT OF BASIC EDUCATION VOTE 14
APPROPRIATION STATEMENT
for the year ended 31 March 2019

	2018/19						2017/18					
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure	Final Appropriation	Actual expenditure	
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000	R'000	R'000	
Economic classification												
Current payments	5 971	-	(1 070)	4 901	4 898	3	99.9%	80 899	63 781	80 899	63 781	
Compensation of employees	3 301	-	(1 250)	2 051	2 051	-	100.0%	7 256	7 254	7 256	7 254	
Goods and services	2 670	-	180	2 850	2 847	3	99.9%	73 643	56 527	73 643	56 527	
Transfers and subsidies	-	-	-	-	-	-	-	104	104	104	104	
Households	-	-	-	-	-	-	-	104	104	104	104	
Payments for capital assets	21	-	(21)	-	-	-	-	-	-	-	-	
Machinery and equipment	21	-	(21)	-	-	-	-	-	-	-	-	
Total	5 992	-	(1 091)	4 901	4 898	3	99.9%	81 003	63 885	81 003	63 885	
2.4: CURRICULUM AND QUALITY ENHANCEMENT PROGRAMME												
Economic classification												
Current payments	1 163 327	-	(642)	1 162 685	1 110 140	52 545	95.5%	1 099 927	1 093 508	1 099 927	1 093 508	
Compensation of employees	47 076	-	(1 150)	45 926	33 008	12 918	71.9%	37 187	36 427	37 187	36 427	
Goods and services	1 116 251	-	508	1 116 759	1 077 132	39 627	96.5%	1 062 740	1 057 081	1 062 740	1 057 081	
Transfers and subsidies	370 483	-	58	370 541	370 540	1	100.0%	365 292	365 292	365 292	365 292	
Provinces and municipalities	370 483	-	-	370 483	370 483	-	100.0%	365 145	365 145	365 145	365 145	
Households	-	-	58	58	57	1	98.3%	147	147	147	147	
Payments for capital assets	544	-	(7)	537	303	234	56.4%	975	393	975	393	
Machinery and equipment	344	-	(7)	337	303	34	89.9%	584	393	584	393	
Intangible assets	200	-	-	200	-	200	-	391	-	391	-	
Payments for financial assets	14	-	3	17	16	1	94.1%	6	5	6	5	
Total	1 534 368	-	(588)	1 533 780	1 480 999	52 781	96.6%	1 466 200	1 459 198	1 466 200	1 459 198	

DEPARTMENT OF BASIC EDUCATION VOTE 14
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Programme 3: TEACHERS, EDUCATION, HUMAN RESOURCES AND INSTITUTIONAL DEVELOPMENT											
2018/19						2017/18					
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure		
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000		
Sub programme											
1. Programme Management: Teachers, Education Human Resources and Institutional development	3 132	-	(1 059)	2 073	2 001	72	96.5%	1 631	1 569		
2. Education Human resources Management	64 750	-	(5 007)	59 743	54 456	5 287	91.2%	62 944	61 116		
3. Education Human resources Development	1 230 183	-	(1 896)	1 228 287	1 226 237	2 050	99.8%	1 172 046	1 170 153		
4. Curriculum and Professional Development Unit	14 976	-	2 067	17 043	14 917	2 126	87.5%	14 067	10 985		
Total for sub programmes	1 313 041	-	(5 895)	1 307 146	1 297 611	9 535	99.3%	1 250 688	1 243 823		
Programme 3: TEACHERS, EDUCATION, HUMAN RESOURCES AND INSTITUTIONAL DEVELOPMENT											
2018/19						2017/18					
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure		
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000		
Economic classification											
Current payments	121 115	-	(1 908)	119 207	109 676	9 531	92.0%	128 058	121 197		
Compensation of employees	70 173	-	(1 020)	69 153	63 760	5 393	92.2%	65 515	65 189		
Salaries and wages	63 723	372	(1 047)	63 048	58 515	4 533	92.8%	59 260	59 876		
Social contributions	6 450	(372)	27	6 105	5 245	860	85.9%	6 255	5 313		
Goods and services	50 942	-	(888)	50 054	45 916	4 138	91.7%	62 543	56 008		
Administrative fees	558	1 019	315	1 892	2 127	(235)	112.4%	1 578	1 510		
Advertising	-	2 000	140	2 140	2 139	1	100.0%	441	415		
Minor assets	78	(19)	-	59	18	41	30.5%	98	26		
Bursaries: Employees	-	-	-	-	-	-	-	1	1		
Catering: Departmental activities	5 103	(577)	(447)	4 079	2 859	1 220	70.1%	1 512	1 690		
Communication	353	63	(39)	377	314	63	83.3%	293	245		
Computer services	2 854	2 008	(1 998)	2 864	2 255	609	78.7%	3 332	3 300		
Consultants: Business and advisory services	-	248	68	316	316	-	100.0%	230	230		
Contractors	555	201	111	867	860	7	99.2%	752	751		
Agency and support / outsourced services	13 381	(4 265)	(8 696)	420	420	-	100.0%	29 374	28 411		
Consumable supplies	52	16	(27)	41	24	17	58.5%	60	49		
Consumable: Stationery, printing and office supplies	941	(30)	(287)	624	518	106	83.0%	1 184	937		
Operating leases	78	7	-	85	42	43	49.4%	91	67		

Programme 3: TEACHERS, EDUCATION, HUMAN RESOURCES AND INSTITUTIONAL DEVELOPMENT	2018/19						2017/18		
	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
Travel and subsistence	20 034	(1 822)	798	19 010	17 069	1 941	89.8%	19 732	14 774
Training and development	616	670	6 420	7 706	7 684	22	99.7%	100	-
Operating payments	632	1 302	616	2 550	2 524	26	99.0%	1 728	1 758
Venues and facilities	3 680	546	2 658	6 884	6 619	265	96.2%	2 035	1 697
Rental and hiring	2 027	(1 367)	(520)	140	128	12	91.4%	2	147
Transfers and subsidies	1 191 482	-	(3 947)	1 187 535	1 187 532	3	100.0%	1 122 132	1 122 129
Departmental agencies and accounts	16 000	-	-	16 000	16 000	-	100.0%	9 743	9 743
Departmental agencies	16 000	-	-	16 000	16 000	-	100.0%	9 743	9 743
Foreign governments and international organisations	15 579	-	(4 009)	11 570	11 570	-	100.0%	14 758	14 757
Households	1 159 903	-	62	1 159 965	1 159 962	3	100.0%	1 097 631	1 097 629
Social benefits	555	-	62	617	614	3	99.5%	1 839	1 837
Other transfers to households	1 159 348	-	-	1 159 348	1 159 348	-	100.0%	1 095 792	1 095 792
Payments for capital assets	428	-	(66)	362	361	1	99.7%	439	438
Machinery and equipment	428	-	(66)	362	361	1	99.7%	439	438
Other machinery and equipment	428	-	(66)	362	361	1	99.7%	439	438
Payments for financial assets	16	-	26	42	42	-	100.0%	59	59
Total	1 313 041	-	(5 895)	1 307 146	1 297 611	9 535	99.3%	1 250 688	1 243 823

3.1: PROGRAMME MANAGEMENT: TEACHERS, EDUCATION HUMAN RESOURCES AND INSTITUTIONAL DEVELOPMENT											
2018/19											
Economic classification	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure	2017/18	
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000	R'000	R'000
Current payments	3 116	-	(1 060)	2 056	1 984	72	96.5%	1 563	1 501		
Compensation of employees	2 744	-	(1 300)	1 444	1 377	67	95.4%	1 271	1 255		
Goods and services	372	-	240	612	607	5	99.2%	292	246		
Payments for capital assets	16	-	1	17	17	-	100.0%	68	68		
Machinery and equipment	16	-	1	17	17	-	100.0%	68	68		
Total	3 132	-	(1 059)	2 073	2 001	72	96.5%	1 631	1 569		

3.2: PROGRAMME MANAGEMENT: TEACHERS, EDUCATION HUMAN RESOURCES AND INSTITUTIONAL DEVELOPMENT											
2018/19											
Economic classification	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure	2017/18	
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000	R'000	R'000
Current payments	48 972	-	(1 043)	47 929	42 643	5 286	89.0%	46 545	44 703		
Compensation of employees	37 715	-	(920)	36 795	34 322	2 473	93.3%	38 899	38 821		
Goods and services	11 257	-	(123)	11 134	8 321	2 813	74.7%	7 646	5 882		
Transfers and subsidies	15 622	-	(3 949)	11 673	11 672	1	100.0%	16 233	16 232		
Foreign governments and international organisations	15 579	-	(4 009)	11 570	11 570	-	100.0%	14 758	14 757		
Households	43	-	60	103	102	1	99.0%	1 475	1 475		
Payments for capital assets	142	-	(36)	106	107	(1)	100.9%	131	146		
Machinery and equipment	142	-	(36)	106	107	(1)	100.9%	131	146		
Payments for financial assets	14	-	21	35	34	1	97.1%	35	35		
Total	64 750	-	(5 007)	59 743	54 456	5 287	91.2%	62 944	61 116		

DEPARTMENT OF BASIC EDUCATION VOTE 14
APPROPRIATION STATEMENT
for the year ended 31 March 2019

	2018/19					2017/18				
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure	
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000	
3.3: EDUCATION HUMAN RESOURCES DEVELOPMENT										
Economic classification										
Current payments	54 167	-	(1 950)	52 217	50 171	2 046	96.1%	66 001	64 124	
Compensation of employees	22 553	-	400	22 953	21 933	1 020	95.6%	19 147	19 043	
Goods and services	31 614	-	(2 350)	29 264	28 238	1 026	96.5%	46 854	45 081	
Transfers and subsidies	1 175 854	-	1	1 175 855	1 175 854	1	100.0%	1 105 894	1 105 893	
Departmental agencies and accounts	16 000	-	-	16 000	16 000	-	100.0%	9 743	9 743	
Households	1 159 854	-	1	1 159 855	1 159 854	1	100.0%	1 096 151	1 096 150	
Payments for capital assets	160	-	53	213	211	2	99.1%	127	112	
Machinery and equipment	160	-	53	213	211	2	99.1%	127	112	
Payments for financial assets	2	-	-	2	1	1	50.0%	24	24	
Total	1 230 183	-	(1 896)	1 228 287	1 226 237	2 050	99.8%	1 172 046	1 170 153	
3.4: CURRICULUM AND PROFESSIONAL DEVELOPMENT UNIT										
Economic classification										
Current payments	14 860	-	2 145	17 005	14 878	2 127	87.5%	13 949	10 869	
Compensation of employees	7 161	-	800	7 961	6 128	1 833	77.0%	6 198	6 070	
Goods and services	7 699	-	1 345	9 044	8 750	294	96.7%	7 751	4 799	
Transfers and subsidies	6	-	1	7	6	1	85.7%	5	4	
Households	6	-	1	7	6	1	85.7%	5	4	
Payments for capital assets	110	-	(84)	26	26	-	100.0%	113	112	
Machinery and equipment	110	-	(84)	26	26	-	100.0%	113	112	
Payments for financial assets	-	-	5	5	7	(2)	140.0%	-	-	
Total	14 976	-	2 067	17 043	14 917	2 126	87.5%	14 067	10 985	

Programme 4: PLANNING, INFORMATION AND ASSESSMENT	2018/19							2017/18			
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000	R'000	R'000
Sub programme											
1. Programme Management: Planning, Information and Assessment	3 370	-	120	3 490	3 449	41	98.8%	3 490	3 490	3 506	3 490
2. Financial planning, Information and Management Systems	46 975	-	2 770	49 745	49 315	430	99.1%	49 745	96 173	97 920	96 173
3. School Infrastructure	12 379 004	-	8 952	12 387 956	12 193 340	194 616	98.4%	12 387 956	12 262 272	12 232 084	12 262 272
4. National Assessments and Public Examinations	356 431	-	(13 261)	343 170	331 015	12 155	96.5%	343 170	282 403	324 011	282 403
5. National Education evaluation and Development Unit	20 154	-	15	20 169	20 114	55	99.7%	20 169	20 669	20 764	20 669
6. Planning and Delivery Oversight Unit	132 379	-	6 618	138 997	137 406	1 591	98.9%	138 997	120 804	122 672	120 804
Total for sub programmes	12 938 313	-	5 214	12 943 527	12 734 639	208 886	98.4%	12 943 527	12 785 811	12 800 957	12 785 811
Programme 4: PLANNING, INFORMATION AND ASSESSMENT											
	2018/19							2017/18			
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000	R'000	R'000
Economic classification											
Current payments	484 766	-	(7 186)	477 580	440 059	37 521	92.1%	477 580	410 695	446 922	410 695
Compensation of employees	131 748	-	-	131 748	130 690	1 058	99.2%	131 748	116 796	115 218	116 796
Salaries and wages	120 825	211	275	121 311	120 868	443	99.6%	121 311	107 432	105 733	107 432
Social contributions	10 923	(211)	(275)	10 437	9 822	615	94.1%	10 437	9 364	9 485	9 364
Goods and services	353 018	-	(7 186)	345 832	308 532	37 300	89.2%	345 832	293 899	331 704	293 899
Administrative fees	1 943	8 113	(1 247)	8 809	8 813	(4)	100.0%	8 809	2 616	2 668	2 616
Advertising	5 660	33	137	5 830	437	5 393	7.5%	5 830	239	4 198	239
Minor assets	85	(32)	-	53	39	14	73.6%	53	59	68	59
Audit costs: External	4 000	-	-	4 000	7 434	(3 434)	185.9%	4 000	6 500	8 470	6 500
Catering: Departmental activities	11 723	(3 317)	(892)	7 514	5 761	1 753	76.7%	7 514	6 557	6 750	6 557
Communication	1 084	129	172	1 385	1 012	373	73.1%	1 385	903	1 153	903
Computer services	58 499	(1 097)	4 867	62 269	59 160	3 109	95.0%	62 269	44 352	46 052	44 352
Consultants: Business and advisory services	131 427	14 071	(342)	145 156	133 234	11 922	91.8%	145 156	162 072	138 639	162 072
Contractors	129	115	(9)	235	157	78	66.8%	235	84	129	84
Agency and support / outsourced services	3 392	1 550	(2 185)	2 757	2 987	(230)	108.4%	2 757	4 111	36 490	4 111
Fleet services	107	(7)	-	100	98	2	98.0%	100	125	38	125
Housing											

DEPARTMENT OF BASIC EDUCATION VOTE 14

APPROPRIATION STATEMENT
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Programme 4: PLANNING, INFORMATION AND ASSESSMENT	2018/19						2017/18		
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Inventory: Other supplies	-	-	-	-	1 675	(1 675)	-	1 700	1 710
Consumable supplies	39	140	13	192	212	(20)	110.4%	436	411
Consumable: Stationery, printing and office supplies	26 886	(23 351)	(2 000)	1 535	1 052	483	68.5%	4 125	2 875
Operating leases	2 395	(1 000)	-	1 395	331	1 064	23.7%	617	267
Travel and subsistence	88 275	(425)	1 603	89 453	73 482	15 971	82.1%	73 467	56 422
Training and development	497	20	50	567	534	33	94.2%	30	30
Operating payments	7 769	2 931	(4 588)	6 112	5 431	681	88.9%	3 366	2 769
Venues and facilities	4 663	2 461	359	7 483	5 680	1 803	75.9%	2 653	1 542
Rental and hiring	4 445	(334)	(3 124)	987	1 003	(16)	101.6%	655	255
Interest and rent on land	-	-	-	-	837	(837)	-	-	-
Interest	-	-	-	-	837	(837)	-	-	-
Transfers and subsidies	10 331 755	-	5 478	10 337 233	10 337 231	2	100.0%	10 696 683	10 696 477
Provinces and municipalities	10 093 563	-	-	10 093 563	10 093 563	-	100.0%	10 467 276	10 467 276
Provinces	10 093 563	-	-	10 093 563	10 093 563	-	100.0%	10 467 276	10 467 276
Provincial Revenue Funds	10 093 563	-	-	10 093 563	10 093 563	-	100.0%	10 467 276	10 467 276
Departmental agencies and accounts	128 543	-	-	128 543	128 543	-	100.0%	124 612	124 612
Departmental agencies	128 543	-	-	128 543	128 543	-	100.0%	124 612	124 612
Foreign governments and international organisations	3 295	-	(627)	2 668	2 668	-	100.0%	3 544	3 335
Non-profit institutions	105 984	-	6 080	112 064	112 064	-	100.0%	99 959	99 959
Households	370	-	25	395	393	2	99.0%	1 292	1 295
Social benefits	370	-	21	391	389	2	99.0%	1 292	1 295
Other transfers to households	-	-	4	4	4	-	100.0%	-	-
Payments for capital assets	2 121 755	-	6 895	2 128 650	1 957 255	171 395	91.9%	1 601 433	1 622 724
Buildings and other fixed structures	2 121 045	-	(254)	2 120 791	1 946 679	174 112	91.8%	1 599 707	1 617 716
Buildings	2 121 045	-	(254)	2 120 791	1 946 679	174 112	91.8%	1 599 707	1 617 716
Machinery and equipment	710	-	856	1 566	1 563	3	99.8%	1 003	1 063
Other machinery and equipment	710	-	856	1 566	1 563	3	99.8%	1 003	1 063
Intangible assets	-	-	6 293	6 293	9 013	(2 720)	143.2%	723	3 945
Payments for financial assets	37	-	27	64	94	(30)	146.9%	55 919	55 915
Total	12 938 313	-	5 214	12 943 527	12 734 639	208 888	98.4%	12 800 957	12 785 811

APPROPRIATION STATEMENT
for the year ended 31 March 2019

4.1 PROGRAMME MANAGEMENT, PLANNING, INFORMATION AND ASSESSMENT	2018/19						2017/18			
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure	
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000	
Current payments	3 350	-	120	3 470	3 429	41	98.8%	3 505	3 490	
Compensation of employees	3 010	-	60	3 070	3 058	12	99.6%	2 830	2 823	
Goods and services	340	-	60	400	371	29	92.8%	675	667	
Payments for capital assets	20	-	-	20	20	-	100.0%	1	-	
Machinery and equipment	20	-	-	20	20	-	100.0%	1	-	
Total	3 370	-	120	3 490	3 449	41	98.8%	3 506	3 490	
4.2: FINANCIAL PLANNING, INFORMATION AND MANAGEMENT										
Economic classification	2018/19						2017/18			
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure	
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000	
Current payments	46 677	-	1 720	48 397	47 810	587	98.8%	40 200	38 267	
Compensation of employees	20 216	-	950	21 166	20 919	247	98.8%	20 111	20 092	
Goods and services	26 461	-	(770)	27 231	26 892	339	98.8%	20 089	18 175	
Transfers and subsidies	2	-	2	4	2	2	50.0%	774	686	
Households	2	-	2	4	3	1	50.0%	774	686	
Payments for capital assets	296	-	1 044	1 340	1 495	(155)	111.6%	1 310	1 585	
Machinery and equipment	296	-	(95)	201	200	1	99.5%	587	838	
Intangible assets	-	-	1 139	1 139	1 296	(157)	113.7%	723	747	
Payments for financial assets	-	-	4	4	6	(2)	150.0%	55 636	55 635	
Total	46 975	-	2 770	49 745	49 315	430	99.1%	97 920	96 173	

DEPARTMENT OF BASIC EDUCATION VOTE 14
APPROPRIATION STATEMENT
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Economic classification	2018/19					2017/18				
	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	164 338	-	9 196	173 534	153 023	20 511	88.2%	164 875	177 093	
Compensation of employees	10 635	-	-	10 635	11 586	(951)	108.9%	9 412	11 345	
Goods and services	153 703	-	9 196	162 899	140 600	22 299	86.3%	155 463	165 748	
Interest and rent on land	-	-	-	-	837	(837)	-	-	-	
Transfers and subsidies	10 093 563	-	5	10 093 568	10 093 568	-	100.0%	10 467 293	10 467 385	
Provinces and municipalities	10 093 563	-	-	10 093 563	10 093 563	-	100.0%	10 467 276	10 467 276	
Households	-	-	5	5	5	-	100.0%	17	109	
Payments for capital assets	2 121 095	-	(257)	2 120 838	1 946 726	174 112	91.8%	1 599 896	1 617 775	
Buildings and other fixed structures	2 121 045	-	(254)	2 120 791	1 946 679	174 112	91.8%	1 599 707	1 617 716	
Machinery and equipment	50	-	(3)	47	47	-	100.0%	189	59	
Payments for financial assets	8	-	8	16	23	(7)	143.8%	20	19	
Total	12 379 004	-	8 952	12 387 956	12 193 340	194 616	98.4%	12 232 084	12 262 272	

Economic classification	2018/19					2017/18				
	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	224 437	-	(18 720)	205 717	190 994	14 723	92.8%	195 493	150 945	
Compensation of employees	65 868	-	687	66 555	66 264	291	99.6%	52 157	52 022	
Goods and services	158 569	-	(19 407)	139 162	124 730	14 432	89.6%	143 336	98 923	
Transfers and subsidies	131 838	-	(612)	131 226	131 226	-	100.0%	128 164	127 954	
Departmental agencies and accounts	128 543	-	-	128 543	128 543	-	100.0%	124 612	124 612	
Foreign governments and international organisations	3 295	-	(627)	2 668	2 668	-	100.0%	3 544	3 335	
Households	-	-	15	15	15	-	100.0%	8	7	
Payments for capital assets	140	-	6 061	6 201	8 763	(2 562)	141.3%	114	3 266	
Machinery and equipment	140	-	907	1 047	1 046	1	99.9%	114	68	
Intangible assets	-	-	5 154	5 154	7 717	(2 563)	149.7%	-	3 198	
Payments for financial assets	16	-	10	26	32	(4)	115.4%	240	238	
Total	356 431	-	(13 261)	343 170	331 015	12 155	96.5%	324 011	282 403	

DEPARTMENT OF BASIC EDUCATION VOTE 14
APPROPRIATION STATEMENT
for the year ended 31 March 2019

	2018/19						2017/18			
	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	
4.5 NATIONAL EDUCATION EVALUATION AND DEVELOPMENT										
Economic classification										
Current payments	19 757	-	(105)	19 652	19 599	53	99.7%	20 207	20 113	
Compensation of employees	14 139	-	(1 560)	12 579	12 322	257	98.0%	14 839	14 796	
Goods and services	5 618	-	1 455	7 073	7 277	(204)	102.9%	5 368	5 317	
Transfers and subsidies	335	-	-	335	335	-	100.0%	492	492	
Households	335	-	-	335	335	-	100.0%	492	492	
Payments for capital assets	60	-	120	180	179	1	99.4%	50	49	
Machinery and equipment	60	-	120	180	179	1	99.4%	50	49	
Payments for financial assets	2	-	-	2	1	1	50.0%	15	15	
Total	20 154	-	15	20 169	20 114	55	99.7%	20 764	20 669	
4.6 PLANNING AND DELIVERY OVERSIGHT UNIT										
Economic classification										
Current payments	26 207	-	603	26 810	25 204	1 606	94.0%	22 642	20 787	
Compensation of employees	17 880	-	(137)	17 743	16 544	1 200	93.2%	15 869	15 718	
Goods and services	8 327	-	740	9 067	8 662	405	95.5%	6 773	5 069	
Transfers and subsidies	106 017	-	6 083	112 100	112 099	1	100.0%	99 960	99 960	
Non-profit institutions	105 984	-	6 080	112 064	112 064	-	100.0%	99 959	99 959	
Households	33	-	3	36	35	-	97.2%	1	1	
Payments for capital assets	144	-	(73)	71	71	-	100.0%	62	49	
Machinery and equipment	144	-	(73)	71	71	-	100.0%	62	49	
Payments for financial assets	11	-	5	16	32	(16)	200.0%	8	8	
Total	132 379	-	6 618	138 997	137 406	1 591	98.9%	122 672	120 804	

APPROPRIATION STATEMENT
for the year ended 31 March 2019

Programme 5: EDUCATION ENRICHMENT SERVICES	2018/19						2017/18					
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure	Final Appropriation	Actual expenditure	
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000	R'000	R'000	
Sub programme												
1. Programme Management: Education enrichment Services	3 715	-	37	3 752	3 343	409	89.1%	15 294	15 290	15 294	15 290	
2. Partnership in education	30 627	-	1 978	32 605	31 719	886	97.3%	26 092	24 107	26 092	24 107	
3. Care and Support in Schools	7 074 626	-	(327)	7 074 299	7 073 345	954	100.0%	6 699 179	6 696 756	6 699 179	6 696 756	
Total for sub programmes	7 108 968	-	1 688	7 110 656	7 108 407	2 249	100.0%	6 740 565	6 736 153	6 740 565	6 736 153	
Programme 5: EDUCATION ENRICHMENT SERVICES	2018/19						2017/18					
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure	Final Appropriation	Actual expenditure	
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000	R'000	R'000	
Economic classification												
Current payments	62 839	-	1 768	64 607	62 592	2 015	96.9%	56 503	51 909	56 503	51 909	
Compensation of employees	41 177	-	-	41 177	39 986	1 191	97.1%	36 619	36 343	36 619	36 343	
Salaries and wages	36 798	129	122	37 049	36 082	967	97.4%	32 958	32 844	32 958	32 844	
Social contributions	4 379	(129)	(122)	4 128	3 904	224	94.6%	3 661	3 499	3 661	3 499	
Goods and services	21 662	-	1 768	23 430	22 606	824	96.5%	19 884	15 566	19 884	15 566	
Administrative fees	770	358	64	1 192	1 221	(29)	102.4%	811	828	811	828	
Advertising	-	87	-	87	87	-	100.0%	430	429	430	429	
Minor assets	63	(2)	-	61	31	30	50.8%	1 434	19	1 434	19	
Catering: Departmental activities	2 616	676	326	3 618	3 589	29	99.2%	2 581	2 375	2 581	2 375	
Communication	690	(29)	20	681	661	20	97.1%	249	244	249	244	
Computer services	-	18	-	18	17	1	94.4%	2	2	2	2	
Consultants: Business and advisory services	-	-	-	-	-	-	-	70	65	70	65	
Contractors	290	(290)	-	-	-	-	-	173	114	173	114	
Agency and support / outsourced services	-	646	-	646	645	1	99.8%	1 355	1 271	1 355	1 271	
Entertainment	-	-	1	1	-	-	-	-	-	-	-	
Inventory: Clothing material and supplies	-	-	-	-	-	-	-	45	45	45	45	
Inventory: Materials and supplies	-	-	-	-	-	-	-	78	-	78	-	
Inventory: Other supplies	985	-	-	985	465	520	47.2%	-	91	-	91	
Consumable supplies	53	753	(190)	616	778	(162)	126.3%	1 117	844	1 117	844	
Consumable: Stationery, printing and office supplies	1 361	(909)	123	575	586	(11)	101.9%	687	529	687	529	

APPROPRIATION STATEMENT
for the year ended 31 March 2019

Programme 5: EDUCATION ENRICHMENT SERVICES	2018/19						2017/18		
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Operating leases	136	68	-	204	65	139	31.9%	172	51
Property payments	-	-	-	-	1	(1)	-	-	-
Travel and subsistence	12 547	(2 809)	587	10 325	9 742	583	94.4%	8 669	7 129
Operating payments	1 274	762	739	2 775	2 707	68	97.5%	1 027	575
Venues and facilities	758	726	19	1 503	1 875	(372)	124.8%	676	656
Rental and hiring	119	(55)	79	143	136	7	95.1%	308	299
Transfers and subsidies	7 045 719	-	-	7 045 719	7 045 390	329	100.0%	6 677 787	6 677 786
Provinces and municipalities	7 045 314	-	-	7 045 314	7 045 314	-	100.0%	6 671 621	6 671 621
Provinces	7 045 314	-	-	7 045 314	7 045 314	-	100.0%	6 671 621	6 671 621
Provincial Revenue Funds	7 045 314	-	-	7 045 314	7 045 314	-	100.0%	6 671 621	6 671 621
Non-profit institutions	65	-	-	65	65	-	100.0%	6 061	6 061
Households	340	-	-	340	11	329	3.2%	105	104
Social benefits	340	-	-	340	11	329	3.2%	64	64
Other transfers to households	-	-	-	-	-	-	-	41	40
Payments for capital assets	410	-	(83)	327	381	(54)	116.5%	191	374
Machinery and equipment	410	-	(83)	327	381	(54)	116.5%	191	358
Other machinery and equipment	410	-	(83)	327	381	(54)	116.5%	191	358
Software and other intangible assets	-	-	-	-	-	-	-	-	16
Payments for financial assets	-	-	3	3	44	(41)	1466.7%	6 084	6 084
Total	7 108 968	-	1 688	7 110 656	7 108 407	2 249	100.0%	6 740 565	6 736 153

5.1 PROGRAMME MANAGEMENT: EDUCATION ENRICHMENT SERVICES	2018/19						2017/18			
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure	
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000	
Current payments	3 363	-	60	3 423	3 343	80	97.7%	3 271	3 267	
Compensation of employees	3 009	-	(140)	2 869	2 830	39	98.6%	2 803	2 798	
Goods and services	354	-	200	554	513	41	92.6%	468	469	
Transfers and subsidies	334	-	(5)	329	-	329	-	6 000	6 000	
Non-profit institutions	-	-	-	-	-	-	-	6 000	6 000	
Households	334	-	(5)	329	-	329	-	-	-	
Payments for capital assets	18	-	(18)	-	-	-	-	23	23	
Machinery and equipment	18	-	(18)	-	-	-	-	23	23	
Payments for financial assets	-	-	-	-	-	-	-	6 000	6 000	
Total	3 715	-	37	3 752	3 343	409	89.1%	15 294	15 290	
5.2 PARTNERSHIP IN EDUCATION										
	2018/19						2017/18			
Economic classification	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure	
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000	
Current payments	30 459	-	2 008	32 467	31 561	906	97.2%	25 922	23 936	
Compensation of employees	16 845	-	310	17 155	17 062	93	99.5%	13 862	13 735	
Goods and services	13 614	-	1 698	15 312	14 499	813	94.7%	12 060	10 201	
Transfers and subsidies	-	-	5	5	5	-	100.0%	20	20	
Households	-	-	5	5	5	-	100.0%	20	20	
Payments for capital assets	168	-	(37)	131	129	2	98.5%	99	100	
Machinery and equipment	168	-	(37)	131	129	2	98.5%	99	100	
Payments for financial assets	-	-	2	2	24	(22)	1200.0%	51	51	
Total	30 627	-	1 978	32 605	31 719	886	97.3%	26 092	24 107	

DEPARTMENT OF BASIC EDUCATION VOTE 14
APPROPRIATION STATEMENT
for the year ended 31 March 2019

5.3 CARE AND SUPPORT IN SCHOOLS	2018/19						2017/18		
	Economic classification	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
Current payments	29 017	-	(300)	28 717	27 688	1 029	96.4%	27 310	24 706
Compensation of employees	21 323	-	(170)	21 153	20 094	1 059	95.0%	19 954	19 810
Goods and services	7 694	-	(130)	7 564	7 594	(30)	100.4%	7 356	4 896
Transfers and subsidies	7 045 385	-	-	7 045 385	7 045 385	-	100.0%	6 671 767	6 671 766
Provinces and municipalities	7 045 314	-	-	7 045 314	7 045 314	-	100.0%	6 671 621	6 671 621
Non-profit institutions	65	-	-	65	65	-	100.0%	61	61
Households	6	-	-	6	6	-	100.0%	85	84
Payments for capital assets	224	-	(28)	196	252	(56)	128.6%	69	251
Machinery and equipment	224	-	(28)	196	252	(56)	128.6%	69	235
Intangible assets	-	-	-	-	-	-	-	-	16
Payments for financial assets	-	-	1	1	20	(19)	2000.0%	33	33
Total	7 074 626	-	(327)	7 074 299	7 073 345	954	100.0%	6 699 179	6 696 756

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

Detail of these transactions can be viewed in the note on Transfers and subsidies, disclosure notes and Annexure 1 (A-H) to the Annual Financial Statements.

2. Detail of specifically and exclusively appropriated amounts voted (after Virement):

Detail of these transactions can be viewed in note 1 (Annual Appropriation) to the Annual Financial Statements.

3. Detail on payments for financial assets

Detail of these transactions per programme can be viewed in the note on Payments for financial assets to the Annual Financial Statements.

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

4.1 Per programme

	Final Appropriation	Actual Expenditure	Variance R'000	Variance as a % of Final Appropriation
	R'000	R'000	R'000	%
Programme 1: Administration	476 565	471 919	4 646	1.0%
There were no material variances on this programme.				
Programme 2: Curriculum Policy, Support and Monitoring	1 861 689	1 802 190	59 499	3.2%
The underspending is due to unfilled vacant positions (Deputy Directors) in Free State and KwaZulu-Natal provinces for Workbooks project as well as LTSM Electronic system: This was not paid due to the delay of finalization of proposal.				
Programme 3: Teachers, Education Human Resources and Institutional Development	1 307 146	1 297 610	9 536	0.7%
There were no material variances on this programme.				
Programme 4: Planning, Information and Assessment	12 943 527	12 734 641	208 886	1.6%
The projects were estimated at +- R 230 million. The procurement process was halted by the SCM due to local content requirements by the Department of Trade and Industry, meaning projects could not be implemented. ASIDI projects in Eastern Cape (EC) were experienced as stoppage due to disruptions by the EC Black Contractors Association (ECBCA) whereby the association has forcefully demanded that the sites be closed and they be given part of the projects.				
Programme 5: Educational Enrichment Services	7 110 656	7 108 407	2 249	0.0%
There were no material variances on this programme.				

DEPARTMENT OF BASIC EDUCATION VOTE 14
 NOTES TO THE APPROPRIATION STATEMENT
 for the year ended 31 March 2019

4.2 Per economic classification

	Final Appropriation	Actual Expenditure	Variance	Variance as a % of Final Appropriation
	R'000	R'000	R'000	%
Current payments				
Compensation of employees	510 590	491 223	19 367	3.8%
Goods and services	1 864 862	1 782 689	82 173	4.4%
Interest and rent on land	50 396	45 416	4 980	9.9%
Transfers and subsidies				
Provinces and municipalities	17 696 148	17 690 158	5 990	0.0%
Departmental agencies and accounts	144 960	144 960	-	0.0%
Foreign governments and international organisations	14 374	14 374	-	0.0%
Non-profit institutions	112 129	112 129	-	0.0%
Households	1 162 129	1 161 800	329	0.0%
Payments for capital assets				
Buildings and other fixed structures	2 129 753	1 955 637	174 116	8.2%
Machinery and equipment	7 387	6 944	443	6.0%
Intangible assets	6 493	9 013	(2 520)	(38.8%)
Payments for financial assets	362	429	(67)	(18.5%)

4.3 Per conditional grant

	Final Appropriation	Actual Expenditure	Variance	Variance as a % of Final Appropriation
	R'000	R'000	R'000	%
Mathematics, Science and Technology	370 483	370 483	-	0.0%
Education Infrastructure Grant	10 093 563	10 093 563	-	0.0%
HIV and Aids (Life Skills Education) Grant	243 235	243 235	-	0.0%
National School Nutrition Programme Grant	6 802 079	6 802 079	-	0.0%
Learner with Profound Intellectual Disability	186 788	180 798	5 990	3.2%

DEPARTMENT OF BASIC EDUCATION VOTE 14
STATEMENT OF FINANCIAL PERFORMANCE
for the year ended 31 March 2019

		2018/19	2017/18
	Note	R'000	R'000
REVENUE			
Annual appropriation	1	23 699 583	22 993 620
Departmental revenue	2	10 301	25 653
Aid assistance	3	29 150	100 000
TOTAL REVENUE		23 739 034	23 119 273
EXPENDITURE			
Current expenditure			
Compensation of employees	4	491 220	472 510
Goods and services	5	1 782 685	1 785 879
Interest and rent on land	6	45 416	45 498
Aid assistance	3	22 656	64 803
Total current expenditure		2 341 977	2 368 690
Transfers and subsidies			
Transfers and subsidies	8	19 123 421	18 930 384
Aid assistance	3	-	40 022
Total transfers and subsidies		19 123 421	18 970 406
Expenditure for capital assets			
Tangible assets	9	1 962 637	1 630 957
Intangible assets	9	9 013	4 436
Total expenditure for capital assets		1 971 650	1 635 393
Unauthorised expenditure approved without funding		-	-
Payments for financial assets	7	429	62 313
TOTAL EXPENDITURE		23 437 477	23 036 802
SURPLUS/(DEFICIT) FOR THE YEAR		301 557	82 471
Reconciliation of Net Surplus/(Deficit) for the year			
Voted funds		284 816	61 664
Annual appropriation		284 816	61 664
Departmental revenue and NRF Receipts	15	10 301	25 653
Aid assistance	3	6 440	(4 846)
SURPLUS/(DEFICIT) FOR THE YEAR		301 557	82 471

DEPARTMENT OF BASIC EDUCATION VOTE 14
STATEMENT OF FINANCIAL POSITION
for the year ended 31 March 2019

	2018/19	2017/18
Note	R'000	R'000
ASSETS		
Current assets	298 129	281 314
Unauthorised expenditure	10 6 488	6 488
Cash and cash equivalents	11 106 493	29 401
Prepayments and advances	12 148 383	195 448
Receivables	13 31 919	45 131
Aid assistance receivable	3 4 846	4 846
Non-current assets		18 665
Receivables	13 -	18 665
TOTAL ASSETS	298 129	299 979
LIABILITIES		
Current liabilities	298 111	299 961
Voted funds to be surrendered to the Revenue Fund	14 284 816	67 168
Departmental revenue and NRF Receipts to be surrendered to the Revenue Fund	15 5 360	13 658
Payables	16 1 495	219 135
Aid assistance repayable	3 6 440	-
Non-current liabilities		
Payables	-	-
TOTAL LIABILITIES	298 111	299 961
NET ASSETS	18	18
Represented by:		
Recoverable revenue	18	18
TOTAL	18	18

DEPARTMENT OF BASIC EDUCATION VOTE 14
STATEMENT OF CHANGES IN NET ASSETS
for the year ended 31 March 2019

	2018/19	2017/18
Note	R'000	R'000
Recoverable revenue		
Opening balance	18	45
Transfers:	7.1	-
Irrecoverable amounts written off		(27)
Debts revised		
Debts recovered (included in departmental receipts)	(37)	(27)
Debts raised	37	
Closing balance	18	18

DEPARTMENT OF BASIC EDUCATION VOTE 14
CASH FLOW STATEMENT
for the year ended 31 March 2019

	2018/19	2017/18
Note	R'000	R'000
CASH FLOWS FROM OPERATING ACTIVITIES		
Receipts	23 739 026	23 119 273
Annual appropriated funds received	23 699 583	22 993 620
Departmental revenue received	<u>2</u> 5 200	5 633
Interest received	<u>2.3</u> 5 093	20 020
Aid assistance received	<u>3</u> 29 150	100 000
Net (increase)/decrease in working capital	(138 698)	263 205
Surrendered to Revenue Fund	(85 767)	(708 000)
Surrendered to RDP Fund/Donor	-	(35 677)
Current payments	(2 296 561)	(2 323 192)
Interest paid	<u>6</u> (45 416)	(45 498)
Payments for financial assets	(429)	(62 313)
Transfers and subsidies paid	(19 123 421)	(18 970 406)
Net cash flow available from operating activities	<u>17</u> 2 048 734	<u>1 237 392</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Payments for capital assets	<u>9</u> (1 971 650)	(1 635 393)
Proceeds from sale of capital assets	<u>2.4</u> 8	-
Net cash flows from investing activities	<u>(1 971 642)</u>	<u>(1 635 393)</u>
CASH FLOWS FROM FINANCING ACTIVITIES		
Distribution/dividend received	-	(27)
Increase/(decrease) in net assets	-	(27)
Net cash flows from financing activities	<u>-</u>	<u>(27)</u>
Net increase/(decrease) in cash and cash equivalents	77 092	(398 028)
Cash and cash equivalents at beginning of period	29 401	421 925
Unrealised gains and losses within cash and cash equivalents	-	5 504
Cash and cash equivalents at end of period	<u>11</u> 106 493	<u>29 401</u>

ACCOUNTING POLICIES

Summary of significant accounting policies

The financial statements have been prepared in accordance with the following policies, which have been applied consistently in all material aspects, unless otherwise indicated. Management has concluded that the financial statements present fairly the Department's primary and secondary information.

The historical cost convention has been used, except where otherwise indicated. Management has used assessments and estimates in preparing the annual financial statements. These are based on the best information available at the time of preparation.

Where appropriate and meaningful, additional information has been disclosed to enhance the usefulness of the financial statements and to comply with the statutory requirements of the Public Finance Management Act (PFMA), Act 1 of 1999 (as amended by Act 29 of 1999), and the Treasury Regulations issued in terms of the PFMA and the annual Division of Revenue Act.

1.1 Presentation of the Financial Statements

Basis of preparation

The financial statements have been prepared in accordance with the Modified Cash Standard.

Under this basis, the effect of transactions and other events are recognised in the financial records when the resulting cash is received or paid. The modification results from the recognition of certain near-cash balances in the financial statements.

In addition supplementary information is provided in the disclosure notes to the financial statements where it is deemed to be useful to the users of the financial statements.

1.2 Going concern

The financial statements have been prepared on a going concern basis.

1.3 Presentation currency

Amounts have been presented in the currency of the South African Rand (R) which is also the functional currency of the Department.

1.4 Rounding

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

1.5 Foreign currency translation

Cash flows arising from foreign currency transactions are translated into South African Rands using the spot exchange rates prevailing at the date of payment / receipt.

1.6 Comparative information

1.6.1 Prior period comparative information

Prior period comparative information has been presented in the current year's financial statements. Where necessary figures included in the prior period financial statements have been reclassified to ensure that the format in which the information is presented is consistent with the format of the current year's financial statements.

1.6.2 Current year comparison with budget

A comparison between the approved, final budget and actual amounts for each programme and economic classification is included in the appropriation statement.

2 Revenue

2.1 Appropriated funds

Appropriated funds comprises of departmental allocations as well as direct charges against the revenue fund (i.e. statutory appropriation).

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

date the adjustments become effective.

The net amount of any appropriated funds due to / from the relevant revenue fund at the reporting date is recognised as a payable / receivable in the statement of financial position.

2.2 Departmental revenue

Departmental revenue is recognised in the statement of financial performance when received and is subsequently paid into the relevant revenue fund, unless stated otherwise.

Any amount owing to the relevant revenue fund at the reporting date is recognised as a payable in the statement of financial position.

2.3 Accrued departmental revenue

Accruals in respect of departmental revenue (excluding tax revenue) are recorded in the notes to the financial statements when:

- it is probable that the economic benefits or service potential associated with the transaction will flow to the Department; and
- the amount of revenue can be measured reliably.

The accrued revenue is measured at the fair value of the consideration receivable.

Accrued tax revenue (and related interest and / penalties) is measured at amounts receivable from collecting agents.

Write-offs are made according to the Department's debt write-off policy

3 Expenditure

3.1 Compensation of employees

3.1.1 Salaries and wages

Salaries and wages are recognised in the statement of financial performance on the date of payment.

3.1.2 Social contributions

Social contributions made by the Department in respect of current employees are recognised in the statement of financial performance on the date of payment.

Social contributions made by the Department in respect of ex-employees are classified as transfers to households in the statement of financial performance on the date of payment.

3.2 Other expenditure

Other expenditure (such as goods and services, transfers and subsidies and payments for capital assets) is recognised in the statement of financial performance on the date of payment. The expense is classified as a capital expense if the total consideration paid is more than the capitalisation threshold.

3.3 Accruals expenditure payable

Accruals expenditure payables is recorded in the notes to the financial statements when goods and received or, in the case of services, when they are rendered to the Department or in the case of transfers and subsidies when they are due and payable. Accrued expenditure payable is measured at cost.

3.4 Leases

3.4.1 Operating leases

Operating lease payments made during the reporting period are recognised as current expenditure in the statement of financial performance on the date of payment.

The operating lease commitments are recorded in the notes to the financial statements.

3.4.2 Finance leases

Finance lease payments made during the reporting period are recognised as capital expenditure in the statement of financial performance on the date of payment.

The finance lease commitments are recorded in the notes to the financial statements and are not apportioned between the

capital and interest portions.

Finance lease assets acquired at the end of the lease term are recorded and measured at the lower of:

- Cost, being the fair value of the asset; or
- The sum of the minimum lease payments made, including any payments made to acquire ownership at the end of the lease term, excluding interest.

4 Aid Assistance

4.1 Aid assistance received

Aid assistance received in cash is recognised in the statement of financial performance when received. In-kind aid assistance is recorded in the notes to the financial statements on the date of receipt and is measured at fair value.

Aid assistance not spent for the intended purpose and any unutilised funds from aid assistance that are required to be refunded to the donor are recognised as a payable in the statement of financial position.

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

4.2 Aid assistance paid

Aid assistance paid is recognised in the statement of financial performance on the date of payment. Aid assistance payments made prior to the receipt of funds are recognised as a receivable in the statement of financial position.

5 Cash and cash equivalents

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

Bank overdrafts are shown separately on the face of the statement of financial position as a current liability.

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

6 Prepayments and advances

Prepayments and advances are recognised in the statement of financial position when the Department receives or disburses the cash.

Prepayments and advances are initially and subsequently measured at cost.

7 Loans and receivables

Loans and receivables are recognised in the statement of financial position at cost plus accrued interest, where interest is charged, less amounts already settled or written-off. Receivables outstanding at the year end are carried in the statement of financial position at price plus any accrued interest. Amounts that are potentials irrecoverable are included in the disclosure notes.

8 Financial assets

8.1 Financial assets (not covered elsewhere)

A financial asset is recognised initially at its cost plus transaction costs that are directly attributable to the acquisition or issue of the financial asset.

At the reporting date, a Department shall measure its financial assets at cost, less amounts already settled or written-off, except for recognised loans and receivables, which are measured at cost plus accrued interest, where interest is charged, less amounts already settled or written-off.

8.2 Impairment of financial assets

Where there is an indication of impairment of a financial asset, an estimation of the reduction in the recorded carrying value, to reflect the best estimate of the amount of the future economic benefits expected to be received from that asset, is recorded in the notes to the financial statements.

9 Payables

Payables recognised in the statement of financial position are recognised at cost.

10 Capital Assets

10.1 Immovable capital assets

Immovable capital assets are initially recorded in the asset register of the Department are recorded in the notes to the financial statements at cost or fair value where the cost cannot be determined reliably. Immovable capital assets acquired through a non-exchange transaction are recorded at fair value at the date of acquisition. Immovable assets are subsequently carried in the asset register at cost and are not currently subject to depreciation or impairment.

All assets acquired prior to 1 April 2002 (or a later date as approved by the OAG) may be recorded at R1.

Subsequent expenditure that is of a capital nature is added to the cost of the asset at the end of the capital project unless the immovable asset is recorded by another Department in which case the completed project cost are transferred to the Department.

Subsequent recognition

Work-in-progress of the capital nature is recorded in the statement of the financial performance as expenditure for capital assets. On the completion, the total cost of the project is included in the asset register of the Department that is accountable for the asset.

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

10.2 Movable capital assets

Movable capital assets are initially recorded in the notes to the financial statements at cost. Movable capital assets acquired through a non-exchange transaction is measured at fair value as at the date of acquisition.

Where the cost of movable capital assets cannot be determined reliably, the movable capital assets are measured at fair value and where fair value cannot be determined; the movable assets are measured at R1.

All assets acquired prior to 1 April 2002 (or a later date as approved by the OAG) may be recorded at R1.

Movable capital assets are subsequently carried at cost and are not subject to depreciation or impairment.

Subsequent expenditure that is of a capital nature is added to the cost of the assets at the end of the capital project unless the movable assets is recorded by another Department/Entity in which case the completed project cost are transferred to that Department.

10.3 Intangible assets

Intangible assets are initially recorded in the notes to the financial statements at cost. Intangible assets acquired through a non-exchange transaction are measured at fair value as at the date of acquisition.

Internally generated intangible assets are recorded in the notes to the financial statements when the Department commences the development phase of the project.

Where the cost of intangible assets cannot be determined reliably, the intangible capital assets are measured at fair value and where fair value cannot be determined; the intangible assets are measured at R1.

All assets acquired prior to 1 April 2002 (or a later date as approved by the OAG) may be recorded at R1.

Intangible assets are subsequently carried at cost and are not subject to depreciation or impairment.

Subsequent expenditure of a capital nature added to the cost of the asset unless the intangible assets is recorded by another Department/Entity in which case the completed project cost are transferred to the Department. Maintenance is expensed as current goods and services in the financial performance.

10.4 Project Costs: Work-in-progress

Expenditure of a capital nature is initially recognised in the statement of financial performance at cost when paid.

Amounts paid towards capital projects are separated from the amounts recognised and accumulated in work-in-progress until the underlying asset is ready for use. Once ready for use, the total accumulated payments are recorded in an asset register. Subsequent payments to complete the project are added to the capital asset in the asset register.

Where the Department is not the custodian of the completed project asset, the asset is transferred to the custodian subsequent to completion.

11 Provisions and Contingents

11.1 Provisions

Provisions are recorded in the notes to the financial statements when there is a present legal or constructive obligation to forfeit economic benefits as a result of events in the past and it is probable that an outflow of resources embodying economic benefits or service potential will be required to settle the obligation and a reliable estimate of the obligation can be made. The provision is measured as the best estimate of the funds required to settle the present obligation at the reporting date.

11.2 Contingent liabilities

Contingent liabilities are recorded in the notes to the financial statements when there is a possible obligation that arises from past events, and whose existence will be confirmed only by the occurrence or non-occurrence of one or more uncertain future events not within the control of the Department or when there is a present obligation that is not recognised because it is not probable that an outflow of resources will be required to settle the obligation or the amount of the obligation cannot be measured reliably.

11.3 Contingent assets

Contingent assets are recorded in the notes to the financial statements when a possible asset arises from past events, and whose existence will be confirmed by the occurrence or non-occurrence of one or more uncertain future events not within the control of the Department.

11.4 Commitments

Commitments are recorded at cost in the notes to the financial statements when there is a contractual arrangement or an approval by management in a manner that raises a valid expectation that the Department will discharge its responsibilities thereby incurring future expenditure that will result in the outflow of cash.

The Disbursement on all the ASIDI IA's contract and PSP fee is estimated at 2%.The Department is not certain about how the cost is going to be due to uncertain of the distance that will be travelled while assessing the schools, some are far and others are nearer.

12 Unauthorised expenditure

Unauthorised expenditure is recognised in the statement of financial position until such time as the expenditure is either:

- Approved by Parliament or the Provincial Legislature with funding and the related funds are received; or
- Approved by Parliament or the Provincial Legislature without funding and is written off against the appropriation in the statement of financial performance; or
- Transferred to receivables for recovery.

Unauthorised expenditure is measured at the amount of the confirmed unauthorised expenditure.

13 Fruitless and wasteful expenditure

Fruitless and wasteful expenditure is recorded in the notes to the financial statements when confirmed. The amount recorded is equal to the total value of the fruitless and or wasteful expenditure incurred.

Fruitless and wasteful expenditure is removed from the notes to the financial statements when it is resolved or transferred to receivables for recovery.

Fruitless and wasteful expenditure receivables are measured at the amount that is expected to be recoverable and are de-recognised when settled or subsequently written-off as irrecoverable.

14 Irregular expenditure

Irregular expenditure is recorded in the notes to the financial statements when confirmed. The amount recorded is equal to the value of the irregular expenditure incurred unless it is impracticable to determine, in which case reasons therefor are provided in the note.

Irregular expenditure is removed from the note when it is either condoned by the relevant authority, transferred to receivables for recovery or not condoned and is not recoverable.

Irregular expenditure receivables are measured at the amount that is expected to be recoverable and are de-recognised when settled or subsequently written-off as irrecoverable.

15 Changes in accounting policies, accounting estimates and errors

Changes in accounting policies that are effected by management have been applied retrospectively in accordance with MCS requirements, except to the extent that it is impracticable to determine the period-specific effects or the cumulative effect of

the change in policy. In such instances the Department shall restate the opening balances of assets, liabilities and net assets for the earliest period for which retrospective restatement is practicable.

Changes in accounting estimates are applied prospectively in accordance with MCS requirements.

Correction of errors is applied retrospectively in the period in which the error has occurred in accordance with MCS requirements, except to the extent that it is impracticable to determine the period-specific effects or the cumulative effect of the error. In such cases the Department shall restate the opening balances of assets, liabilities and net assets for the earliest period for which retrospective restatement is practicable.

16 Events after the reporting date

Events after the reporting date that are classified as adjusting events have been accounted for in the financial statements. The events after the reporting date that are classified as non-adjusting events after the reporting date have been disclosed in the notes to the financial statements.

17 Principal-Agent arrangements

The Department is party to a principal-agent arrangement for the development of the National Catalogue. In terms of the arrangement the Department is the agent and is responsible for developing common prescribed textbooks. There are no financial implications from the provinces to procure from the National Catalogue developed.

The Implementing Agents are party to the agent arrangement for implementing Departmental projects. In terms of the principal-agent arrangement, the Department is a principal agent and the Implementing Agents are responsible for managing the projects. All related revenues, expenditures, assets and liabilities have been recognised or recorded in terms of the relevant policies listed herein.

18 Recoverable revenue

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

19 Related party transactions

A related party transaction is a transfer of resources, services or obligations between the reporting entity and a related party. Related party transactions within the Minister's portfolio are recorded in the notes to the financial statements when the transaction is not at arm's length.

Key management personnel are those persons having the authority and responsibility for planning, directing and controlling the activities of the Department. The number of individuals and their full compensation is recorded in the notes to the financial statements.

20 Inventories

Inventories that qualify for recognition must reflect total stock remaining from previous year/s and the value therefor as well as current year stock and the value thereof. Where inventories are acquired at no cost, or for nominal consideration, their cost shall be their fair value at the date of acquisition. All other inventories that are bought specifically distribution will be recognised when proof of the deliveries are provided to the Department.

All inventory items at year end are reflected using the weighted average cost formula.

21 Public-Private Partnership

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

DEPARTMENT OF BASIC EDUCATION VOTE 14
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 for the year ended 31 March 2019

1. Annual Appropriation

1.1 Annual Appropriation

Included are funds appropriated in terms of the Appropriation Act (and the Adjustments Appropriation Act) for National Departments (Voted funds) and Provincial Departments:

	2018/19			2017/18	
	Final Appropriation	Actual Funds Received	Funds not requested/ not received	Final Appropriation	Appropriation received
	R'000	R'000	R'000	R'000	R'000
Administration	472 145	472 145	-	426 583	426 583
Curriculum Policy, Support and Monitoring	1 867 116	1 867 116	-	1 783 016	1 783 016
Teachers, Education Human Resources and Institutional Development	1 313 041	1 313 041	-	1 252 104	1 252 104
Planning, Information and Assessment	12 938 313	12 938 313	-	12 801 940	12 801 940
Educational Enrichment Services	7 108 968	7 108 968	-	6 729 977	6 729 977
Total	23 699 583	23 699 583	-	22 993 620	22 993 620

2. Departmental revenue

	Note	2018/19 R'000	2017/18 R'000
Tax revenue			
Sales of goods and services other than capital assets	2.1	2 885	2 480
Interest, dividends and rent on land	2.2	5 093	20 020
Sales of capital assets	2.3	8	-
Transactions in financial assets and liabilities	2.4	2 315	3 153
Transfer received			
Total revenue collected		10 301	25 653
Less: Own revenue included in appropriation			
Departmental revenue collected		10 301	25 653

2.1 Sales of goods and services other than capital assets

	Note	2018/19 R'000	2017/18 R'000
Sales of goods and services produced by the Department	2	2 825	2 480
Sales by market establishment		100	100
Other sales		2 725	2 380
Sales of scrap, waste and other used		60	
current goods			
Total		2 885	2 480

2.2 Interest, dividends and rent on land

	2018/19	2017/18
Note	R'000	R'000
	2	
Interest	5 093	20 020
Total	5 093	20 020

2.3 Sale of capital assets

	2018/19	2017/18
Note	R'000	R'000
	2	
Tangible assets	8	
Buildings and other fixed structures	-	
Machinery and equipment	8	-
	31	
Total	8	-

2.4 Transactions in financial assets and liabilities

	2018/19	2017/18
Note	R'000	R'000
	2	
Receivables	2 315	3 153
Total	2 315	3 153

3. Aid assistance

	2018/19	2017/18
Note	R'000	R'000
Opening Balance	(4 846)	35 677
Prior period error		
As restated	(4 846)	35 677
Transferred from statement of financial performance	6 440	(4 846)
Paid during the year	-	(35 677)
Closing Balance	1 594	(4 846)

Aid assistance is currently showing receivable amount of R4.8 million due to Department not receiving all EU fund from the RDP account.

3.1 Analysis of balance by source

	2018/19	2017/18
Note	R'000	R'000
	3	
Aid assistance from RDP	1 594	(4 846)
Aid assistance from other sources		
CARA		
Closing balance	1 594	(4 846)

3.2 Analysis of balance

	2018/19	2017/18
Note	R'000	R'000
	3	
Aid assistance receivable	(4 846)	(4 846)
Aid assistance repayable	6 440	-
Closing balance	1 594	(4 846)
Aid assistance not requested/not received	64 007	5 415

3.3 Aid assistance expenditure per economic classification

	2018/19	2017/18
Note	R'000	R'000
Current	22 656	64 803
Capital	54	21
Transfers and subsidies	-	40 022
Total aid assistance expenditure	22 710	104 846

4. Compensation of employees

4.1 Salaries and Wages

	2018/19	2017/18
Note	R'000	R'000
Basic salary	310 419	302 472
Performance award	5 748	6 900
Service Based	592	737
Compensative/circumstantial	41 026	29 503
Periodic payments	7 049	14 038
Other non-pensionable allowances	80 958	75 320
Total	445 792	428 970

4.2 Social contributions

	2018/19	2017/18
Note	R'000	R'000
Employer contributions		
Pension	34 005	32 707
Medical	11 354	10 765
Bargaining council	62	61
Official unions and associations	7	7
Total	45 428	43 540
Total compensation of employees	491 220	472 510
Average number of employees	710	716

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5. Goods and Services

	2018/19	2017/18
Note	R'000	R'000
Administrative fees	18 863	15 731
Advertising	8 156	14 360
Minor assets	5.1 317	335
Bursaries (employees)	326	394
Catering	25 744	20 519
Communication	5 894	4 729
Computer services	5.2 91 277	69 435
Consultants: Business and advisory services	142 983	167 273
Legal services	1 459	3 969
Contractors	1 304	1 706
Agency and support / outsourced services	17 073	45 158
Entertainment	25	
Audit cost – external	5.3 21 781	21 835
Fleet services	2 458	2 563
Inventory	5.4 1 067 057	1 039 280
Consumables	5.5 7 820	15 045
Operating leases	1 165	922
Property payments	5.6 140 347	129 775
Rental and hiring	6 253	3 171
Travel and subsistence	5.7 154 925	124 264
Venues and facilities	24 664	14 006
Training and development	9 825	2 265
Other operating expenditure	5.8 32 969	89 144
Total	1 782 685	1 785 879

5.1 Minor assets

	2018/19	2017/18
Note	R'000	R'000
	5	
Tangible assets		
Machinery and equipment	317	335
Total	317	335

5.2 Computer services

	2018/19	2017/18
Note	R'000	R'000
	5	
SITA computer services	82 250	60 674
External computer service providers	9 027	8 761
Total	91 277	69 435

5.3 Audit cost – External

	2018/19	2017/18
Note	R'000	R'000
5		
Regularity audits	14 127	16 208
Performance audits	-	-
Investigations	5 562	4 220
Computer audits	2 092	1 407
Total	21 781	21 835

5.4 Inventory

	2018/19	2017/18
Note	R'000	R'000
5		
Clothing material and accessories	-	45
Learning, teaching and support material	1 056 344	1 039 235
Other supplies	5.4.1 10 713	-
Total	1 067 057	1 039 280

5.4.1 Other supplies

	2018/19	2017/18
Note	R'000	R'000
5.4		
Ammunition and security supplies		
Assets for distribution		
School furniture	10 713	-
Sports and recreation	-	-
Library material	-	-
Total	10 713	

5.5 Consumables

	2018/19	2017/18
Note	R'000	R'000
5		
Consumable supplies	2 131	3 987
Uniform and clothing	537	2
Household supplies	529	796
Building material and supplies	-	-
Communication accessories	-	7
IT consumables	563	1 202
Other consumables	502	1 980
Stationery, printing and office supplies	5 689	11 058
Total	7 820	15 045

5.6 Property payments

	2018/19	2017/18
Note	R'000	R'000
	5	
Municipal services	3 942	3 488
Property management fees	135 634	125 668
Other	771	619
Total	140 347	129 775

5.7 Travel and subsistence

	2018/19	2017/18
Note	R'000	R'000
	5	
Local	143 875	115 998
Foreign	11 050	8 266
Total	154 925	124 264

5.8 Other operating expenditure

	2018/19	2017/18
Note	R'000	R'000
	5	
Professional bodies, membership and subscription fees	16	3
Resettlement costs	305	562
Other	32 648	88 579
Total	32 969	89 144

6. Interest and Rent on Land

	2018/19	2017/18
Note	R'000	R'000
Interest paid	45 416	45 498
Total	45 416	45 498

7. Payments for financial assets

	2018/19	2017/18
Note	R'000	R'000
	7.1	
Debts written off	429	62 313
Total	429	62 313

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7.1 Debts written off

	2018/19	2017/18
Note	R'000	R'000
Employee(Car damages and No-shows)	429	698
	7	
Nature of debts written off		
Employee (Car damages and Accommodation no-shows)	429	698
Department of Education – Eastern Cape		55 615
Historic Schools Restoration		6 000
Total	429	62 313
Total debt written off	429	62 313

8. Transfers and subsidies

	2018/19	2017/18
Note	R'000	R'000
Provinces and municipalities	37 17 690 158	17 570 065
Departmental agencies and accounts	Annex 1A 144 960	134 760
Foreign governments and international organisations	Annex 1B 14 374	18 212
Non-profit institutions	Annex 1C 112 129	106 020
Households	Annex 1D 1 161 800	1 101 327
Total	19 123 421	18 930 384

9. Expenditure for capital assets

	2018/19	2017/18
Note	R'000	R'000
Tangible assets	1 962 637	1 630 957
Buildings and other fixed structures	33.1 1 955 637	1 625 757
Machinery and equipment	31.1 7 000	5 200
Intangible assets	9 013	4 436
Software	32.1 9 013	4 436
Total	1 971 650	1 635 393

9.1 Analysis of funds utilised to acquire capital assets – 2018/19

	Voted funds	Aid assistance	Total
	R'000	R'000	R'000
Tangible assets	1 962 583	54	1 962 637
Buildings and other fixed structures	1 955 637	-	1 955 637
Machinery and equipment	6 946	54	7 000
Intangible assets			
Software	9 013		9 013
Total	1 971 596	54	1 971 650

9.2 Analysis of funds utilised to acquire capital assets – 2017/18

	Voted funds	Aid assistance	Total
	R'000	R'000	R'000
Tangible assets	1 630 936	21	1 630 957
Buildings and other fixed structures	1 625 757	-	1 625 757
Machinery and equipment	5 179	21	5 200
Intangible assets			
Software	4 436	-	4 436
Total	<u>1 635 372</u>	<u>21</u>	<u>1 635 393</u>

9.3 Finance lease expenditure included in Expenditure for capital assets

	2018/19	2017/18
Note	R'000	R'000
Tangible assets		
Buildings and other fixed structures	8 958	8 040
Total	<u>8 958</u>	<u>8 040</u>

10. Unauthorised expenditure

10.1 Reconciliation of unauthorised expenditure

	2018/19	2017/18
Note	R'000	R'000
Opening balance	6 488	6 488
Prior period error	-	-
As restated	6 488	6 488
Closing balance	<u>6 488</u>	<u>6 488</u>
	R'000	R'000
Analysis of closing balance		
Unauthorised expenditure awaiting authorisation	6 488	6 488

10.2 Analysis of unauthorised expenditure awaiting authorisation per economic classification

	2018/19	2017/18
Note	R'000	R'000
Current	6 488	6 488
Total	<u>6 488</u>	<u>6 488</u>

10.3 Analysis of unauthorised expenditure awaiting authorisation per type

	2018/19	2017/18
Note	R'000	R'000
Unauthorised expenditure relating to overspending of the vote or a main division within a vote	6 488	6 488
Total	<u>6 488</u>	<u>6 488</u>

DEPARTMENT OF BASIC EDUCATION VOTE 14
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11. Cash and cash equivalents

	2018/19	2017/18
Note	R'000	R'000
Consolidated Paymaster General Account	106 475	29 383
Cash on hand	18	18
Total	106 493	29 401

12. Prepayments and advances

	2018/19	2017/18
Note	R'000	R'000
Travel and subsistence	78	177
Advances paid (Not expensed)	12.1 148 305	195 271
Total	148 383	195 448

12.1 Advances paid (Not expensed)

Note	Balance as at 1 April 2018	Less: Amount expensed in current year	Add: Current Year advances	Balance as at 31 March 2019
12	R'000	R'000	R'000	R'000
National departments	1 942	(3 879)	2 000	63
Provincial departments	6 609	(20 195)	18 817	5 231
Other entities	186 720	(1 334 563)	1 290 854	143 011
Total	195 271	(1 358 637)	1 311 671	148 305

Note	Balance as at 1 April 2017	Less: Amount expensed in current year	Add: Current Year advances	Balance as at 31 March 2018
12	R'000	R'000	R'000	R'000
National departments	679	(1 737)	3 000	1 942
Provincial departments	11 112	(45 835)	41 332	6 609
Other entities	142 609	(1 331 542)	1 375 653	186 720
Total	154 400	(1 379 114)	1 419 985	195 271

13. Receivables

	2018/19			2017/18		
	Current	Non-current	Total	Current	Non-current	Total
Note	R'000	R'000	R'000	R'000	R'000	R'000
Claims recoverable	13.1 24 112	-	24 112	9 651	17 602	27 253
Recoverable expenditure	13.2 2 209	-	2 209	29 920	1 063	30 983
Staff debt	13.3 76	-	76	38	-	38
Fruitless and wasteful expenditure	13.4 5 522	-	5 522	5 522	-	5 522
Total	31 919	-	31 919	45 131	18 665	63 796

DEPARTMENT OF BASIC EDUCATION VOTE 14
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 for the year ended 31 March 2019

13.1 Claims recoverable

	Note	2018/19	2017/18
	13 and Annex 3	R'000	R'000
National departments		3 983	5 195
Provincial departments		2 447	2 477
Public entities		5 289	8 043
Private enterprises		12 393	11 538
Total		24 112	27 253

13.2 Recoverable expenditure (disallowance accounts)

	Note	2018/19	2017/18
	13	R'000	R'000
Disallowances Miscellaneous		46	29 569
Salary Disallowances		32	8
Disallowances damages & losses: CA		253	98
Disallowance Damage & Losses (Recover)		749	1 079
Damage vehicles		1 118	229
Salary Tax Debt		1	-
Disallowance Dishonoured Cheques		10	-
Total		2 209	30 983

13.3 Staff debt

	Note	2018/19	2017/18
	13	R'000	R'000
Bursaries		3	6
Employee		71	-
Ex-employee		-	21
Other debts		2	11
Total		76	38

13.4 Fruitless and wasteful expenditure

	Note	2018/19	2017/18
	13	R'000	R'000
Opening balance		5 522	282
Less amounts recovered		-	(5 917)
Transfers from note 26 Fruitless and Wasteful Expenditure		-	11 157
Total		5 522	5 522

14. Voted funds to be Surrendered to the Revenue Fund

	2018/19	2017/18
Note	R'000	R'000
Opening balance	67 168	694 717
Prior period error	14.1 -	5 504
As restated	67 168	700 221
Transfer from statement of financial performance (as restated)	284 816	61 664
Voted funds not requested/not received	1.1 -	-
Paid during the year	(67 168)	(694 717)
Closing balance	284 816	67 168

15. Departmental revenue and NRF Receipts to be surrendered to the Revenue Fund

	2018/19	2017/18
Note	R'000	R'000
Opening balance	13 658	1 288
Prior period error	-	-
As restated	13 658	1 288
Transfer from Statement of Financial Performance (as restated)	10 301	25 653
Paid during the year	(18 599)	(13 283)
Closing balance	5 360	13 658

16. Payables – current

	2018/19	2017/18
Note	R'000	R'000
Advances received	16.1 407	2 410
Clearing accounts	16.2 1 088	195
Other payables	16.3 -	216 530
Total	1 495	219 135

16.1 Advances received

	2018/19	2017/18
Note	R'000	R'000
	16	
Other institutions	407	2 410
Total	407	2 410

16.2 Clearing accounts

	2018/19	2017/18
Note	R'000	R'000
	16	
South African Revenue Services	1 085	199
Government Pension Funds	3	(3)
Rent: non recoverable	-	(1)
Total	1 088	195

16.3 Other payables

	2018/19	2017/18
Note	R'000	R'000
	16	
Unallocated receipts: payment from DoE GP	-	-
Unallocated receipts: SAB&T	-	-
Unallocated receipts: ASIDI	-	155
Conditional Grant of 2017/18 by DoE WC	-	42 251
Undisbursed payments by 31 March 2018		174 124
Total	-	216 530

17. Net cash flow available from operating activities

	2018/19	2017/18
Note	R'000	R'000
Net surplus/(deficit) as per Statement of Financial Performance	301 557	82 471
Add back non cash/cash movements not deemed operating activities	1 747 177	1 154 921
(Increase)/decrease in receivables – current	31 877	92 142
(Increase)/decrease in prepayments and advances	47 065	(41 044)
(Increase)/decrease in other current assets	-	-
Increase/(decrease) in payables – current	(217 640)	212 107
Proceeds from sale of capital assets	(8)	-
Expenditure on capital assets	1 971 650	1 635 393
Surrenders to Revenue Fund	(85 767)	(708 000)
Surrenders to RDP Fund/Donor	-	(35 677)
Voted funds not requested/not received		
Net cash flow generated by operating activities	2 048 734	1 237 392

18. Reconciliation of cash and cash equivalents for cash flow purposes

	2018/19	2017/18
Note	R'000	R'000
Consolidated Paymaster General account	106 475	29 383
Cash on hand	18	18
Total	106 493	29 401

19. Contingent liabilities and contingent assets

19.1 Contingent liabilities

	2018/19	2017/18
Note	R'000	R'000
Liable to		
Claims against the Department	458 846	345 377
Other	17 192	17 192
Total	476 038	362 569

19.2 Contingent assets

	2018/19	2017/18
Note	R'000	R'000
Nature of contingent asset		
Shota Engineering (Dispute on guarantees payments)	3 233	3 233
Phumiredi (Dispute on guarantees payments)	3 371	3 371
Bahlaping Keep Africa JV (Dispute on guarantees payments)	5 319	5 319
Baitiredi Keep Africa (Dispute on guarantees payments)	4 276	4 276
Khuthala Consulting (Pty) Ltd (Dispute on guarantees payments)	4 188	4 188
Luengo Enterprise (Pty) Ltd (Dispute on guarantees payments)	15 669	15 669
Mebalabala Holdings (Pty) Ltd (Dispute on guarantees payments)	3 190	3 184
Sivubo Trading and Project cc (Dispute on guarantees payments)	1 457	1 456
Magna FS (Counter claim)	29 849	-
Total	70 552	40 696

20. Commitments

	2018/19	2017/18
Note	R'000	R'000
Current expenditure		
Approved and contracted	3 885 448	1 968 668
Approved but not yet contracted		2 166
	3 885 448	1 970 834
Capital expenditure		
Approved and contracted	4 128 422	4 596 661
Approved but not yet contracted		4 030 991
	4 128 422	8 627 652
Total Commitments	8 013 870	10 598 486

Indicate whether a commitment is for longer than a year

There is amount of R27.374 million for TIMMS and R4.475 billion for PPP contract.

21. Accruals and payables not recognised

21.1 Accruals

	2018/19			2017/18
	R'000			R'000
Listed by economic classification	30 Days	30+ Days	Total	Total
Goods and services	34 155	61 614	95 769	183 286
Interest and rent on land	6 960		6 960	-
Capital assets	132 646	60 724	193 370	416 366
Other	191	153	344	707
Total	173 952	122 491	296 443	600 359

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	2018/19	2017/18
Note	R'000	R'000
Listed by programme level		
Programme 1: Administration	23 923	11 126
Programme 2: Curriculum Policy, Support and Monitoring	35 007	75 639
Programme 3: Teachers, Education HR and Institutional Development	5 978	5 964
Programme 4: Planning, Information and Assessment	230 198	506 861
Programme 5: Educational Enrichment Services	1 337	769
Total	296 443	600 359

22. Employee benefits

	2018/19	2017/18
Note	R'000	R'000
Leave entitlement	22 110	19 842
Service bonus (Thirteenth cheque)	11 028	10 134
Performance awards	7 540	7 000
Capped leave commitments	18 814	19 417
Other	267	257
Total	59 759	56 650

2017/18: Long service awards is estimated at R257 thousand.

2018/19: Long service awards is estimated at R267 thousand.

23. Lease commitments

23.1 Operating leases

2018/19	Specialised military equipment	Land	Buildings and other fixed structures	Machinery and equipment	Total
Not later than 1 year				1 199	1 199
Later than 1 year and not later than 5 years				1 053	1 053
Total lease commitments				2 252	2 252

2017/18	Specialised military equipment	Land	Buildings and other fixed structures	Machinery and equipment	Total
Not later than 1 year				910	910
Later than 1 year and not later than 5 years				931	931
Total lease commitments				1 841	1 841

24. Accrued departmental revenue

	2018/19	2017/18
Note	R'000	R'000
Sales of goods and services other than capital assets	495	512
Interest, dividends and rent on land	7 449	799
Transactions in financial assets and liabilities	-	-
Total	7 944	1 311

24.1 Analysis of accrued departmental revenue

	2018/19	2017/18
Note	R'000	R'000
Opening balance	1 311	11 619
Less: amounts received	(5 227)	(7 633)
Add: amounts recorded	11 860	558
Less amounts written-off/reversed as irrecoverable		(3 233)
Closing balance	7 944	1 311

25. Irregular expenditure

25.1 Reconciliation of irregular expenditure

	2018/19	2017/18
Note	R'000	R'000
Opening balance	1 649 804	1 426 287
Prior period error	-	69 039
As restated	1 649 804	1 495 326
Add: Irregular expenditure – relating to prior year	9 713	-
Add: Irregular expenditure – relating to current year	199 142	154 478
Closing balance	1 858 659	1 649 804

Analysis of awaiting condonation per age classification

Current year	199 142	154 478
Prior years	1 659 517	1 495 326
Total	1 858 659	1 649 804

25.2 Details of irregular expenditure – added current year (relating to current and prior years)

Incident	Disciplinary steps taken/criminal proceedings	2018/19
		R'000
SAB&T (Management fee)		2 473
COEGA EC (Management fee)		14 319
COEGA KZN (Management fee)		256
MHLATHUZE WATER (Management fee)		212
IDT EC (Management fee)		20 110
IDT Limpopo (Management fee)		9
IDT KZN (Management fee)		18
Adopt A School		10 278
RICTS		15 240
DBSA (Non-compliance to SCM processes)		1 762
COEGA EC (Nomzamo Madikizela)		334
TCN Architects		80 015
DRPW EC (Mwezeni SPS and Fudumele)		3 237

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LUDWIGS PHOTOGRAPHIC	4
Makhubela Attorneys	495
AFRIPANEL	23 307
NEXUS	23 441
TCT CIVIL AND CONSTRUCTION	3 957
XOL-MAK CONSTRUCTION	9 297
QUBA DESIGN AND MOTION	91
Total	208 855

25.3 Details of irregular expenditures under investigation (not included in the main note Incident)

	2018/19
	R'000
Development Bank of Southern Africa	65 884
Department of Education Free State	11
Department of Education NW	1 042
DRPW EC	17 901
IDT EC	13 263
IDT KZN	2 326
IDT Limpopo	198
MHLATHUZE WATER	4 202
The Mvula Trust EC	5 829
The Mvula Trust Limpopo	7 801
Rural Education EU project	1 210
IDT EC NDPW	5 593
IDT FS (Investigation by SIU)	379 047
Total	504 308

25.4 Prior period error

	Note	2017/18
		R'000
Nature of prior period error		69 039
Correction of formula error amount relating to school furniture was duplicated in 2014/15 and 2016/17.		(33 865)
Relating to 2016/17 Financial year (DBSA, replacement of contractors without following SCM processes)		102 703
Kha Ri Gude: written quotation were not obtained when procuring goods and services		201

- In order to comply with the requirements of Preferential Policy Framework Act (5/2000) the Department went on tender to appoint Implementing Agents, Professional Service Providers and Contractors. The tenders were advertised on 4 May 2012 and closed on 1 June 2012. However, due to volume of tenders received it was going to take the Department a long time to complete the process of evaluating the tenders received. What the Department did to take steps to ensure that the project is not compromised, a number of public entities, namely, The Mvula Trust-Limpopo, Coega, and IDT and the Departments of Public Works were appointed as Implementing Agents to continue with the project while the tenders were being finalised. This was done to ensure that there is a fair spread of allocation of contracts.
- The Department appointed Adopt-A-School Foundation as an Implementing Agent to build 3 schools in KwaZulu-Natal. The appointment of the agent was due to cost-effectiveness in the implementation of the 3 schools. When appointing the Adopt-A-School, the Department also took into account the empowerment of the community in terms of skilled and unskilled labour together with local procurement. The deviation on procurement requirement resulted as irregular expenditure.

- In the event that a competitive bidding process is not followed, such a deviation must be justifiable and done in accordance with TR16A6.4. If the appointment of the implementing agent is not done in accordance with the requirements and processes described above, the management fee paid to the implementing agent will be regarded as irregular expenditure.
- The TCN Architects CC – Professional Services Provider for ASIDI Clusters A - H (Bid RFPDBE07) was sourced from the National Transversal Framework Agreement which was advertised on the Government Tender Bulletin Volume 563 dated 4 May 2012. There was no need to re-do the tendering process when appointing the said service provider on the matter. However, the expenditure for this service provider has already been disclosed as irregular expenditure due to other compliance matters.
- The Department appointed SAB&T as an Implementing Agent/ Service Provider to manage the Kha Ri Gude programme. During the 2015/16 financial year, it was discovered that during evaluation 1 of the stages was misinterpreted where site visits should have been done to all bidders. Based on these, the management fee paid to the service provider was declared as irregular expenditure.
- The Department appointed DBSA, Department of Public Works: Eastern Cape and Coega Development Corporation as Implementing Agencies for the building of schools in various provinces. During the audit of the Department, it was discovered that in some cases the DBSA and CDC: Eastern Cape did not comply with the supply chain processes as agreed per the Memorandum of Agreement signed with the Department. Therefore, the expenditure incurred for the appointment of contractors without following the SCM process was declared as irregular expenditure.
- During the construction of schools, the Department experience challenges with contractors that were either not performing or liquidated. As a result their contracts were terminated. In replacing these contractors, the Implementing Agency appointed contractors that were performing to continue with the construction of schools. The SCM process were not followed in the replacement of non performing contractors.
- The tender DBE073 (Morar Incorporated) were advertised in July 2016 and August 2016 respectively to provide stationery, warehousing and auditing. These tenders were advertised on the eTenders Portal but not on the Government Tender Bulletin. In terms of the Supply Chain processes these tenders should have been advertised on both the eTenders Portal and Government Tender Bulletin. Therefore, the expenditure incurred has been regarded as irregular expenditure.
- The Mvula Trust (TMT) management that they reported there was no formal tender process for ASIDI 3. It was noted that the TMT had received a letter from the Department of Basic Education carrying instruction not to follow the procurement process for ASIDI (Limpopo batch 1 to 3 projects).
- Department appointed LUDWIGS PHOTOGRAPHIC as well as Quba Design and Motion without following supply chain process of obtaining three quotations.
- TCT Civil and Construction as well as XOL-MAK Construction, we appointed however bid advertisement did not include the weight of all criteria, as required by the PPR. The bid advertisement only included the weights of the main criteria and not the breakdown of the sub-criteria under each main criterion used for evaluation and scoring.
- Afripanel was appointed by the Department, however review of the CSD history report of the supplier was non-compliant on its tax status from time of submission of the bid, right through the evaluation period up to the time of recommendation of the bidder for appointment which has now resulted in irregular expenditure.
- Payment to Makhubela Attorneys was paid as expansion of contract to provide legal opinion on functionality evaluation of Bid RT22-2016 without following supply chain processes.
- Nexus Travel Agency and RICTS was appointed by the Department however, Preference point system included in the bid specification and used to evaluate the bidders not in line with the Preferential Procurement Regulations (Tender DBE146)

The Accounting Officer appointed an Investigation Team to investigate all irregular expenditure cases. The Team has written 2 reports to the Accounting General and shared these reports with Standing Committee on Public Accounts (South Africa) (SCOPA). A request for condonation of irregular expenditure has been submitted to National Treasury.

26. Fruitless and wasteful expenditure

26.1 Reconciliation of fruitless and wasteful expenditure

	2018/19	2017/18
Note	R'000	R'000
Opening balance	1 791	12 453
Prior period error	(495)	-
As restated	1 296	12 453
Fruitless and wasteful expenditure – relating to current year	837	495
Less: Amount resolved		
Less: Amounts transferred to receivables for recovery	15.6	(11 157)
Closing balance	2 133	1 791

26.2 Analysis of awaiting resolution per economic classification

	2018/19	2017/18
Note	R'000	R'000
Current	2 133	1 791
Total	2 133	1 791

26.3 Analysis of Current year's (relating to current and prior years) fruitless and wasteful expenditure

Incident	Disciplinary steps taken/criminal proceedings	2018/19
		R'000
Interest charged on late payment to contractors		837
Total		837

26.4 Details of fruitless and wasteful expenditures under investigation (not included in the main note)

Incident	2018/19
	R'000
CDC KZN	295
DBE 32	21 641
Department of Education Free State	1 374
Department of Roads, and Public Works Eastern Cape	29
ESKOM	2 628
The Independent Development Trust Eastern Cape	25 551
The Independent Development Trust KwaZulu-Natal	665
The Independent Development Trust Limpopo	282
MHLATHUZE WATER	3
The Mvula Trust Eastern Cape	16 248
The Mvula Trust Limpopo	3 254
The Mvula Trust Mpumalanga	677
The Independent Development Trust EC NDPW	13 650
Department of Education Western Cape	156
Kha Ri Gude (Stipends paid to volunteers)	10 689
Total	97 142

26.5 Prior period error

	2017/18
Note	R'000
Nature of prior period error	
	(495)
Amount was incorrectly disclosed as Fruitless expenditure instead of Irregular expenditure.	(495)

27. Related party transactions

List related party relationships

South African Council for Educators (SACE)

Umalusi

28. Key management personnel

	No. of Individuals	2018/19	2017/18
		R'000	R'000
Political office bearers (provide detail below)			
Officials:			
Level 15 to 16	2	4 379	4 379
Level 14	10	15 568	15 553
Level 14	21	24 293	22 380
Family members of key management personnel	1	875	773
Total		45 115	43 085

29. Public Private Partnership

	2018/19	2017/18
Note	R'000	R'000
Unitary fee paid	189 171	179 205
Fixed component	53 537	53 537
Indexed component	135 634	125 668
Analysis of indexed component	135 634	125 668
Goods and services (excluding lease payments)	135 634	125 668
Other	6 474	6 283
Other obligations	6 474	6 283

Public Private Partnership (PPP) Agreement

Background

On 20 April 2007, the Department of Basic Education (DBE) entered into a Public Private Partnership (PPP) agreement for the financing, construction, operation and maintenance of office accommodation for the Department. Construction commenced in May 2007. The construction of the building was completed at the end of 2009 and, as scheduled, the relocation of staff were finalised in February 2010.

Finance

This agreement makes provision for the financing, construction and maintenance of the building for a service period of 25 years. This implies that the Private Party, Sethekgo Pty Ltd, has designed, constructed, and is maintaining and servicing the new building. In return, the Department will pay Sethekgo a monthly unitary fee with effect from the day that it occupies the building until the end of the contract.

The monthly unitary fee covers the capital cost of the building (including furniture) as well as the operational cost for the maintenance of the building. The monthly unitary fee is based on a baseline amount which is escalated yearly using the previous year December CPI rate. The 2018/19 unitary fee was therefore calculated using the December 2017 rate.

No availability or performance penalties have been raised in the 2018/19 financial year.

The agreement also states that the Private Party only bears the risk of a utility tariff increase up to a maximum 0.8% above CPI. An increase in excess of this constitutes a pass through cost to the Department. The recent escalation in utility pricing constitutes a major increase in expenditure.

Service specifications

The service specifications, as contained in Schedule 3, Part 2 of the agreement, contain the various service categories which refers to the project deliverables. These are -

- Accommodation provision
- Security provision
- Porter and churn management
- Energy management and utilities supply
- Building fabric and service maintenance
- Cleaning services
- Landscape maintenance
- Pest control
- Waste management
- Fire and emergency management
- Helpdesk and information management
- Internal plants
- Management of FF&E
- Conference facilities
- Parking

Management

The management of the PPP falls within the responsibilities of the Directorate: Security and Asset Management.

Regular meetings are being conducted where contractual and operational issues are discussed.

- In the weekly operational meetings, issues are discussed that pertain to the output specifications and how these are being implemented by the various service providers responsible for the restaurant, landscaping, security and cleaning.
- The monthly Steering Committee meeting discusses financial issues such as the payment of the unitary fee and penalties. The monthly report is also discussed. Ad hoc operational issues that have not been resolved during the weekly meeting with Tirasano are also discussed.

Usage

DBE head office building also accommodates the examinations unit of the Department of Higher Education and Training. After the split of the Department of Education, the building was not big enough to accommodate the DBE and the Department of Higher Education and Training and it was decided that only the DBE would take over the PPP contract and occupy the building. Since part of the building was custom-designed for the examination section of the Department of Education, the examination sections of both departments are now being accommodated in the building. This however creates its own difficulties in terms of growth of the DBE, security arrangements and the sharing of the printing facility.

30. Provisions

	2018/19	2017/18
Note	R'000	R'000
Old DoE	181	181
ASIDI Retentions	179 061	107 394
Total	179 242	107 575

Old Department of Education

Department is intending to write off old debts which occurred before separation of Department of Basic Education and Department of Higher Education and Training. This debt will be written off upon experiencing savings.

30.1 Reconciliation of movement in provisions – 2018/19

	DoE EC	OLD DoE	ASIDI RETENTIONS	Total provisions
	R'000	R'000		R'000
Opening balance		181	107 394	107 575
Increase in provision	-		73 693	73 693
Settlement of provision		-	(2 026)	(2 026)
Closing balance	-	181	179 061	179 242

Reconciliation of movement in provisions – 2017/18

	DoE EC	OLD DoE	ASIDI RETENTIONS	Total provisions
	R'000	R'000		R'000
Opening balance	55 615	181	-	55 796
Increase in provision	-		107 394	107 394
Settlement of provision	(55 615)	-	-	(55 615)
Closing balance	-	181	107 394	107 575

31. Movable Tangible Capital Assets

MOVEMENT IN MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2019

	Opening balance	Value adjustments	Additions	Disposals	Closing Balance
	R'000	R'000	R'000	R'000	R'000
MACHINERY AND EQUIPMENT	63 426		7 036	3 694	66 768
Transport assets	4 420	-	1 016	1 221	4 215
Computer equipment	47 500	-	4 267	2 304	49 463
Furniture and office equipment	5 456	-	514	103	5 867
Other machinery and equipment	6 050	-	1 239	66	7 223
TOTAL MOVABLE TANGIBLE CAPITAL ASSETS	63 426	-	7 036	3 694	66 768

31.1 Additions

ADDITIONS TO MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2019

	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	7 000	-	-	36	7 036
Transport assets	1 016	-	-	-	1 016
Computer equipment	4 233	-	-	34	4 267
Furniture and office equipment	514	-	-	-	514
Other machinery and equipment	1 237	-	-	2	1 239
TOTAL ADDITIONS TO MOVABLE TANGIBLE CAPITAL ASSETS	7 000	-	-	36	7 036

31.2 DISPOSALS OF MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2019

	Sold for cash	Non-cash disposal	Total disposals	Cash Received Actual
	R'000	R'000	R'000	R'000
MACHINERY AND EQUIPMENT	-	3 694	3 694	8
Transport assets	-	1 221	1 221	8
Computer equipment	-	2 304	2 304	-
Furniture and office equipment	-	103	103	-
Other machinery and equipment	-	66	66	-
TOTAL DISPOSAL OF MOVABLE TANGIBLE CAPITAL ASSETS	-	3 694	3 694	8

31.3 Movement for 2017/18

MOVEMENT IN TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2018

	Opening balance	Prior period error	Additions	Disposals	Closing Balance
	R'000	R'000	R'000	R'000	R'000
MACHINERY AND EQUIPMENT	58 386	-	5 247	207	63 426
Transport assets	3 587	-	833	-	4 420
Computer equipment	44 147	-	3 560	207	47 500
Furniture and office equipment	4 880	-	576	-	5 456
Other machinery and equipment	5 772	-	278	-	6 050
TOTAL MOVABLE TANGIBLE CAPITAL ASSETS	58 386	-	5 247	207	63 426

31.3 Minor assets

MOVEMENT IN MINOR ASSETS PER REGISTER FOR THE YEAR ENDED 31 MARCH 2019

	Intangible assets	Machinery and equipment	Total
	R'000	R'000	R'000
Opening balance	213	8 738	8 951
Value adjustments	-	2	2
Additions	-	320	320
Disposals	-	2 286	2 286
TOTAL MINOR ASSETS	213	6 774	6 987

	Intangible assets	Machinery and equipment	Total
Number of R1 minor assets	49	3 924	3 973
Number of minor assets at cost	79	5 536	5 615
TOTAL NUMBER OF MINOR ASSETS	128	9 460	9 588

MOVEMENT IN MINOR ASSETS PER REGISTER FOR THE YEAR ENDED 31 MARCH 2018

	Intangible assets	Machinery and equipment	Total
	R'000	R'000	R'000
Opening balance	213	8 408	8 621
Value adjustments	-	-	-
Additions	-	339	339
Disposals	-	9	9
TOTAL MINOR ASSETS	213	8 738	8 951

	Intangible assets	Machinery and equipment	Total
Number of R1 minor assets	-	12	12
Number of minor assets at cost	79	5 942	6 021
TOTAL NUMBER OF MINOR ASSETS	79	5 954	6 033

32. Intangible Capital Assets

MOVEMENT IN INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2019

	Opening balance	Value adjustments	Additions	Disposals	Closing Balance
	R'000	R'000	R'000	R'000	R'000
SOFTWARE	38 744	-	10 354	-	49 098
PATENTS, LICENCES, COPYRIGHT, BRAND NAMES, TRADEMARKS	60	-	-	-	60
TOTAL INTANGIBLE CAPITAL ASSETS	38 804	-	10 354	-	49 158

32.1 Additions

ADDITIONS TO INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2019

	Cash	Non-Cash	(Develop-ment work in progress – current costs)	Received current year, not paid (Paid current year, received prior year)	Total
	R'000	R'000	R'000	R'000	R'000
SOFTWARE	9 013	-	-	1 341	10 354
TOTAL ADDITIONS TO INTANGIBLE CAPITAL ASSETS	9 013	-	-	1 341	10 354

32.2 Movement for 2017/18

MOVEMENT IN INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2018

	Opening balance	Prior period error	Additions	Disposals	Closing Balance
	R'000	R'000	R'000	R'000	R'000
SOFTWARE	32 328	1 980	4 436	-	38 744
PATENTS, LICENCES, COPYRIGHT, BRAND NAMES, TRADEMARKS	60	-	-	-	60
TOTAL INTANGIBLE CAPITAL ASSETS	32 388	1 980	4 436	-	38 804

32.3 Prior period error

	Note	2017/18 R'000
Nature of prior period error		1 980
Intangible assets which were not recognised in the prior year.		1 980

33. Immovable Tangible Capital Assets

MOVEMENT IN IMMOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2019

	Opening balance	Value adjustments	Additions	Disposals	Closing Balance
	R'000	R'000	R'000	R'000	R'000
BUILDINGS AND OTHER FIXED STRUCTURES	6 470 409	34	1 504 547	-	7 974 990
Non-residential buildings	5 204 564	343	935 331	-	6 140 238
Other fixed structures	1 265 845	(309)	569 216	-	1 834 752
HERITAGE ASSETS	3 600	-	-	-	3 600
Heritage assets	3 600	-	-	-	3 600
TOTAL IMMOVABLE TANGIBLE CAPITAL ASSETS	6 474 009	34	1 504 547	-	7 978 590

33.1 Additions

ADDITIONS TO IMMOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2019

	Cash	Non-cash	(Capital Work in Progress current costs and finance lease payments)	Received current, not paid (Paid current year, received prior year)	Total
	R'000	R'000	R'000	R'000	R'000
BUILDING AND OTHER FIXED STRUCTURES	1 955 637	1 391 401	(1 883 750)	41 259	1 504 547
Non-residential buildings	1 307 704	884 823	(1 269 176)	11 980	935 331
Other fixed structures	647 933	506 578	(614 574)	29 279	569 216
TOTAL ADDITIONS TO IMMOVABLE TANGIBLE CAPITAL ASSETS	1 955 637	1 391 401	(1 883 750)	41 259	1 504 547

33.2 Movement for 2017/18

MOVEMENT IN IMMOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2018

	Opening balance	Prior period error	Additions	Disposals	Closing Balance
	R'000	R'000	R'000	R'000	R'000
BUILDINGS AND OTHER FIXED STRUCTURES	5 631 939	231 225	607 245	-	6 470 409
Non-residential buildings	4 596 934	146 443	461 187	-	5 204 564
Other fixed structures	1 035 005	84 782	146 058	-	1 265 845
HERITAGE ASSETS	3 600	-	-	-	3 600
Heritage assets	3 600	-	-	-	3 600
TOTAL IMMOVABLE TANGIBLE CAPITAL ASSETS	5 635 539	231 225	607 245	-	6 474 009

33.2.1 Prior period error

	Note	2017/18 R'000
Nature of prior period error		231 225
ASIDI Immovable Assets adjustment		231 225

33.3 Capital Work-in-progress

CAPITAL WORK-IN-PROGRESS AS AT 31 MARCH 2019

Note	Opening balance 1 April 2017	Current Year WIP	Ready for use (Assets to the AR) / Contracts terminated	Closing balance 31 March 2018
	R'000	R'000	R'000	R'000
Buildings and other fixed structures	2 336 072	1 874 792	(1 422 710)	2 788 154
TOTAL	2 336 072	1 874 792	(1 422 710)	2 788 154

Age analysis on ongoing projects	Number of projects		2018/19
	Planned, Construction not started	Planned, Construction started	Total R'000
0 to 1 Year		48	78 288
1 to 3 Years		171	1 378 902
3 to 5 Years		273	998 256
Longer than 5 Years		5	332 708
Total		497	2 788 154

Accruals and payables not recognised relating to Capital WIP	Note	2018/19 R'000	2017/18 R'000
Accruals related to ASIDI projects		115 183	355 985
Total		115 183	355 985

CAPITAL WORK-IN-PROGRESS AS AT 31 MARCH 2018

Note	Opening balance	Prior period error	Current Year WIP	Ready for use (Assets to the AR) / Contracts terminated	Closing balance 31 March 2017
Annexure 5	R'000	R'000	R'000	R'000	R'000
Buildings and other fixed structures	1 764 488	(286 073)	1 476 258	(569 032)	2 336 072
Machinery and equipment	36 280	(36 280)			-
TOTAL	1 800 768	(322 353)	1 476 258	(569 032)	2 336 072

Age analysis on ongoing projects	Number of projects		2017/18
	Planned, Construction not started	Planned, Construction started	Total R'000
0 to 1 Year	196	99	353 862
1 to 3 Years	26	134	409 901
3 to 5 Years		870	1 832 572
Longer than 5 Years		19	131 894
Total	222	1 122	2 728 229

33.4 S42 Immovable assets

Assets subjected to transfer in terms of S42 of the PFMA – 2018/19

	Number of assets	Value of assets R'000
BUILDINGS AND OTHER FIXED STRUCTURES	110	550 933
Non-residential buildings	12	432 154
Other fixed structures	98	118 779
TOTAL	110	550 933

Assets subjected to transfer in terms of S42 of the PFMA – 2017/18

	Number of assets	Value of assets R'000
BUILDINGS AND OTHER FIXED STRUCTURES	110	555 150
Non-residential buildings	12	432 154
Other fixed structures	98	122 996
TOTAL	110	555 150

34. Principal-agent arrangements

34.1 Department acting as the principal

	Fee paid	
	2018/19	2017/18
	R'000	R'000
Coega Development Corporation	14 575	9 495
Development Bank of Southern Africa	35 497	49 398
The Independent Development Trust	20 136	27 221
The Mvula Trust	73 259	8 365
Mhlathuze Water	213	1 059
SAB&T	2 474	5 146
Department of Roads, and Public Works EC	-	4 574
Total	146 154	105 258

All the above mentioned Entities and Departments entered into a Memorandum of Agreement with the National Department of Basic Education to act as Implementing Agents for the Department of Education to execute the National ACCELERATED SCHOOLS INFRASTRUCTURE DELIVERY INITIATIVE (ASIDI). The objective of the Initiative is addressing the backlogs in the eradication of inappropriate school structures and the provision of basic services (water, sanitation and electricity) to schools that do not have such services in all Provinces. Significant judgment applied, significant terms and conditions, any significant risks and benefits relating to the arrangements with the agents

The service provider, SAB&T delivers professional service for Human Resource, Procurement and Financial Management services for the Kha Ri Gude Project based on a 4.99% management fee.

35. Prior period errors

Correction of prior period errors

		Amount bef error correction	Prior period error	Restated Amount
Note	R'000	R'000	R'000	R'000
Irregular Expenditure	25	1 683 669	(33 865)	1 649 804
Fruitless and Wasteful Expenditure	26	1 791	(495)	1 296
Intangible Assets	32	32 328	1 980	34 308
Immovable Capital Assets	33	5 631 939	231 225	5 863 164
Capital Work-in-progress	33	2 658 425	(322 353)	2 336 072
Net effect		10 008 152	(123 508)	9 884 644

36. Inventories

36.1 Inventories for the year ended 31 March 2019

	Workbooks R'000	School Furniture and Equipment R'000	Kha Ri Gude R'000	Total R'000
Opening balance	14 541	15 286	11 215	41 042
Add/(Less): Adjustments to prior year balances	-	(8 108)		(8 108)
Add: Additions/Purchases – Cash	766 368	12 813		779 181
Add: Additions - Non-cash				
(Less): Disposals	-	(6 547)		(6 547)
(Less): Issues	(737 784)	-	(778)	(738 562)
Add/(Less): Adjustments				
Closing balance	43 125	13 444	10 437	67 006

Inventories for the year ended 31 March 2018

	Workbooks R'000	School Furniture and Equipment R'000	Kha Ri Gude R'000	Total R'000
Opening balance	4 311		9 413	13 724
Add/(Less): Adjustments to prior year balances	437			437
Add: Additions/Purchases – Cash	617 235			617 235
Add: Additions - Non-cash		17 650		17 650
(Less): Disposals	-	-		-
(Less): Issues	(607 441)	(2 364)	(895)	(610 700)
Add/(Less): Adjustments	(1)		2 697	2 696
Closing balance	14 541	15 286	11 215	41 042

37. STATEMENT OF CONDITIONAL GRANTS PAID TO THE PROVINCES

NAME OF PROVINCE / GRANT	GRANT ALLOCATION			TRANSFER			SPENT			2017/18 Division of Revenue Act	
	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000	%		R'000
Summary by province											
Eastern Cape	2 810 211	988	230 193	3 035 402	5 990	230 193	3 035 402	3 031 086	-	100%	2 823 261
Free State	1 202 854	-	-	1 202 854	-	-	1 202 854	1 079 291	-	90%	1 079 136
Gauteng	2 295 999	-	-	2 295 999	-	-	2 295 999	2 293 902	-	100%	2 329 332
Kwazulu-Natal	3 548 668	-	150 000	3 698 668	-	-	3 698 668	3 843 750	-	104%	3 906 562
Limpopo	2 333 159	-	-	2 333 159	-	-	2 333 159	2 257 499	-	97%	2 141 618
Mpumalanga	1 569 321	-	(104 819)	1 464 502	-	(104 819)	1 464 502	1 503 956	-	103%	1 437 996
Northern Cape	775 405	329	-	775 734	-	-	775 734	775 959	-	100%	804 278
North West	1 526 192	-	(125 374)	1 400 818	-	(125 374)	1 400 818	1 213 498	-	87%	1 560 790
Western Cape	1 457 193	-	25 829	1 483 022	-	-	1 483 022	1 571 344	-	106%	1 493 069
TOTAL	17 519 002	1 317	175 829	17 696 148	5 990	-	17 690 158	17 570 285	-	-	17 576 042
Summary by grant											
Mathematics, Science and Technology	370 483	-	-	370 483	-	-	370 483	395 619	-	107%	365 145
Education Infrastructure Grant	9 917 734	-	175 829	10 093 563	-	-	10 093 563	9 917 306	-	98%	10 467 276
HIV and AIDS (Life Skills Education) Grant	243 235	-	-	243 235	-	-	243 235	229 120	-	94%	245 308
National School Nutrition programme	6 802 079	-	-	6 802 079	-	-	6 802 079	6 871 071	-	101%	6 426 313
Learners with Profound Intellectual Disability Grant	185 471	1 317	-	186 788	5 990	-	180 798	157 169	-	87%	72 000
TOTAL	17 519 002	1 317	175 829	17 696 148	5 990	-	17 690 158	17 570 285	-	-	17 576 042

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NAME OF PROVINCE / GRANT	GRANT ALLOCATION			TRANSFER			SPENT			2017/18 Division of Revenue Act	
	Division of Revenue Act	Roll Overs	Adjust- ments	Total Available	Actual Transfer	Funds Withheld	Re-allocations by National Treasury or National Department	Amount received by Department	Amount spent by Department		Unspent funds
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000	R'000	%
1. Mathematics, Science and Technology											
Eastern Cape	46 805	-	-	46 805	46 805	-	-	46 805	56 638	-	121%
Free State	34 349	-	-	34 349	34 349	-	-	34 349	41 214	-	120%
Gauteng	53 062	-	-	53 062	53 062	-	-	53 062	53 007	-	100%
Kwazulu-Natal	61 203	-	-	61 203	61 203	-	-	61 203	65 404	-	107%
Limpopo	43 364	-	-	43 364	43 364	-	-	43 364	46 885	-	108%
Mpumalanga	38 206	-	-	38 206	38 206	-	-	38 206	38 208	-	100%
Northern Cape	24 564	-	-	24 564	24 564	-	-	24 564	24 561	-	100%
North West	36 347	-	-	36 347	36 347	-	-	36 347	40 019	-	110%
Western Cape	32 583	-	-	32 583	32 583	-	-	32 583	29 683	-	91%
	370 483	-	-	370 483	370 483	-	-	370 483	395 619	-	
2. Education Infrastructure Grant											
Eastern Cape	1 479 828	-	230 193	1 710 021	1 710 021	-	230 193	1 710 021	1 711 451	-	100%
Free State	755 337	-	-	755 337	755 337	-	-	755 337	631 551	-	84%
Gauteng	1 373 073	-	-	1 373 073	1 373 073	-	-	1 373 073	1 391 744	-	101%
Kwazulu-Natal	1 866 435	-	150 000	2 016 435	2 016 435	-	-	2 016 435	2 056 152	-	102%
Limpopo	1 011 680	-	-	1 011 680	1 011 680	-	-	1 011 680	951 412	-	94%
Mpumalanga	838 551	-	(104 819)	733 732	733 732	-	(104 819)	733 732	779 984	-	106%
Northern Cape	568 766	-	-	568 766	568 766	-	-	568 766	569 223	-	100%
North West	1 002 988	-	(125 374)	877 614	877 614	-	(125 374)	877 614	689 759	-	79%
Western Cape	1 021 076	-	25 829	1 046 905	1 046 905	-	-	1 046 905	1 136 030	-	109%
	9 917 734	-	175 829	10 093 563	10 093 563	-	-	10 093 563	9 917 306	-	
											10 467 276

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NAME OF PROVINCE / GRANT	GRANT ALLOCATION			TRANSFER			SPENT			2017/18 Division of Revenue Act R'000		
	Division of Revenue Act R'000	Roll Overs R'000	Adjust- ments R'000	Total Available R'000	Actual Transfer R'000	Funds Withheld R'000	Re-allocations by National Treasury or National Department %	Amount received by Department R'000	Amount spent by Department R'000		Unspent funds R'000	% of available funds spent by Department %
3. HIV and AIDS (Life Skills Education) grant												
Eastern Cape	43 062	-	-	43 062	43 062	-	-	-	43 062	41 151	96%	41 936
Free State	13 413	-	-	13 413	13 413	-	-	-	13 413	12 654	94%	13 980
Gauteng	35 959	-	-	35 959	35 959	-	-	-	35 959	35 961	100%	34 436
Kwazulu-Natal	58 922	-	-	58 922	58 922	-	-	-	58 922	52 594	89%	56 115
Limpopo	27 116	-	-	27 116	27 116	-	-	-	27 116	19 938	74%	35 339
Mpumalanga	20 819	-	-	20 819	20 819	-	-	-	20 819	20 531	99%	20 102
Northern Cape	5 356	-	-	5 356	5 356	-	-	-	5 356	5 356	100%	5 547
North West	17 884	-	-	17 884	17 884	-	-	-	17 884	17 806	100%	17 825
Western Cape	20 704	-	-	20 704	20 704	-	-	-	20 704	23 129	112%	20 028
	243 235	-	-	243 235	243 235	-	-	-	243 235	229 120		245 308
4. National School Nutrition Programme grant												
Eastern Cape	1 216 559	-	-	1 216 559	1 216 559	-	-	-	1 216 559	1 211 848	100%	1 149 353
Free State	379 369	-	-	379 369	379 369	-	-	-	379 369	379 612	100%	358 412
Gauteng	807 454	-	-	807 454	807 454	-	-	-	807 454	786 872	97%	762 848
Kwazulu-Natal	1 534 878	-	-	1 534 878	1 534 878	-	-	-	1 534 878	1 647 324	107%	1 450 087
Limpopo	1 229 299	-	-	1 229 299	1 229 299	-	-	-	1 229 299	1 218 330	99%	1 161 389
Mpumalanga	651 036	-	-	651 036	651 036	-	-	-	651 036	644 524	99%	615 071
Northern Cape	170 211	-	-	170 211	170 211	-	-	-	170 211	170 211	100%	160 807
North West	456 176	-	-	456 176	456 176	-	-	-	456 176	455 369	100%	430 976
Western Cape	357 097	-	-	357 097	357 097	-	-	-	357 097	356 981	100%	337 370
	6 802 079	-	-	6 802 079	6 802 079	-	-	-	6 802 079	6 871 071		6 426 313

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NAME OF PROVINCE / GRANT	GRANT ALLOCATION			TRANSFER			SPENT			2017/18 Division of Revenue Act R'000		
	Division of Revenue Act R'000	Roll Overs R'000	Adjust- ments 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		Unspent funds R'000	% of available funds spent by Department %
5. Learners with Profound Intellectual Disability Grant												
Eastern Cape	23 957	988	-	24 945	18 955	5 990	-	18 955	9 998	-	53%	3 537
Free State	20 386	-	-	20 386	20 386	-	-	20 386	14 260	-	70%	11 368
Gauteng	26 451	-	-	26 451	26 451	-	-	26 451	26 318	-	99%	12 632
Kwazulu-Natal	27 230	-	-	27 230	27 230	-	-	27 230	22 276	-	82%	5 558
Limpopo	21 700	-	-	21 700	21 700	-	-	21 700	20 934	-	96%	9 853
Mpumalanga	20 709	-	-	20 709	20 709	-	-	20 709	20 709	-	100%	12 883
Northern Cape	6 508	329	-	6 837	6 837	-	-	6 837	6 608	-	97%	2 021
North West	12 797	-	-	12 797	12 797	-	-	12 797	10 545	-	82%	2 274
Western Cape	25 733	-	-	25 733	25 733	-	-	25 733	25 521	-	99%	11 874
	185 471	1 317	-	186 788	180 798	5 990	-	180 798	157 169	-		72 000

The Department hereby certify that all transfers were deposited into the primary bank account of the provinces for the 2018/19 financial year. The over expenditure in respect of some conditional grants will be covered through the provincial allocations.

ANNEXURE 1A: STATEMENT OF TRANSFERS TO DEPARTMENTAL AGENCIES AND ACCOUNTS

DEPARTMENTAL AGENCY/ ACCOUNT	TRANSFER ALLOCATION				TRANSFER		2017/18 Final Appropriation 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 %	
Education Training and Development Practices-SETA	417	-	-	417	417	100%	405
Umalusi	128 453	-	-	128 453	128 453	100%	124 612
SA Council for educators	16 000	-	-	16 000	16 000	100%	9 743
TOTAL	144 960	-	-	144 960	144 960	-	134 760

ANNEXURE 1B: STATEMENT OF TRANSFERS TO FOREIGN GOVERNMENT AND INTERNATIONAL ORGANISATIONS

FOREIGN GOVERNMENT/ INTERNATIONAL ORGANISATION	TRANSFER ALLOCATION				EXPENDITURE		2017/18
	Adjusted Appropriation Act R'000	Roll overs R'000	Adjustments R'000	Total Available R'000	Actual Transfer R'000	% of Available funds Transferred %	Final Appropriation R'000
Transfers							
Association for the development of Education in Africa (ADEA)	148	-	(7)	141	141	100%	119
Guidance, Counselling and youth development centre for Africa: Malawi	178	-	(42)	136	136	100%	120
United Nations educational, Scientific and Cultural organisations (UNESCO)	15 431	-	(4 002)	11 429	11 429	100%	14 638
South and east Africa Consortium for Monitoring Educational Quality (SACMEQ)	3 295	-	(627)	2 668	2 668	100%	3 335
TOTAL	19 052	-	(4 678)	14 374	14 374		18 212

ANNEXURE 1C: STATEMENT OF TRANSFERS TO NON-PROFIT INSTITUTIONS

NON-PROFIT INSTITUTIONS	TRANSFER ALLOCATION				EXPENDITURE		2017/18
	Adjusted Appropriation Act R'000	Roll overs R'000	Adjustments R'000	Total Available R'000	Actual Transfer R'000	% of Available funds transferred %	Final Appropriation R'000
Transfers							
Childline South Africa	65	-	-	65	65	100%	61
National education Collaboration	105 984	-	6 080	112 064	112 064	100%	99 959
TOTAL	106 049	-	6 080	112 129	112 129		100 020

ANNEXURE 1D: STATEMENT OF TRANSFERS TO HOUSEHOLDS

HOUSEHOLDS	TRANSFER ALLOCATION				EXPENDITURE		2017/18 Final Appropriation 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 Benefit (Leave gratuity)	2 777	-	-	2 777	2 448	88%	5 495
Claims against State (Cash)	4	-	-	4	4	100%	40
National Student Financial Aid Scheme	1 159 348	-	-	1 159 348	1 159 348	100%	1 095 792
TOTAL	1 162 129	-	-	1 162 129	1 161 800		1 101 327

ANNEXURE 1E: STATEMENT OF GIFTS, DONATIONS AND SPONSORSHIPS RECEIVED

NAME OF ORGANISATION	NATURE OF GIFT, DONATION OR SPONSORSHIP	2018/19 R'000	2017/18 R'000
Received in kind			
Vodacom Foundation	National Senior Certificate Exams	987	476
MTN Foundation	National Senior Certificate Exams	653	105
Road Accident Fund (RAF)	National Senior Certificate Exams	150	150
Avbob Foundation	National Senior Certificate Exams	60	45
Compubooks	National Senior Certificate Exams	45	-
Massmart	National Senior Certificate Exams	81	66
Kagiso Trust	National Senior Certificate Exams	50	-
Tshikulu	National Senior Certificate Exams	-	30
Entsika	National Senior Certificate Exams	1 000	750
Industrial Development Corporation (IDC)	National Senior Certificate Exams	1 500	1 500
Anglo American	National Teacher Awards	50	-
Vodacom	National Teacher Awards	500	415
Novus Holding	National teacher Awards	-	300
Entsika	National teacher Awards	712	-
School Net SA	National teacher Awards	100	100
China Embassy	National teachers Awards	950	-
Avbob Foundation	National Teacher Awards	467	395
OR Tambo International Airport	National teacher Awards	-	600
Via Africa	National teacher Awards	433	350
Pretoria Hotels	National Education Excellence	18	-
Nexus travel	National Education Excellence	126	-
Kwathlano Shuttle and Chauffeur Services	National Education Excellence	11	-
Travel with Flair	National Education Excellence	10	-
French Embassy	National Education Excellence	15	-
Nexus Travel	Planning and Delivery Oversight Unit	-	25
Avbob	Planning and Delivery Oversight Unit	-	25
EDTP SETA	Planning and Delivery Oversight Unit	-	105
IT Masters	Planning and Delivery Oversight Unit	-	69
Axis	Planning and Delivery Oversight Unit	-	3 148
Skynet	Planning and Delivery Oversight Unit	-	30
Protea Hotels	Planning and Delivery Oversight Unit	-	23
Subtotal		7 918	8 707
TOTAL		7 918	8 707

ANNEXURE 1F: STATEMENT OF AID ASSISTANCE RECEIVED

NAME OF DONOR	PURPOSE	OPENING BALANCE R'000	REVENUE R'000	EXPENDITURE R'000	PAID BACK ON/ BY 31 MARCH R'000	CLOSING BALANCE R'000
Received in cash						
European Union Donor	Primary Education Sector Policy Support Programme	(4 846)	-		-	(4 846)
Rural Education Assistant Project	To mobilise youth in rural communities to participate in educational activities	-	29 150	22 710	-	6 440
Subtotal		(4 846)	29 150	22 710	-	1 594
TOTAL		(4 846)	29 150	22 710	-	1 594

ANNEXURE 2A: STATEMENT OF CONTINGENT LIABILITIES AS AT 31 MARCH 2019

Nature of Liability	Opening Balance 1 April 2018	Liabilities incurred during the year	Liabilities paid/ cancelled/reduced during the year	Liabilities recoverable (Provide details hereunder)	Closing Balance 31 March 2019
	R'000	R'000	R'000	R'000	R'000
Claims against the Department					
Magna FS vs the Minister of Basic Education (interest at 15.5% as from 28/11/2011)	6 567	7 500			14 067
Edu Solutions vs MEC for Education, Limpopo and Minister Basic Education (interest at 15.5% as from 26/05/2013)	121 380	123 000			244 380
Sanhyya Learning Private ltd v Minister of Basic Education and two Others	95 720	-	95 720		-
Fever Tree Consulting v Minister of Basic Education and Others	4 478	-		(198)	4 280
Komape v Minister of Basic Education and Other	2 988	3 554			6 542
Bvelela Engineering v Basic of Education	725	324			1 049
Isaac Shabangu Publishers v Minister of Basic Education	1 071	1 519			2 590
Kgoro Siphon v Minister of Basic Education	1 300	1 560			2 860
Tywaku v Minister of Basic Education	4 000	3 363			7 363
Konani v Minister of Basic Education	68	-	68		-
M Niyatukiri v Minister of basic Education	29 640	14 320			43 960
CVB Trading v Minister of Basic Education	189	190			379
Prestige Academy vs Minister of Basic Education	609	688			1 297
Tintswalo Mercy Ngoberi vs Minister Of Basic Education & Another	13 624	8 230			21 854
Mabasa RA vs Minister of Basic Education and another	12 100	500			12 600
Moloto Masete vs Minister of Basic education	400	400			800
Hlengiwe Hyacinth vs Minister of Basic Education	50 000	33 575			83 575
Mario Kekana vs Minister of Basic education	210	40			250
Sholden Lokwe vs Minister of Basic Education	308		308		-
Lebepe vs Minister of Basic Education		11 000			11 000
Subtotal	345 377	209 763	96 096	198	458 846
Other					
Sivubo Trading & Projects cc vs DBSA (DBE)	3 498	-	-	-	3 498
Eilana/ Karen Kula vs DBSA (DBE)	13 694	-	-	-	13 694
Subtotal	17 192	-	-	-	17 192
TOTAL	362 569	209 763	96 096	198	476 038

ANNEXURE 3: CLAIMS RECOVERABLE

Government Entity	Confirmed balance outstanding		Unconfirmed balance outstanding		Total		Cash in transit at year end 2018/19 * Receipt date up to six (6) working days after year end	Amount R'000
	31/03/2019 R'000	31/03/2018 R'000	31/03/2019 R'000	31/03/2018 R'000	31/03/2019 R'000	31/03/2018 R'000		
Departments								
National Department of Higher Education and Training	-	-	607	555	607	555	2019/04/03	3
National Department of Education (Former)	-	-	181	181	181	181		
National Department of Justice	-	-	3 057	4 321	3 057	4 321		
National Department of Public Works	-	-	138	138	138	138		
KwaZulu-Natal Department of Education	-	-	190	220	190	220		
Limpopo Department of Education	-	-	2 002	1 939	2 002	1 939		
Western Cape Department of Education	-	-	33	-	33	-		
Eastern Cape Department of Education	-	-	215	266	215	266		
Gauteng Department of Education	-	-	7	53	7	53		
	-	-	6 430	7 673	6 430	7 673		
Other Government Entities								
South African Revenue Services	-	-	5 289	8 043	5 289	8 043	2019/04/03	2 561
	-	-	5 289	8 043	5 289	8 043		

DEPARTMENT OF BASIC EDUCATION VOTE 14
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for the year ended 31 March 2019

Government Entity	Confirmed balance outstanding		Unconfirmed balance outstanding		Total		Cash in transit at year end 2018/19 *	
	31/03/2019 R'000	31/03/2018 R'000	31/03/2019 R'000	31/03/2018 R'000	31/03/2019 R'000	31/03/2018 R'000	Receipt date up to six (6) working days after year end	Amount R'000
Private entities								
Adopt A School KZN	-	-	7 557	7 884	7 557	7 884		
Coega Development Corporation EC	-	-	-	1	-	1		
Drake and Schull	-	-	4	7	4	7		
Independent Development Trust EC Structure	-	-	77	459	77	459		
Independent Development Trust EC Structure (Act)	-	-	-	432	-	432		
Independent Development Trust EC W/S	-	-	-	113	-	113		
Independent Development Trust (NDPW)	-	-	-	773	-	773		
Independent Development Trust FS	-	-	2 479	1	2 479	1		
Independent Development Trust KZN	-	-	348	-	348	-		
Independent Development Trust Limpopo (Batch I)	-	-	1 069	1 069	1 069	1 069		
Independent Development Trust Limpopo (Batch II)	-	-	103	104	103	104		
Public Works EC	-	-	703	242	703	242		
Taste of Africa	-	-	7	2	7	2		
Eskom	-	-	36	36	36	36		
Nexus	-	-	8	6	8	6		
Tsebo	-	-	1	2	1	2		
SAB&T	-	-	1	406	1	406		
	-	-	12 393	11 537	12 393	11 537		
TOTAL	-	-	24 112	27 253	24 112	27 253		2 566

ANNEXURE 4: INVENTORIES

Inventories	Note	2018/19		2017/18	
		Quantity	R'000	Quantity	R'000
Opening balance		2 025 883	41 042	837 345	13 724
Add/(Less): Adjustments to prior year balance		(145 653)	(8 108)	(22)	437
Add: Additions/Purchases - Cash		61 726 072	779 182	60 970 836	634 885
Add: Additions - Non-cash				-	-
(Less): Disposals		(3 593)	(6 547)	(24 806)	(2 364)
(Less): Issues		(59 454 074)	(738 562)	(59 884 240)	(608 336)
Add/(Less): Adjustments				126 770	2 696
Closing balance		4 148 635	67 006	2 025 883	41 042

ANNEXURE 5: MOVEMENT IN CAPITAL WORK IN PROGRESS

MOVEMENT IN CAPITAL WORK IN PROGRESS FOR THE YEAR ENDED 31 MARCH 2019

	Opening balance	Prior Period Error	Current Year Capital WIP	Ready for use (Asset register) / Contract terminated	Closing balance
	R'000	R'000	R'000	R'000	R'000
MACHINERY AND EQUIPMENT	36 280	(36 280)	-	-	-
Furniture and Office equipment	36 276	(36 276)	-	-	-
Other machinery and equipment	4	(4)	-	-	-
BUILDINGS AND OTHER FIXED STRUCTURES	2 622 145	(286 073)	1 874 792	(1 422 710)	2 788 154
Non-residential buildings	1 364 601	(210 390)	1 260 218	(1 419 650)	994 779
Other fixed structures	1 257 544	(75 683)	614 574	(3 060)	1 793 375
TOTAL	2 658 425	(322 353)	1 874 792	(1 422 710)	2 788 154

MOVEMENT IN CAPITAL WORK IN PROGRESS FOR THE YEAR ENDED 31 MARCH 2018

	Opening balance	Prior Year Capital WIP	Current Year Capital WIP	Ready for use (Asset register) / Contract terminated	Closing balance
	R'000	R'000	R'000	R'000	R'000
MACHINERY AND EQUIPMENT	36 280	-	-	-	36 280
Computer equipment	36 276	-	-	-	36 276
Other machinery and equipment	4	-	-	-	4
BUILDINGS AND OTHER FIXED STRUCTURES	1 764 488	(49 569)	1 476 258	(569 032)	2 622 145
Non-residential buildings	634 137	37 455	1 151 000	(457 991)	1 364 601
Other fixed structures	1 130 351	(87 024)	325 258	(111 041)	1 257 544
TOTAL	1 800 768	(49 569)	1 476 258	(569 032)	2 658 422

ANNEXURE 6A: INTER-ENTITY ADVANCES PAID (note 12)

ENTITY	Confirmed balance outstanding		Unconfirmed balance outstanding		TOTAL	
	31/03/2019 R'000	31/03/2018 R'000	31/03/2019 R'000	31/03/2018 R'000	31/03/2019 R'000	31/03/2018 R'000
NATIONAL DEPARTMENTS						
Department of International Relations and Co-operation	-	-	63	1 942	63	1 942
Subtotal	-	-	63	1 942	63	1 942
PROVINCIAL DEPARTMENTS						
Department of Roads and Public Works EC	5 231	-	-	6 608	5 231	6 608
Subtotal	5 231	-	-	6 608	5 231	6 608
OTHER ENTITIES						
Adopt A School KZN	-	-	464	5 856	464	5 856
Coega Development Corporation EC	34 318	-	-	37 056	34 318	37 056
Coega Development Corporation KZN	5 297	-	-	3 391	5 297	3 391
DBSA	-	-	33 806	47 910	33 806	47 910
Independent Development Trust EC STRUCTURE(Batch I)	2 409	-	-	11 442	2 409	11 442
Independent Development Trust EC STRUCTURE ACT(Batch II)	4 976	-	-	23 828	4 976	23 828
Independent Development Trust EC Water & Sanitation	11 746	-	-	4 476	11 746	4 476
Independent Development Trust EC (national Department of Public Works)	44 233	-	-	12 500	44 233	12 500
Independent Development Trust Free State	1 813	-	-	7 097	1 813	7 097
Independent Development Trust – KZN	288	-	-	-	288	-
Independent Development Trust LIMPOPO(Batch I)	2 049	-	-	2 049	2 049	2 049
Independent Development Trust LIMPOPO (Batch II)	1 441	-	-	27 951	1 441	27 951
Mhlathuze Water KZN	171	-	-	2 224	171	2 224
SAB&T Business Innovation Group	-	-	-	940	-	940
Subtotal	108 741	-	34 270	186 720	143 011	186 720
TOTAL	113 972	-	34 333	195 270	148 305	195 270

ANNEXURE 6B: INTER-ENTITY ADVANCES RECEIVED (note 16)

ENTITY	Confirmed balance outstanding		Unconfirmed balance outstanding		TOTAL	
	31/03/2019	31/03/2018	31/03/2019	31/03/2018	31/03/2019	31/03/2018
	R'000	R'000	R'000	R'000	R'000	R'000
OTHER INSTITUTIONS						
Current						
United Nations Educational, Scientific and Cultural Organisation (UNESCO)	-		407	714	407	714
Independent Development Trust KZN		121	-	-	-	121
Adopt A School KZN	-			1 574	-	1 574
COEGA EC	-			1	-	1
Subtotal		121	407	2 289	407	2 410
TOTAL		121	407	2 289	407	2 410
Current		121	407	2 289	407	2 410



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