

# ANNUAL REPORT

## 2012/13



**basic education**

Department:  
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REPUBLIC OF SOUTH AFRICA



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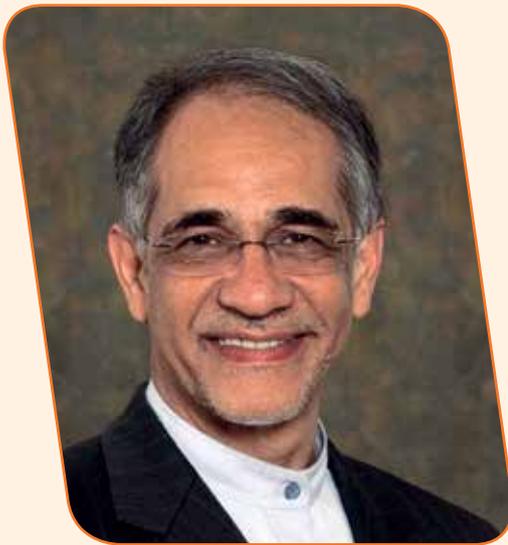
Pretoria

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# **PART A: GENERAL INFORMATION**

## 1. CONTACT INFORMATION

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## 2. LIST OF ABBREVIATIONS/ACRONYMS

ANA	Annual National Assessments
ASIDI	Accelerated Schools Infrastructure Development Initiative
BAS	Basic Accounting System
BI	Business Intelligence
CAPS	Curriculum and Assessment Policy Statements
CAT	Common Assessment Task
CCEM	Commonwealth Council for Education Ministers
CEM	Council of Education Ministers
CEPD	Centre for Education Policy Development
CPTD	Continuing Professional Teacher Development
CSTL	Care and Support for Teaching and Learning
DBE	Department of Basic Education
DIP	District Improvement Plans
DPME	Department of Performance Monitoring and Evaluation
DQA	Data Quality Audit
DSD	Department of Social Development
ECD	Early Childhood Development
ECDoE	Eastern Cape Department of Education
EFA	Education For All
EFAL	English First Additional Language
EIG	Education Infrastructure Grant
ELRC	Education Labour Relations Council
EMIS	Education Management Information Systems
FET	Further Education and Training
GEM/BEM	Girls' / Boys' Education Movement
GET	General Education and Training
GFET	General and Further Education and Training
GHS	General Household Survey
HEDCOM	Heads of Education Departments Committee
HEI	Higher Education Institution
HOD	Head of Department
ICT	Information and Communication Technology
IDC	Industrial Development Corporation
IQMS	Integrated Quality Management System
ISASA	Independent Schools Association of South Africa
ISHP	Integrated School Health Programme
ISPFTED	Integrated Strategic Planning Framework for Teacher Education and Development
JICA	Japan International Cooperation Agency
LDoE	Limpopo Department of Education
LO	Life Orientation
LoLT	Language of Learning and Teaching
LTSM	Learners with Special Educational Needs
LURITS	Learning and Teaching Support Materials
LURITS	Learner Unit Record Information and Tracking System
MPAT	Management Performance Assessment Tool
MTEF	Medium Term Expenditure Framework

MTSF	Medium Term Strategic Framework
NCS	National Curriculum Statements
NDP	National Development Plan
NEEDU	National Education Evaluation and Development Unit
NEIC	National Examination Irregularities Committee
NEPA	National Education Policy Act, 1996 (Act 27 of 1996)
NEPAD	New Partnership for Africa's Development
NICPD	National Institute for Curriculum and Professional Development
NSC	National Senior Certificate
NSLA	National Strategy for Learner Attainment
NSNP	National School Nutrition Programme
OSD	Occupation Specific Dispensation
PAM	Personnel Administrative Measures
PDOU	Planning and Delivery Oversight Unit
PDP	Personal Development Plan
PEIC	Provincial Examination Irregularities Committee
PERSAL	Department of Public Service and Administration Personnel and Establishment System database
PICC	Presidential Infrastructure Coordinating Commission
PILIR	Policy on Incapacity Leave and Ill-health Retirement
PIRLS	Progress in Reading and Literacy Study
PPN	Post-Provisioning Norms
QLTC	Quality Learning and Teaching Campaign
RCL	Representative Council of Learners
SACE	South African Council of Educators
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SADC	Southern African Development Community
SANAC	South African National AIDS Council
SASA	South African Schools Act, 1996 (Act 84 of 1996)
SA-SAMS	South African School Administration and Management System
SASCE	South African Schools Choral Eisteddfod
SASQAF	South African Statistical Quality Assessment Framework
SCIP	School Capacity Innovation Programme
SDIP	Service Delivery Improvement Plan
SGB	School Governing Body
SIAS	Screening, Identification, Assessment and Support
SITA	State Information and Technology Agency
SMS	Senior Management Services
SMT	School Management Teams
TIMSS	Trends in International Mathematics and Science Study
UNESCO	United Nations Education, Scientific and Cultural Organisation

## 3. STRATEGIC OVERVIEW

### 3.1. 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.

### 3.2. Mission

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

### 3.3. Values

The Department of Basic Education adheres to the following values:

#### People

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

#### Excellence

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

#### Teamwork

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

#### Learning

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

#### Innovation

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

### 3.4. Strategic outcome-orientated goals

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

## 4. LEGISLATIVE AND OTHER MANDATES

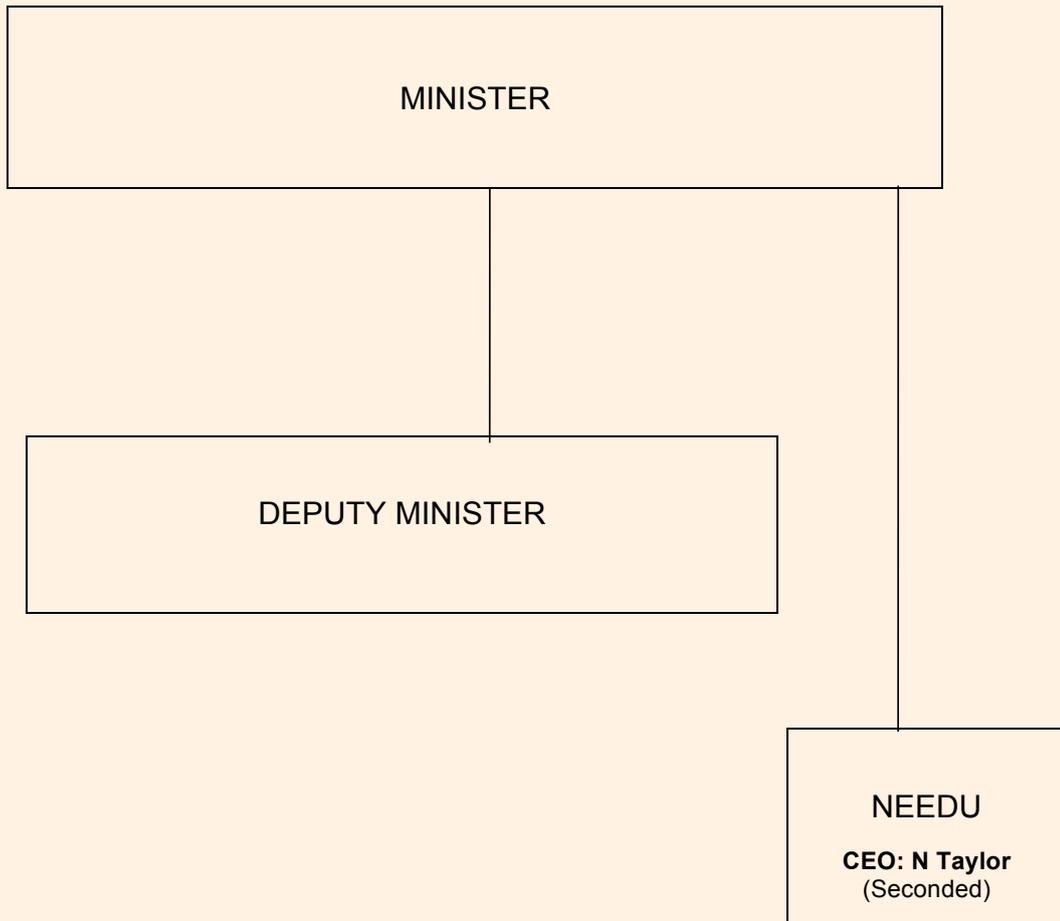
Since 1994, a number of policies have been implemented and legislation promulgated to create a framework for transformation in education and training. A summary of key policies and legislation follows below:

- The Constitution of the Republic of South Africa (1996) requires education to be transformed and democratised in accordance with the values of human dignity, equality, human rights and freedom, non-racism and non-sexism. It guarantees access to basic education for all, with the provision that everyone has the right to basic education, including adult basic education.
- The fundamental policy framework of the Ministry of Basic Education is stated in the Ministry's first White Paper: *Education and Training in a Democratic South Africa: First Steps to Develop a New System (February, 1995)*. This document adopted as its point of departure the 1994 Education Policy Framework of the African National Congress. After extensive consultation, negotiations and revision, it was approved by Cabinet and has served as a fundamental reference for subsequent policy and legislative development.
- The National Education Policy Act, 1996 Act 27 of 1996 (hereafter NEPA), inscribed into law the policies for the national system of education, the legislative and monitoring responsibilities of the Minister of Education, as well as the formal relations between national and provincial authorities. It laid the foundation for the establishment of the Council of Education Ministers (CEM), as well as the Heads of Education Departments Committee (HEDCOM), as inter-governmental forums that would collaborate in the development of a new education system. NEPA therefore made provision for the formulation of national policy in general, and further education and training policies for, *inter alia*, curriculum, assessment, language, quality assurance and monitoring and evaluation. NEPA embodies the principle of cooperative governance, elaborated upon in Schedule Three of the Constitution.
- The South African Schools Act, 1996 Act 84 of 1996 (hereafter SASA), promotes access, quality and democratic governance in the schooling system. Its purpose is to ensure that all learners have the right of access to quality education without discrimination, and makes schooling compulsory for children aged 7 to 15. It makes provision for two types of schools, namely independent schools and public schools. The provision in the Act for democratic school governance, through school governing bodies, is now effected in public schools countrywide. The school funding norms, outlined in SASA, prioritise redress and target poverty with regard to the allocation of funds for the public schooling system. SASA has been amended by the Education Laws Amendment Act, 2005 (Act 24 of 2005), which authorises the declaration of schools in poverty-stricken areas as "no-fee schools", and by the Education Laws Amendment Act, 2007 (Act 31 of 2007), which provides, among others, for the functions and responsibilities of school principals and matters pertaining to the control of substance abuse at schools. In addition, the Basic Education Laws Amendment Act, 2011 (Act 15 of 2011) provides a legal mechanism to ban party-political activities in public schools and controls the use of school property for political purposes. It also ensures that governing bodies do not enter into contracts (including loans) that have far-reaching consequences for the schools, without the permission of the provincial MEC for Education.
- A whole spectrum of legislation, including the Employment of Educators Act, 1998 (Act 76 of 1998), was promulgated to regulate the professional, moral and ethical responsibilities of educators, as well as the competency requirements for teachers. The Employment of Educators Act and the resultant professional council, the South African Council for Educators (SACE), now regulate the historically divided teaching corps.

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

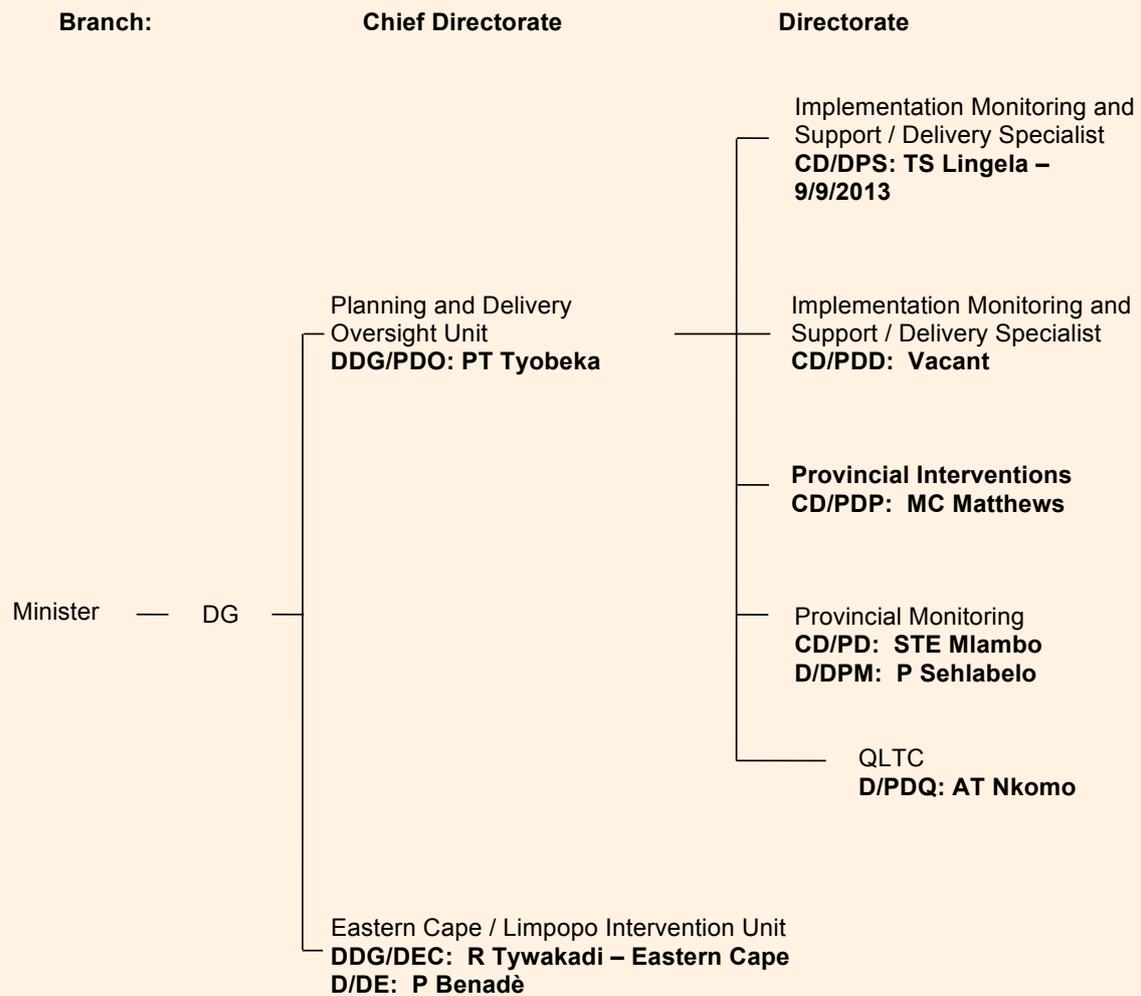
## 5. ORGANISATIONAL STRUCTURE

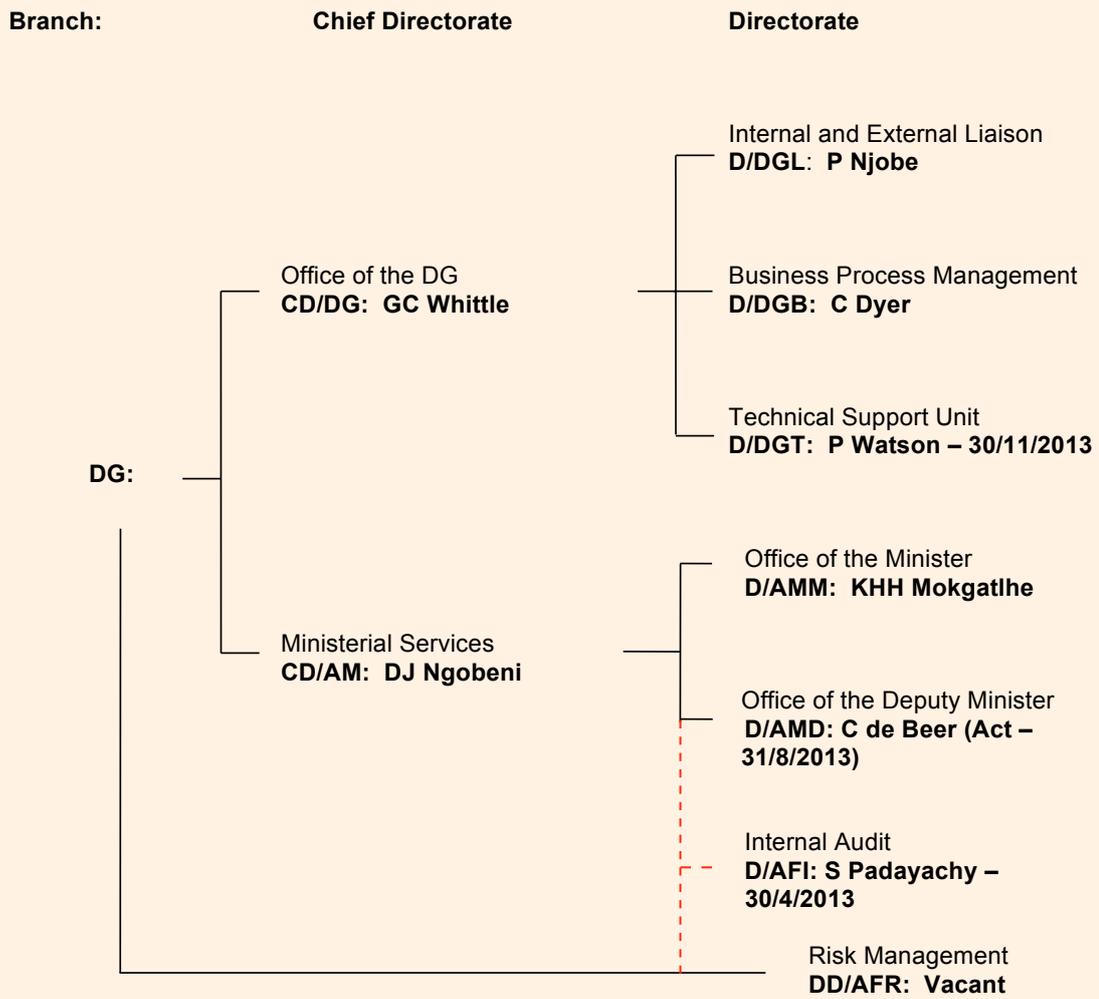
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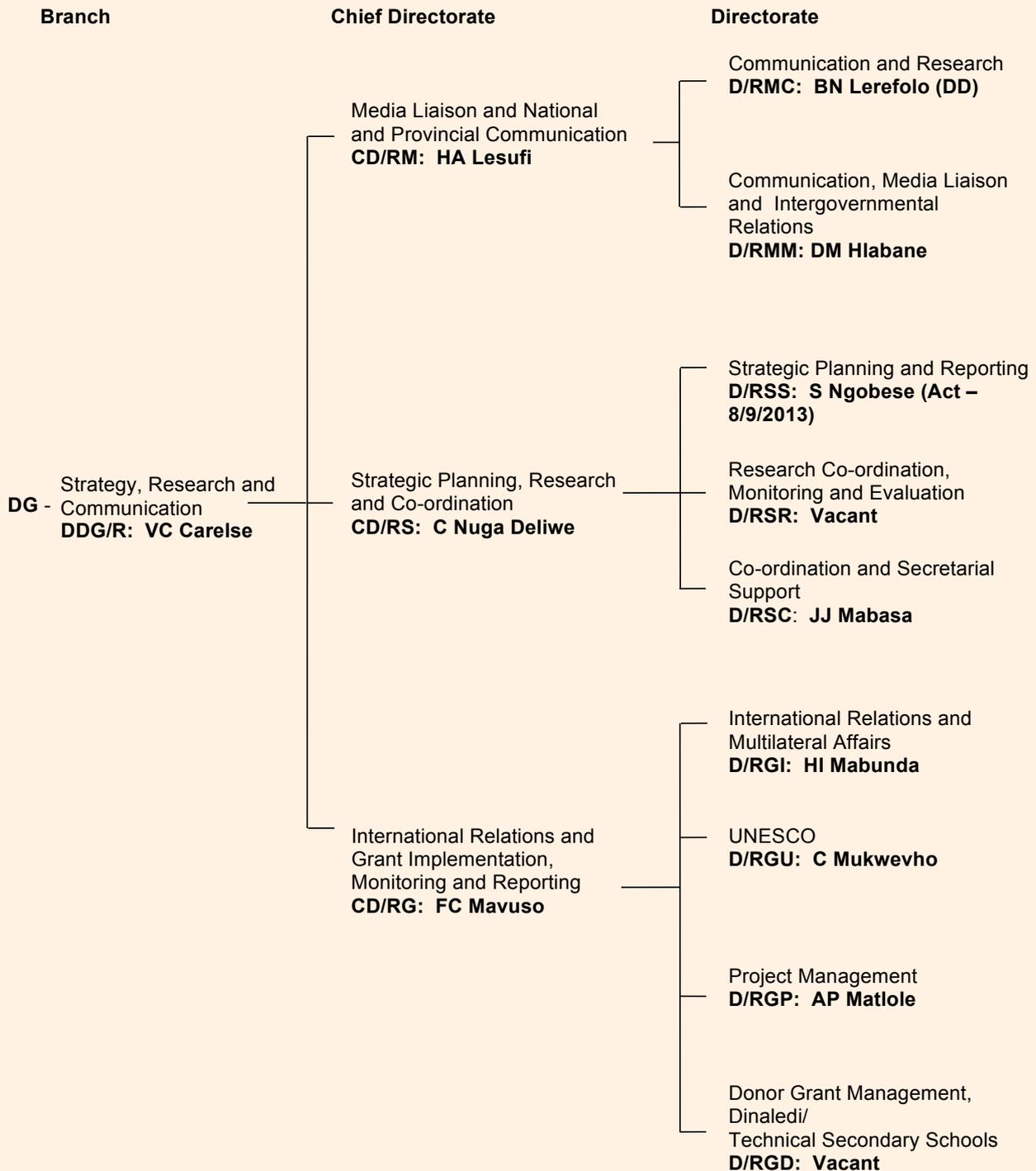


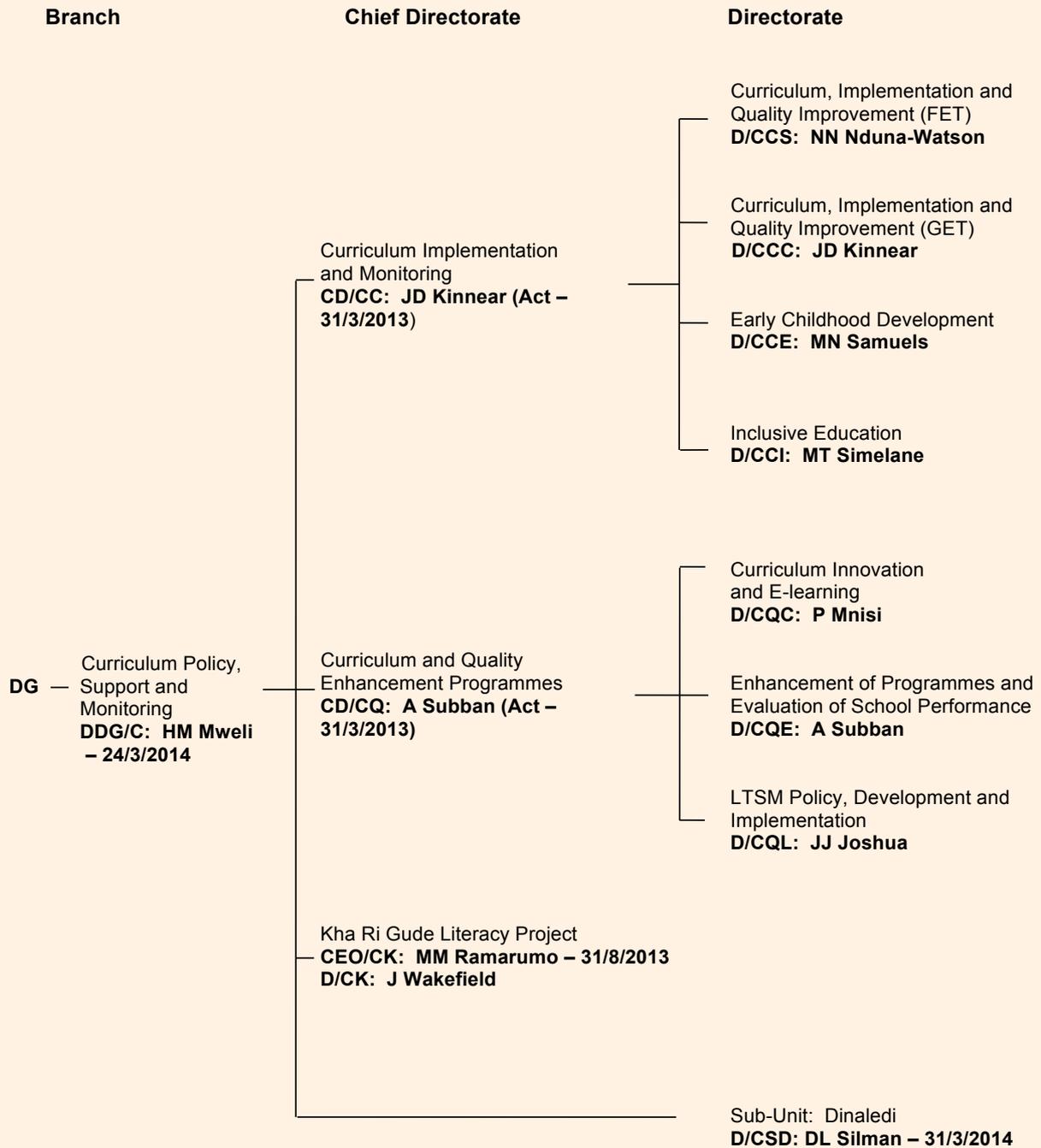
**DEPARTMENT OF BASIC EDUCATION**

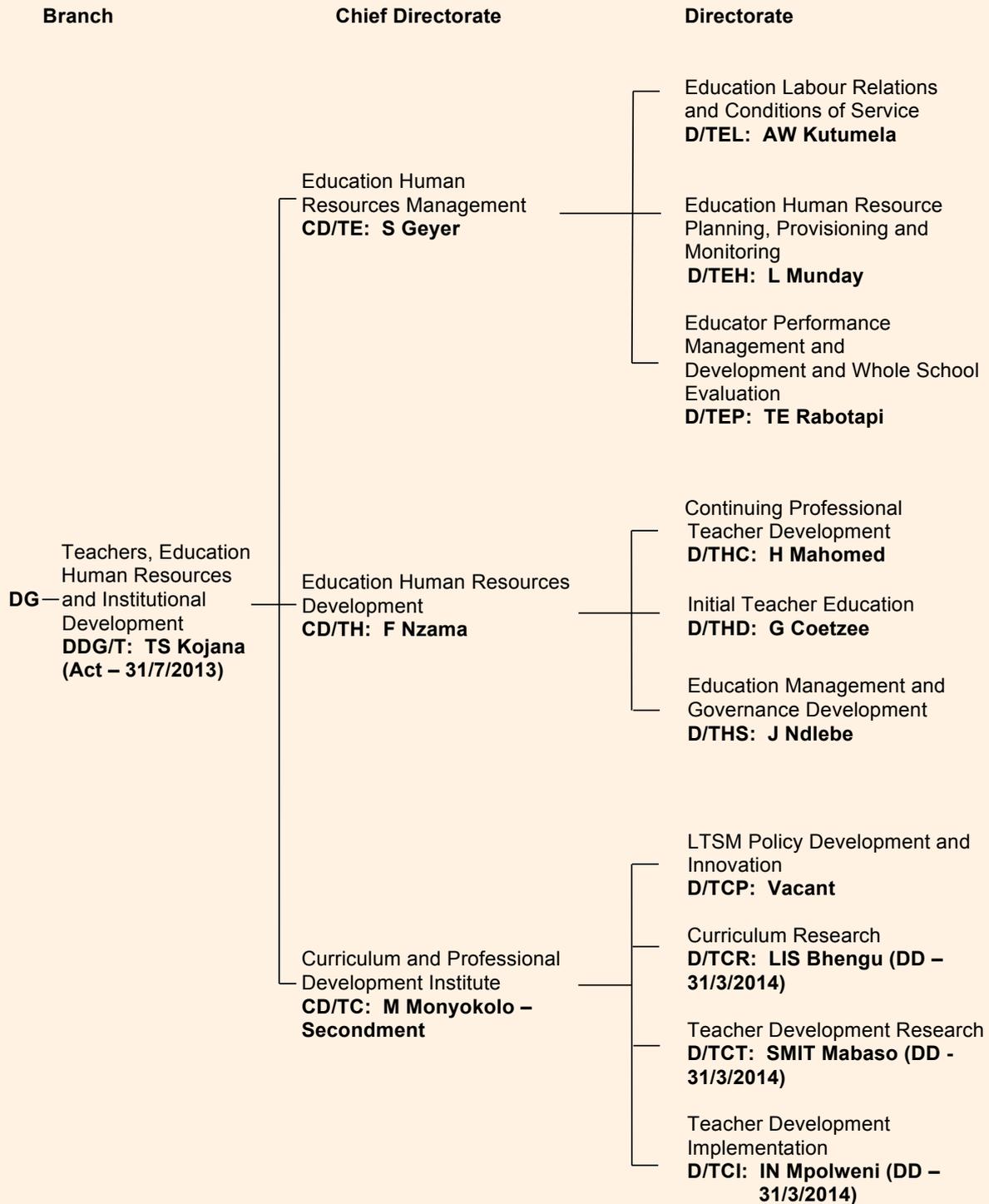
**DIRECTOR-GENERAL**  
**Mr PB Soobrayan**

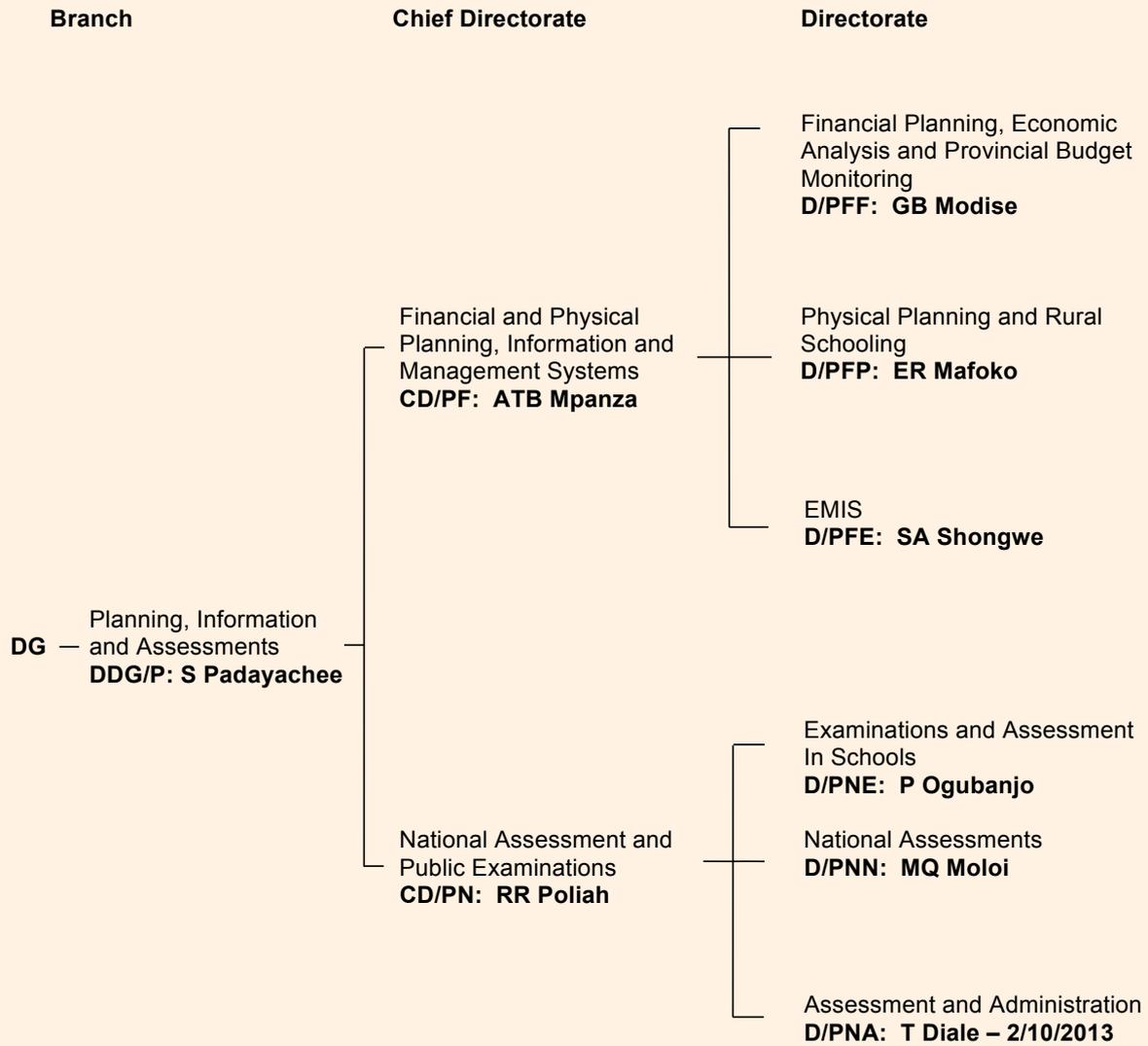


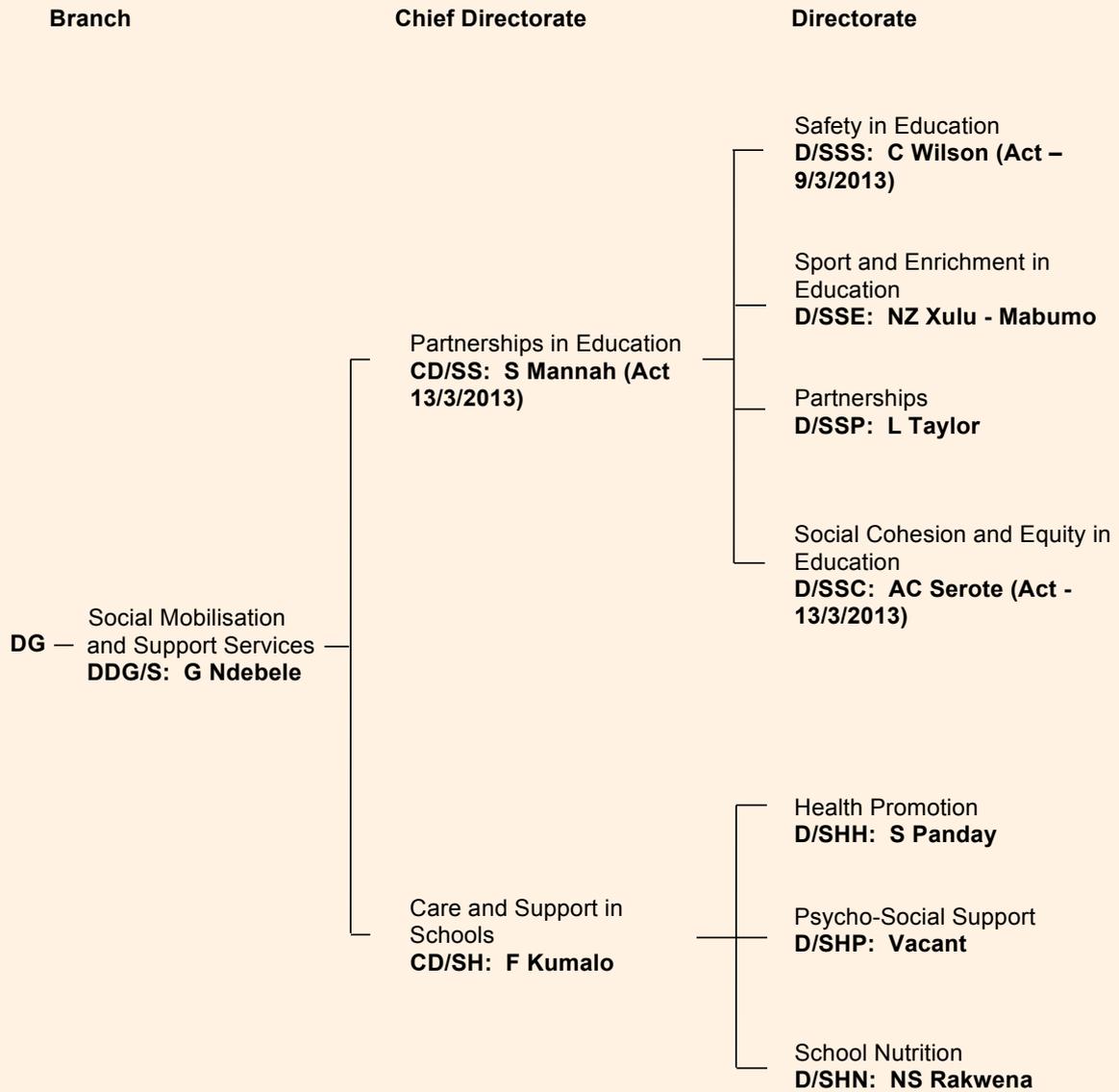


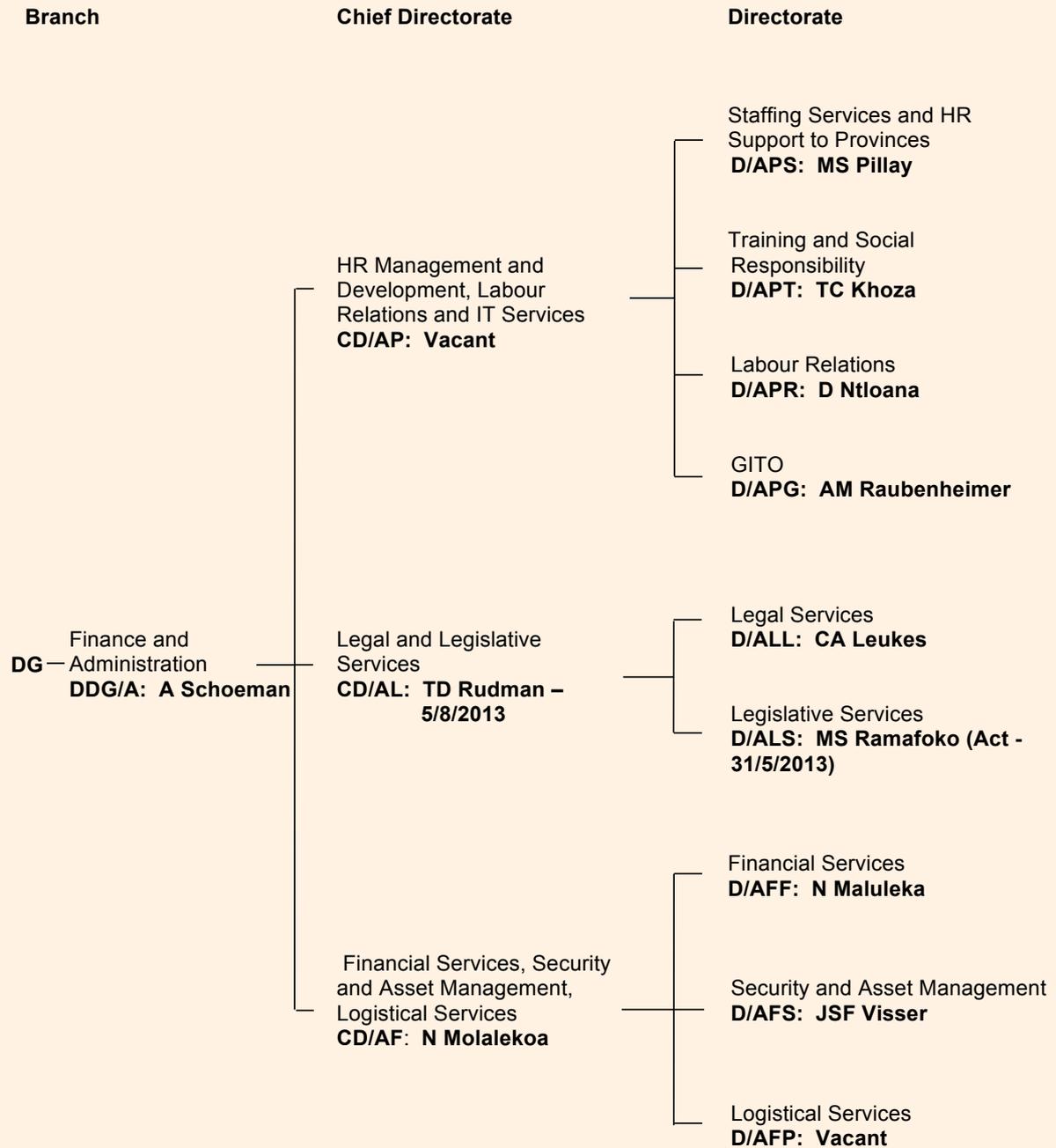












## 6. ENTITIES REPORTING TO THE MINISTER

There are three public entities that report to the Minister.

<b>Name of Entity</b>	<b>Legislation</b>	<b>Financial Relationship</b>	<b>Nature of Operations</b>
Education Labour Relations Council (ELRC)	Labour Relations Act, 1995 (Act 66 of 1995)	No financial relationship	The main functions of the Council are to negotiate agreements on matters of mutual interest and to settle disputes between parties in the Council.
South African Council for Educators (SACE)	South African Council for Educators Act, 2000 (Act 31 of 2000)	Transfer made by DBE for CPTD Management System	The core functions of SACE are registration, promotion and professional development of educators, as well as setting, maintaining and protecting the ethical and professional standards of educators.
Umalusi	National Qualifications Framework Act, 2008 (Act 67 of 2008)	Transfer payment	Umalusi is responsible for developing and maintaining a sub-framework of qualifications for general and further education and training: NQF Levels 1 - 4.

## 7. FOREWORD BY THE MINISTRY

At the beginning of this term of office in 2009 we reflected extensively on progress that had been made in the sector, areas that required additional support as well as factors that served as barriers in the realisation of the national priority of education. We wanted to focus on work that would have a long-lasting impact, be sustainable in the long-term and put education in good standing for the future. The essence of this vision is captured in the Delivery Agreement on Outcome 1: Improving Basic Education, of which I am the principal signatory. Four outputs that would assist the system in steering and measuring achievement in improvements in basic education were developed: firstly, improving the quality of teaching and learning; secondly, undertaking regular assessment to track progress; thirdly, improving early childhood development and lastly, ensuring a credible outcomes-focused planning and accountability system.

Following from the Delivery Agreement a landmark long-term plan for the sector – the *Action Plan to 2014: Towards the Realisation of Schooling 2025* – was developed as a comprehensive approach to chart the envisioned course for the future of education. We have taken some bold steps in order to realise the sector's priorities and initiated interventions that have begun to yield results and that will continue to provide a solid foundation for a high-performing system.

Issues of equity and inclusion in education have received serious attention by the government over the past years, in recognition of the effects of apartheid, namely exclusion by race, poor resourcing of African learners and limitations in accessing quality education. The government has consistently shown its commitment to prioritising education by annually increasing the education budget. The Department has ensured that the increased spending by government filters down to each child in every province and district.

Great strides have been made in universalising access to education of learners across the country and creating a conducive environment for learning. Intense expenditure on Early Childhood Development (ECD) since 2003 has resulted in about 750 000 learners aged five becoming part of the ECD sector. There has also been a 400% increase in children younger than four years old accessing ECD. It is pleasing to report that no more than 2% of any age cohort between the ages of seven and 15 is not enrolled in school.

The Department initiated no-fee schooling to mitigate poverty as a barrier to education and to further improve access and equity. Currently eight in ten schools are no-fee schools, relieving the burden on the poor. The idea that effective learning cannot happen if learners are hungry has become part of the Department's understanding, resulting in the introduction of the *National School Nutrition Programme (NSNP)*. Over nine million learners are fed with warm nutritious meals in four out of five schools in our country - mitigating against the effects of poverty and inequality and enabling learners from poorer households to perform better. Over 650 000 learners are receiving health services. In 2013/14 we intend to increase this to 750 000 learners in Grades 1, 4, 8 and 10 as well as learners repeating grades in quintile 1 and 2 primary and secondary schools.

In improving quality in education, the Department has focused on learning and teaching, as summarised in the phrase 'teachers should be in school and in class, on time, teaching'. The Department has focused efforts on a broad set of inputs including strengthening teaching and curriculum support. For the first time in 20 years, we now have a sound policy on teacher development, the first policy on teacher development in the democratic South Africa with this level of detail and acceptance. The introduction of the Curriculum and Assessment Policy Statements (CAPS) has provided teachers with clearer guidance on what to teach and the pace at which the curriculum needs to be covered. Training on CAPS has been ongoing throughout the year with support from teacher unions and district officials.

Efforts to ensure that new quality teachers enter public education have been the driving force behind the Funza Lushaka bursary programme. The bursary has helped the Department to attract new teachers in Mathematics, Physical Science, Technology and Languages, among other subjects. By the end of 2012, we had awarded approximately 11 500 Funza Lushaka bursaries and we are determined to increase the number of bursars to 14 400 in 2013/14.

The strengthening and standardisation of assessment practices has been supported through the Annual National Assessments (ANAs) introduced in 2011. The ANAs have become a method of providing overall system feedback to inform the Department and indeed the sector of literacy and numeracy levels. The ANAs assist learners and teachers to reflect on their performance and to identify areas that require additional support to ensure that effective learning and teaching takes place. Remedial work based on the ANA results has been enhanced by the development of a Diagnostic Report highlighting areas that require additional support and detailed diagnostic reports have been developed for schools at a district level. Our targeted teacher development interventions are directly responsive to the subject knowledge and teaching gaps identified in the ANA. In September 2012, over seven million learners sat for the second ANA. The general improvement in the learners' performance in the 2012 ANA is encouraging and inspires all in the Department to work even harder to ensure continued improvement. The performance of our Grade 9 learners in Mathematics, however, indicates that more work needs to be done. The recent Trends in International Mathematics and Science Study (TIMSS) bears testimony to our gains. SA's improvement in Mathematics of 67 TIMSS points between 2002 and 2011, or seven points per year on average, is among the steepest achieved by any TIMSS participant.

In support of curriculum implementation, the Department has systematically improved the provisioning and rationalisation of learning and teaching support materials (LTSMs) in the system. In just three years, between 2011 and 2013, 117 million workbooks, textbooks and study guides have been printed and distributed by the national government. This is a monumental achievement, especially since research has shown that high-quality education materials go a long way towards improving results. To put this in perspective, it is useful to bear in mind that learners had access to about 50 million textbooks in our public schools in 2010. The provision of high-quality workbooks and textbooks has enabled teachers to guide and correctly pace teaching and learning processes in the classroom. Close to 24 million copies of Workbook 1 were delivered to 23 115 schools by November 2012, for use in 2013. The quality of the workbooks was independently evaluated by the Australian Council for Education Research. This evaluation indicated that the DBE workbooks and the Siyavula textbooks, developed in partnership with the Shuttleworth Foundation, are of an internationally comparable standard and that teachers are effectively using these resources, particularly the workbooks. Furthermore, through savings and by developing content in-house, we have expanded the scope of the workbooks to cover Braille. This is indeed a massive intervention by government to ensure that all learners have access to high-quality learning and teaching materials for use in class and at home in order to strengthen the critical skills of literacy and numeracy.

The Department significantly improved access to quality textbooks through the introduction of new national catalogues of approved textbooks for all grades, and not just for Grades 10 to 12 as had previously been the case. The early release of the National Catalogue for textbooks by the Department enabled provinces to have ample time to procure textbooks and we were delighted that the 2013 school year started on a positive note in terms of Learning and Teaching Support Material (LTSM) provisioning. Where shortages were experienced, particularly as a result of movement of learners between provinces or urban migration, speedy remedies were on hand, especially in Limpopo, where provision of textbooks in 2012 for Grades 1-3 and Grade 10 was fraught with challenges.

The Department developed a draft procurement policy and LTSM processes, including a sector plan and timeframes to be followed by all provinces and monitored by the Department on a continuous basis to ensure LTSM procurement and delivery remain priorities for the sector. The policy and processes have greatly assisted in ensuring the LTSMs reach learners timeously. The Department will continue to improve access and utilisation of LTSMs in all grades and all subjects. Developments in 2012 included the provision of *Mind the Gap* study guides that assisted in the preparation of Grade 12 learners in all provinces, including Northern Cape and Limpopo, which experienced disruptions in schooling.

The continued improvements in the National Senior Certificate results and in the number of learners who receive Bachelor's passes have been commendable and serve as a signal that the efforts made to improve the quality of education have had a positive impact. The Department will build on this success by focussing on improving the quality of learning outcomes in all grades across the system while continuing with interventions aimed at improving the pass rate and the quality of passes in the National Senior Certificate examinations. There is evidence of improved learner performance, even in those districts that had been identified as underperforming, showing that our interventions are bearing fruit.

The Department has prioritised district-based development and management support in order to capacitate districts to respond more effectively to the needs identified in their schools. Through continuous deliberation and efforts, my quarterly meetings with District Directors have become institutionalised. The creation of this platform has resulted in more open, honest and constructive engagement on the challenges and the mitigating factors in delivering curriculum support to schools. Initiatives to address these shortfalls have begun to take shape and efforts to standardise district processes in providing school oversight as well as regular reporting have been implemented.

School and district management have been strengthened through intensifying the *Integrated Quality Management System* (IQMS) programme in recent years to promote a culture of excellence among school principals and teachers. In addition to the assessment of a sample of schools to provide oversight on school readiness, the IQMS has developed standards which require every educator to evaluate his or her own strengths and weaknesses every year and to enable colleagues to do a peer evaluation. Results of the evaluation are recorded on a national computerised system (PERSAL) and are used to determine what professional development activities each educator should pursue. Although further work is required to improve this accountability mechanism, the progress made is encouraging, particularly in the light of calls for the strengthening of school functionality.

The *National Education Evaluation and Development Unit (NEEDU)*, an important element of our accountability system, is now fully functional. The unit's first national report for 2012 on the state of literacy teaching and learning in the Foundation Phase was released. This independent evaluation provides evidence to support our proposals on the need to urgently remedy shortcomings in educational practice in respect of literacy and numeracy. We will engage NEEDU's recommendations in order to tangibly and practically bring about quality education for all from 2014/15.

We are encouraged by the progress made in improving school infrastructure and, despite challenges in service provisioning, are well on our way to achieving the goal of ensuring that all unsafe and mud structures are completely eradicated by 2015. In addition to structural improvements through the provisioning of full service schools and the building of classrooms (including laboratories and computer centres), more schools have access to water, sanitation and electrification than ever before. The Accelerated School Infrastructure Development Initiative (ASIDI), together with the provincial infrastructure programme, constitutes the backbone of both the Strategic Integrated Project 13 (SIP 13) and the National School Build Programme of the Presidential Infrastructure Coordinating Commission (PICC). SIP 13 is also driving skills development and job creation. We have strengthened our partnerships with the Departments of Labour and Correctional Services for the supply of school furniture, and have been able to open new schools in the most needy districts in our system.

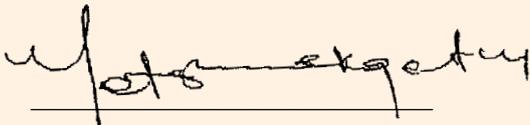
The Department of Basic Education continues to replace mud schools and inappropriate structures, especially where provinces lack capacity. An additional 150 new schools will be delivered to communities by 2015. Since 1996, the number of schools with no running water dropped from around 9 000 to around 1 700. The Accelerated School Infrastructure Delivery Initiative (ASIDI) has a target of 1 039 water projects. In 2011, 160 of these projects were successfully completed. The remaining 879 water projects should be completed by 2013/14. Since 1996, the number of schools without electricity dropped from 15 000 to 2 800. In 2011, ASIDI delivered 131 of the 159 electrification projects and is expected to deliver a further 369 such projects by 2013/14. In 2012, ASIDI exceeded its sanitation project target of 186 by delivering 197 facilities. ASIDI will deliver a further 448 sanitation facilities by the end of 2013/14.

We are pleased with the progress made in the two provincial education departments under Section 100(1)(b) Interventions – the Eastern Cape and Limpopo. The Department will continue to provide extra support and guidance in strengthening stable and functional management in the two provinces, as directed by Cabinet (the National Executive).

The Department has invested substantial work in planning, creating effective systems and developing content and support to curriculum delivery. While reporting successes and improvements in the schooling system in 2012/13, we acknowledge that more work needs to be done. We are confident that the system is moving in the right direction.

We appreciate and acknowledge the positive contribution of our dedicated teachers and teacher unions, principals' associations, School Governing Body associations, Learner Representative Councils, learner formations, civil society, parents and guardians of learners, the business sector and non-government organisations in working with us to improve the quality of basic education in our country. To this end, we welcome the decision made at the National Education Dialogue by leaders in civil society, business and government to work closely together to strengthen schooling.

We hereby present the Annual Report of the Department of Basic Education for the 2012/13 financial year to the National Assembly.



**MRS AM MOTSHEKGA, MP**

**MINISTER**



**MR E SURTY, MP**

**DEPUTY MINISTER**

## 8. OVERVIEW OF THE ACCOUNTING OFFICER

The Annual Report focuses on the progress made by the Department of Basic Education towards meeting the targets set in the 2012/13 Annual Performance Plan. The Strategic and Annual Performance Plans of the Department are anchored in the Action Plan to 2014: Towards the Realisation of Schooling 2025 and the commitment towards achieving Outcome 1: Improved quality of basic education

In support of the basic education long term sector plan Action Plan 2014: Towards the realisation of Schooling 2025, the DBE has used the year to enhance policy compliance especially in respect of the basic systems and processes related to strategic management, governance and accountability, and resource management at all levels in the sector. The sector plan is acknowledged as a useful point of departure on sector priorities in the National Development Plan 2030 and the next year will be used to extend sector targets from 2025 to the NDP horizon of 2030, with no substantial changes to priorities articulated in the sector plan.

The strategic direction of the Department since 2009, guided by the visionary leadership of the Minister and Deputy Minister, is yielding positive results. The main focus has been the resourcing of schools with high-quality LTSM, improving teacher capacity and practices, undertaking regular assessments to track progress, the expansion of Early Childhood Development (ECD) and improving accountability in the system.

The expansion of (ECD) gives a better educational start to learners in the system. Consistent quality provision throughout the system will ensure massive gains in learner performance over the years. While the number of learners who have access to Grade R has doubled since 2003, the Department's focus is now directed at quality provisioning of Grade R through proper human and materials resource provisioning. The strengthening of ECD will ensure that learners benefit from a better start in their schooling. In the 2013/14 financial year and over the next medium term, the DBE plans to strengthen suitably qualified ECD practitioners together with high-quality learning materials.

The no-fee school policy and other poverty alleviation strategies have ensured that more learners remain in the schooling system than before. Stats SA reports nearly 100% school attendance by children aged between 7 and 15 years old. This is a good improvement as the figure has risen from 80% in 2003 to 98% in 2011.

We have managed to press on with the task of improving the different dimensions of the quality of teaching and learning, increasing assessment credibility and foundations for learning, in the sector. As we approach the last year of the implementation of the Curriculum Assessment Policy Statements, the milestone include having delivered around 115 million workbooks free to all learners in Grades R to 9, textbooks to over 5 million learners, and decreased illiteracy levels in the system.

The improvements and gains that have been made in international assessments such as Trends in Mathematics and Science Study is evidence of the many quality improvements we have made in the sector. We are very clear that sectoral monitoring and oversight requires more integration and coordination, coupled with competence and substance - especially at school level - by those tasked with getting learning and teaching right. Through all efforts in the basic education sector, supplemented by those of our partners, the DBE reasserts that quality interventions must be institutionalised in order to enable schooling to contribute to our human resource development goals for our country.

There can be no doubt that the education system of this country is on an upward path. The Matric pass rate rose from 62.6% in 2008 to 74% in 2012. The number of Matrics coming out of schools also increased, by about 7 500 every year over the period 2000 to 2012. The increasing number of learners obtaining Bachelor's passes is encouraging. The Annual National Assessment (ANA) helps the system not only to identify teaching and learning gaps, but also to track the progress and effectiveness of the Department's strategies for improving learner performance. Furthermore, the ANAs have assisted in the identification of individual schools that are performing well and those that are struggling. This information is crucial to strengthening accountability and sharing best practices in the system.

The DBE has also begun strengthening human resource administration, management, development and recruitment interventions to ensure that the system attracts and retains teachers with scarce skills, for subjects such as Mathematics, Physical Science and Technology. The Department has successfully recruited students who intend pursuing teaching as a profession through the Funza Lushaka bursary scheme.

Poor school infrastructure remains a large challenge for the schooling system, but steady progress has been achieved. The DBE has become more directly involved in infrastructure development, largely through the Accelerated Schools Infrastructure Delivery Initiative (ASIDI). The DBE will further strengthen and accelerate the delivery of school infrastructure through the Presidential Infrastructure Coordinating Commission (SIP 13).

The positive engagements between the Minister and District Directors, which are now a regular occurrence, have set the tone on key issues that need to be prioritised at local level to effectively support schools. Proper monitoring at district level will provide crucial evidence for planning and will improve accountability in the system.

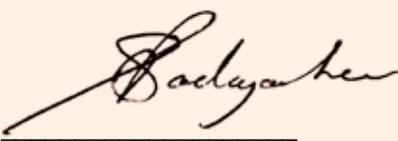
The Department is encouraged by positive reports regarding learners' support and poverty alleviation programmes. The data from Stats SA indicates that learners are benefiting from lunch provided at school through the National School Nutrition Programme (NSNP). The Integrated School Health Programme launched in 2012 will ensure that every child receives a comprehensive health assessment at school every three years. This will help the early diagnosis of health-related barriers to learning.

The DBE, in the period under review, partnered with institutions including the Department of Performance Monitoring and Evaluation on monitoring and reporting projects including impact evaluations and assessments in the sector with a view to improving implementation of useful schooling interventions, capitalise on the best investments in education, and to assess the effects of past policy interventions. Specialists in planning, monitoring and evaluation have also provided critical input on our programmes through special investigations on the state of the basic education sector. Much work has been done in district support but credible oversight and monitoring requires responsiveness and commitment to quality standards at all levels. The interprovincial and national HEDCOM subcommittees (with the participation and contributions of National Treasury and the Auditor General) have refocused their activities and efforts towards ensuring that statutory mandate in respect of performance information are met at all levels, and orientation and reallocation of functions has been completed to enable better focus on requirements for performance information in the basic education system.

The intervention related to Section 100 (1) (b) of the Constitution of the Republic of South Africa imposed by Cabinet in two provinces has required substantial resources at national level to be dedicated and focused on direct support and system and process enhancements required for implementation in those provinces. The DBE has mobilised substantial capacity, deployed senior managers and specialists, while ensuring that institutionalised systems and processes are built at provincial level. All these have consumed a significant amount of resourcing at national level, with the result that some large scale projects have had to be postponed and programmes and plans will need to be reviewed in this respect.

The partnerships that the Department has forged with the private sector, non-profit organisations, civil society and other government departments have contributed to the milestones achieved in the past year. These partnerships will be strengthened in the coming years to create room for all stakeholders and partners to make meaningful contributions to crafting a better education system for our country.

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

  
PP **Mr PB Soobrayan**  
**Director-General**

## **PART B**

# **PERFORMANCE INFORMATION**

## 1. STATEMENT OF RESPONSIBILITY FOR PERFORMANCE INFORMATION FOR THE YEAR ENDED 31 MARCH 2013.

The Accounting Officer is responsible for the preparation of the Department's performance information and for the judgements made in this information.

The Accounting Officer is responsible for establishing and implementing a system of internal control designed to provide reasonable assurance as to the integrity and reliability of performance information.

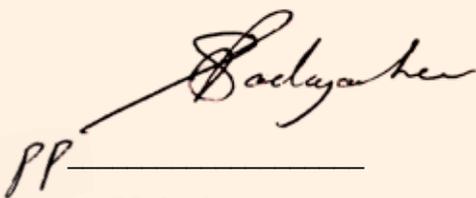
The Department of Basic Education (DBE), as a national department with concurrent functions has the responsibility in reporting on the sector as a whole. Consequently, the DBE Annual Performance Plan has indicators that measure activities that occur within the sector, including at school level. These include performance information on, learners benefitting from the NSNP, schools with electronic content, schools benefitting from the NEDLAC Accord, school sports leagues and learners with a textbook for each subject, amongst others. Whereas the DBE was able to report on these measures, the different layers of supporting documents resides within PEDs and at schools themselves.

The DBE collaborates with other Departments in the spheres of health and sport. The health screening of learners was a collaborative effort that was implemented in partnership with the Department of Health. The availability of actual health profiles of learners screened, to corroborate the reported performance, resides with the implementing Department.

The School Monitoring Survey was not conducted during the period under review as it was planned to be administered biennially. As a result the latest available data from the last conducted survey was used to report on performance information relating to long term activities such as school infrastructure and schools that have acquired the full set of financial management responsibilities.

The training of subject advisers on Curriculum and Assessment Policy Statements (CAPS) was planned taking into account the school calendar year. This was necessary, because subject advisors cascade the training to teachers at school level. For the successful implementation of CAPS, it is required that the training of teachers should occur the year before implementation. This therefore creates audit challenges as the training straddles over two financial years.

In the context of the prevailing conditions as stated above, the performance information reported reflects the performance of the Department, with concurrent functions, for the financial year ended 31 March 2013.



**Mr PB Soobrayan**  
**Accounting Officer**  
**Date: 31 May 2013**

## 2. AUDITOR GENERAL'S REPORT: PREDETERMINED OBJECTIVES

The AGSA currently performs the necessary audit procedures on the performance information to provide reasonable assurance in the form of an audit conclusion. The audit conclusion on the Department's 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 Report of the Auditor-General, published in Part E: Financial Information.

## 3. OVERVIEW OF DEPARTMENTAL PERFORMANCE

### 3.1 Service Delivery Environment

The service delivery environment in the education sector comprises the DBE and the nine provincial education departments, including district offices and schools, working collaboratively to achieve Outcome 1 of government's Programme of Action. The facilitation of policy to realise educational outcomes and quality schooling in the country remains the core business of the DBE. The National Education Policy Act, 1996 (Act 27 of 1996) describes the legislative and monitoring responsibilities of the Minister as well as the formal relations between national and provincial authorities. NEPA embodies the principle of cooperative governance, elaborated upon in schedule Three of the Constitution.

For the period under review the education sector comprised 11 923 674 learners, 392 377 educators and 24 255 schools. The education sector is guided in its work by *Action Plan to 2014: Towards the realisation of Schooling 2025*. Improving performance across the system is a key objective of the education sector plan and is also at the heart the Basic Education Delivery Agreement, which is a sectoral agreement embodying the aspirations of all in the sector in support of medium to long-range goals. The release of the National Development Plan: Vision 2030 has confirmed the alignment of these goals with national development projections. In the recent past, the DBE has strategically focused on the introduction of CAPS, the provision of high-quality learning and teaching materials (such as workbooks), the introduction of world-class, standardised Annual National Assessments (ANA), the provision of school infrastructure, universal access to Early Childhood Development (ECD) and teacher development initiatives. These interventions have laid a solid foundation for improving learner performance across the system in all grades.

Access to basic education is near universal. The Statistics SA General Household Survey (2011) showed that over 98% of seven to 15-year-old children were attending educational institutions. Such levels of participation are comparable to those in developed countries. Initiatives to mitigate poverty and improve the quality of schooling have included more than nine million learners being provided with a nutritious meal daily and more than 80% of schools being declared no-fee schools. The expansion of ECD programmes in South Africa has resulted in a phenomenal increase in access to early learning. The Grade R programme is one of the critical interventions of the sector.

Quality education remains the key focus of the education system. The institutionalised assessments provide the means to monitor learner performance in the schooling system. The 2012 National Senior Certificate (NSC) examination was the fifth examination written within the National Curriculum Statement framework. Since inception in 2008, there has been a consistent improvement, from 62.6% to 73.9% in 2012.

There has also been improvement in the quality of Mathematics and Physical Science results. There were 121 970 passes in Mathematics in Grade 12 in 2012, up from 104 033 in 2011. The 2012 pass rate for Mathematics was 54%, an improvement from 46.3% in 2011. The number of passes in Physical Science in Grade 12 was 109 918 in 2012, 13 477 more than the 96 441 of 2011. The pass rate for Physical Science in 2012 was 61.3%. This was an improvement from 53.4% in 2011. Sustained improvement is a reflection of stability and the maturing of the system at this level.

The diagnostic reports on both the ANA and NSC assessments highlight areas of weaknesses and provide suggestions for improvement in teaching and learning. Provincial education departments (PEDs), district offices and schools will use the reports to support and develop teaching and learning in 2013 in order to improve learner performance.

Systemic performance interventions of 2012 were mainly driven by the strategic priorities of the DBE, which encompass the CAPS, ANA, workbooks and infrastructure in one consolidated approach.

While assessment by itself cannot improve learning, it provides important evidence to inform planning and the development of appropriate interventions, especially in terms of remedial learning, teacher development and improving subject knowledge, for improvement at all levels, from national through to provinces and districts, down to individual schools.

The revised CAPS are being incrementally implemented per phase in the GET and FET bands. Grades 1-3 and Grade 10 were implemented in 2012. From all reports received, teachers, principals and parents have expressed confidence in and are very happy with the changes in the curriculum. Grades 4-6 and Grade 11 implementation started at the beginning of the 2013 academic year. Monitoring and support of CAPS is ongoing.

The provision of LTSM is an important component of the strategy to effect sustained learner improvement. DBE has played a central role in developing National Catalogues, workbooks and selected textbooks. Workbooks support the improvement of learner performance by assisting teachers to expose learners to a set of standardized exercises. Each subject workbook for Grades 1-9 is printed in a set of two volumes. Volume 1 includes work to be covered in the curriculum from January to June, and Volume 2, contains work to be covered from July to December. The DBE printed workbooks for the 2013 academic year for:

- Grades 1-6: Home language workbooks in all languages;
- Grades 1-3: Mathematics workbooks in LoLT;
- Grades 4-9: Mathematics workbooks in English and Afrikaans;
- Grades 1-6: First Additional Language workbooks in English;
- Grades 1-3 : Life Skills workbooks in LoLT;
- Grade R.

An independent evaluation was conducted by the Australian Council for Educational Research (ACER) to assess the quality, perceptions, and utility of these new materials. The evaluation was completed at the end of February 2013 and the findings indicated largely positive feedback on the quality, contribution to curriculum and use of the DBE workbooks and textbooks, and provided recommendations on enhancing their utilisation.

The national catalogues of textbooks for Grades 4-6 and Grade 11, as well as the addendum to the national catalogue of textbooks for Grades 1-3 were released and provided to PEDs. This timely provision ensured that the PEDs were able to begin their procurement processes for 2013 well in advance. The national catalogues of textbooks for Grades 7-9 and 12 were completed on 23 March 2013 and released to PEDs. The monitoring of the implementation of the key activities relating to warehousing, learner data and allocation of funding was begun to ensure readiness for the procurement and delivery of LTSM for the 2014 academic year.

A national LTSM planning, monitoring and reporting framework has been established for monthly provincial and national reporting on different aspects of provisioning of LTSM, to improve learner access to LTSM. The work of this structure contributed to high levels of delivery of LTSM and the smooth commencement of the 2013 academic year in all provinces.

Teachers are an integral part of the delivery chain of quality education. The implementation of the Integrated Strategic Planning Framework for Teacher Development is gaining traction. Teachers are being trained in the implementation of CAPS according to phased-in timeframes. Professional development programmes are being implemented in collaboration with teacher unions. The Funza Lushaka bursary programme continues to grow, with more teachers being trained each year in the programme. The implementation of the Funza Lushaka bursary resulted in an improvement of the number of young teachers entering the teaching service. To attract the right people into the teaching profession and ensure that we retain our best educators, government has improved salary scales over the years. The average purchasing power of educators increased by 30% between 2007 and 2012.

Imbalances in the supply and demand of educators has resulted in a shortage of skilled educators in Mathematics, Science and Technology. The low numbers of qualified educators produced by higher education institutions has resulted in a dearth of African Language Foundation Phase teachers. This situation militates against the achievement of the DBE's goal of ensuring that all learners speak an African language, irrespective of their home language.

While more schools continue to receive water, sanitation and electrification, infrastructure backlogs remain a deep concern in the sector. Infrastructure developments in the education sector have been integrated with the broader socio-economic developments of government. The Presidential Infrastructure Coordinating Commission (PICC), with its supporting management structures, was established as a response to Cabinet's decision to establish a body to integrate and coordinate a long-term infrastructure programme to support socio-economic growth. A portfolio of 18 Strategic Integrated Projects (SIPs) has been devised to transform the economic landscape of South Africa, create a significant number of jobs, strengthen the delivery of basic services to the people of South Africa and support the integration of regional economies. SIP 13 comprises two programmes: the provincial infrastructure programmes funded through the Education Infrastructure Grant and Equitable Share and the Accelerated School Infrastructure Delivery Initiative (ASIDI). SIP 13 will progressively combine these two programmes into a comprehensive, integrated school building programme with provincial and national levels of accountability clearly defined.

Provincial infrastructure programmes are funded through the Education Infrastructure Grant (EIG). The DBE uses the Infrastructure Reporting Model (IRM) to report on the grant. A total of 598 projects were handed over in the 2012/13 financial year.

Challenges in implementing the ASIDI programme that affect the achievement of targets include the liquidation of some contractors and poor performance by others. The DBE monitors and manages implementing agents through a technical unit established at the national office. The first ASIDI schools have been delivered to communities. The improved expenditure on infrastructure budgets and the number of completed projects in the last financial year are indicators of progress.

DBE's oversight role in the sector is becoming more prominent in improving learner performance. The DBE has continued to strengthen and enhance the quality of the Minister's quarterly meetings with District Directors. Districts' performance in the NSC examinations has improved. Of the 81 districts in the system, only three achieved less than 50%, as compared to 5 underperforming districts in 2011. The number of districts scoring above 80% increased from 21 to 28 in the 2012 NSC examinations. School and district planning and management monitoring tools were developed to assist school and district monitoring and reporting, especially with respect to preparedness, curriculum coverage, and other functions related to support of classroom practice and activities. These tools and accompanying guidelines were approved by the Council of Education Ministers (CEM) meeting early in 2013. Decentralised reporting of assessment and examination results (at school, district and provincial level) has been communicated as a priority in support of learner performance improvement and quality provision of basic education.

An independent investigation into the implementation of the post-provisioning norms has been initiated, following the findings of the comprehensive Public Expenditure Review completed in 2012, as part of the drive to ensure that more classes have qualified teachers.

In 2012, the DBE received added functions associated with the oversight of Limpopo and the Eastern Cape provinces, in terms of Section 100 (1) (b) of the South African Constitution. The Department has to fulfil all its obligations as a national department with the added responsibility of the requirements of the interventions in the Limpopo Department of Education (LDoE) and the Eastern Cape Department of Education (ECDoE). About 30% of national learner enrolments are in these administered provinces and the intensive and growing oversight obligations of the DBE continue to exert pressure on budgets and personnel capacity at the DBE.

Delays in the delivery of textbooks aligned to the Curriculum and Assessment Policy Statements in Limpopo for Grades 1–3 and Grade 10 compounded the complexity of the situation. As part of its administration function, the DBE had to take responsibility for ensuring that textbooks were procured and delivered in Limpopo and that catch-up programmes were put in place. The efforts of the DBE to deliver CAPS-aligned textbooks has been transparent, amid continual reports in the public arena at the beginning of 2013 regarding the non-delivery of textbooks in Limpopo. The database of public primary and senior secondary schools, languages, addresses and quantities provided and signed off by the PED, was accepted as the only distribution list to determine quantities and language selection per grade and per school. Where shortages were reported, in most of the schools this was caused by learners that had registered late. Textbooks were delivered to schools throughout January where shortages were registered. Barring the delays in certain areas due to adverse weather conditions, these deliveries were an overall success.

Considerable progress was observed in the affected provincial education departments in terms of implementing effective financial systems and controls. The DBE will continue to guide and monitor service delivery in the administered provinces.

Although the education sector receives a considerable allocation from the national budget, the main challenge with most provincial education department budgets is the considerable cost of personnel. This exerts pressure on non-personnel expenditure within the sector and results in resourcing limitations.

Despite clear evidence that South Africa's schooling system is on an upward path, the considerable media attention received in 2012 has not reflected DBE's achievements in the sector. TIMMS results showed that South African national average scores in Mathematics and Science, although still low, have improved since 2002. The number of matriculants with Bachelor's passes almost doubled over the last twelve years, from around 70 000 in 2000 to around 136 000 in 2012. The percentage of youths who complete Grade 9 has increased from 80% in 2003 to 87% in 2011. The roll-out of the ANA programme across all primary schools in 2011 and 2012 was a milestone for the schooling system that reflects the serious intent to measure and improve the quality of education with the emphasis on actual outputs. Significant progress has therefore been achieved to date, despite contextual factors having placed considerable strain on the sector.

Education remains a societal issue. Despite the economic downturn globally, the business sector and civil society made an immense contribution to education through involvement in the *94+ Projects for Madiba* campaign. The *94+ Projects for Madiba* campaign targeted 104 rural, urban, township, farm and special schools, serving approximately 63 000 learners. The schools received support valued at approximately R40 million from a total of 22 partners and seven national government departments.

A National Leadership Dialogue was convened in December 2012 to reflect on the progress and challenges in education in South Africa. The dialogue created a non-political and inclusive avenue to explore joint societal actions through open, honest engagement among leaders and decision-makers of key stakeholders such as teacher unions, students' organisations, civil society organisations, business and government. Consensus was reached on the National Development vision of partnership in education. The NDP lists education as one of the core elements in eliminating poverty, reducing inequality and creating the foundation of an equal society. All participants agreed that quality education was a major contributor to the country's social and economic growth and approved of the need to move forward with consolidating key aspects of the dialogue.

## 3.2 Service Delivery Improvement Plan

The Department has completed a service delivery improvement plan (SDIP). The tables below highlight the SDIP and the achievements to date in relation to progress in its implementation.

### Main services provided and standards

Main services	Actual customers	Potential customers	Standard of service	Actual achievement against standards
The provision of CAPS-aligned textbooks for learners in the Intermediate Phase and Grade 11.	Learners	Learners in schools	85% of learners as a minimum	99.4% according to PED reports.
Universalise access to Grade R.	Learners	All Grade R learners	At least 69% by 2012/13	87.8% according to the 2011 GHS.

### Consultation arrangements with customers

Type of arrangement	Actual Customers	Actual achievements
Heads of Education Departments Committee (HEDCOM)	All nine Provincial Education Departments	Achieved
Council of Education Ministers (CEM)	All nine Provincial Education Departments	Achieved

### Service delivery access strategy

Access Strategy	Actual achievements
Call Centre	Telephonic, operational
Website	Internet, operational
Electronic Mail	Internet, operational
Government Gazettes	Newspaper
Media	Advertisements placed
Minister's hotline	Telephonic, operational
Presidential hotline	Telephonic, operational

### Service information tool

Types of information tool	Actual achievements
Annual Performance Plan	Published
Annual Report	Published

### Complaints mechanism

Complaints Mechanism	Actual achievements
Responding to enquiries that come through the Call Centre.	11 264 calls were handled.
Responding to Presidential hotline.	84.34% of cases were resolved. Others were forwarded to PEDs for resolution.

### 3.3 Organisational Environment

During the period under review, the Department of Basic Education filled the two key posts of Deputy Director-Generals for Finance and Administration, and Planning, Information and Assessment. Other key Senior Management Service (SMS) posts that were filled were the Director (Financial Services), Director (Labour Relations), Director (co-ordination and Secretarial Support), Director (Educator Labour Relations and Conditions of Service), Director (UNESCO), Director (Business Process Management) and Director (Examinations and Assessment in Schools). Interviews for the key posts of Chief Director (Legal and Legislative Services) and Director (Internal Audit) were conducted during the period under review. Advertisements were placed for the key posts of Chief Director (Curriculum Implementation and Monitoring), Chief Director (Human Resource Management and IT), Chief Director (Curriculum and Quality Enhancement Programmes), Director (QLTC), Director (Provincial and District Planning, Implementation and Monitoring Support), Director (School Level Planning), Director (Technical Support in the DG's Office), Director (Research Coordination, Monitoring and Evaluation), Director (Strategic Planning and Reporting) and Director (Donor Grant Management).

The filling of the key posts has helped to bolster systems and processes in the Department and alleviate much of the capacity constraints experienced while the reconfiguration process was underway. 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. In response to natural attrition at middle and senior management level, the Department has put in place a development plan to address the issues related to career-pathing and succession planning. To this end 307 officials attended courses during the financial year for professional and personal development.

The DBE also has a dedicated unit which is responsible for coordinating all health and wellness matters. The DBE has secured the services of an on-site doctor to assist officials.

The Department of Basic Education continues to strive towards redressing the imbalances of the past and to ensure equity in the provision of education across the country with particular attention paid to gender equity. The Department already has a very good level of representivity.

The past year was a relatively peaceful year with the absence of strikes on the labour front. No cases of corruption were reported in the Department.

### 3.4 Key policy developments and legislative changes

#### Drafting legislation and regulations

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

#### **National Education Evaluation and Development Unit (NEEDU) Bill, 2011**

The NEEDU Bill was presented to HEDCOM and the CEM and was well received by the two forums. A reworked version was referred to HEDCOM on 13 and 14 August 2009 and to CEM on 31 August 2009. Both forums accepted the draft, which was then sent to the Minister of Basic Education to publish for public comment. The NEEDU Bill was published in the Government Gazette of 15 December 2011. The closing date for public comments was 17 February 2012. Comments were received from organisations and individuals. Two meetings were convened to evaluate the comments and the submissions will be finalised for the Minister to approve their incorporation into the Bill.

The Bill was legally certified by the Office of the State Law Adviser and the Regulatory Impact Assessment Report conducted on the Bill was approved by the Presidency. The Bill has been withheld pending the development of a business case as required by section 38(1)(m) of the Public Finances Management Act, 1999 (Act 1 of 1999).

The draft Bill will be canvassed with the Cabinet Committee once other hurdles are dealt with regarding the nature of NEEDU and its legal status.

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

The DBE is developing a profound proposal for the review and amendment of the education laws. The review is work in progress and at the time of reporting, 60% complete. A task team has been appointed to conduct the review of the basic education laws. The draft Bill will be canvassed with various structures for inputs once it has been completed.

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

The regulations in terms of Section 5A(1)(a) of SASA (norms and standards for school infrastructure) have been drafted. A plan for processing and finalising these regulations is in execution.

The draft norms were published on 8 January 2013 and the closing date for comments was 15 March 2013. Other consultation processes regarding the norms were conducted with Treasury and NEDLAC. Although the consultation process was completed, it was clear from the comments received, that the draft norms and standards needed to be reworked.

## 4. STRATEGIC OUTCOME-ORIENTED GOALS

The fourth democratic elections ushered in a new electoral mandate which defined the strategic objectives of government and informed the development of the Medium-Term Strategic Framework for the period 2009 to 2014. Government then agreed on 12 Outcomes as the key focal areas of work across all sectors until 2014. Each of the 12 Outcomes has a Delivery Agreement, which, in most cases, involves all spheres of government and a range of partners outside government. Combined, these agreements reflect government's delivery and implementation plans for its foremost priorities. Each outcome has a number of measurable outputs with set targets. Each output is linked to a set of activities that will facilitate achieving the targets and contribute to the outcome. *Outcome 1: Improved quality of basic education* is the apex priority of government's Programme of Action.

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

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

To achieve these goals and to address the challenges identified, the Department, worked collaboratively with PEDs and stakeholders, and focused on the following key improvement levers:

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

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

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

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

## **OUTPUT 1: IMPROVE THE QUALITY OF TEACHING AND LEARNING**

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

In 2012/13, the DBE continued to build on strategies that have a direct impact on strengthening teaching and learning in the classroom. The Curriculum and Assessment Policy Statements (CAPS) address the gaps and challenges that were identified in the National Curriculum Statements (NCS) and thus facilitate improved classroom practice. All reports emanating from the sector indicated that the CAPS were successfully implemented in the Foundation Phase and Grade 10 in 2012. The PEDs, in collaboration with unions, succeeded in taking teachers through the orientation workshops to ensure that the CAPS were properly implemented. The training emphasised expectations of curriculum coverage, management and delivery. The second phase of the implementation of the CAPS commenced at the start of the 2013 academic year in the Intermediate Phase and Grade 11. Preparation of policy documentation and orientation of officials has already commenced for Senior Phase and Grade 12 implementation in 2014.

The DBE entered into an innovative partnership with the independent sector to enable training and mentoring of teachers of key subjects such as Mathematics and Science on the training platform provided by the independent schooling sector, using support from the Funza Lushaka Bursary Programme.

An intervention programme focused on the teaching of problem areas in Mathematics in Grade 4 was developed in collaboration with the Japan International Cooperation Agency (JICA). The Department provided training to Subject Advisors on the development of Multigrade Annual Teaching Plans for multi-grade schools. The Multigrade Annual Teaching Plans will support the implementation of the CAPS and provide teachers with clear guidelines on how to teach and assess across different grades.

The implementation of post-provisioning norms received urgent attention across provinces, vacancies were filled and issues related to the processing of leave of absence, salaries and educator human resource management were strengthened.

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

Workbooks, as a support to the implementation of CAPs, are a key DBE intervention to support the improvement of numeracy and literacy among learners. For the 2013 academic year, learners in public schools received Grades 1-6 Home Language workbooks in all languages; Grades 1-3 Mathematics workbooks in languages of learning and teaching; Grades 4-9 Mathematics in English and Afrikaans; Grades 1-6 First Additional workbooks in English; and Grades 1-3 Life Skills workbooks in languages of learning and teaching. The workbooks are intended to support the improvement of learner performance by assisting teachers to expose learners to a set of standardized exercises.

The delivery of Grades 1-9 workbooks for the 2013 academic year commenced at the beginning of October 2012 (Volume 1, covering work from January to June). As at 23 February 2013, a total of 23 million workbooks was delivered for utilisation by 10 124 655 learners for the 2013 academic year. The development of the National Catalogue for textbooks for Senior Phase and Grade 12 commenced in November 2012 and was completed on 23 March 2013. The catalogue was released to provinces by the end of March. In addition, the catalogues for Natural Science and Technology for Grades 4-6 and addenda for Grade 10 Afrikaans (SAL), Grade 11 Afrikaans (SAL) and Agricultural Management Science were also released in March. This augurs well for PEDs to commence timely procurement of textbooks for the 2014 academic year.

The DBE introduced the Basic Education Sector Plan on LTSM to assist provinces to report on key milestones of procurement and delivery and to ensure adherence to timeframes. As of 5 April 2013, the national average of delivery of textbooks was 99.4%.

## **OUTPUT 2: UNDERTAKE REGULAR ASSESSMENT TO TRACK PROGRESS**

The Annual National Assessment is not only a measure of progress. It is also designed to help the DBE to determine where support for learning and teaching is most needed. It is also designed to help schools, teachers and communities know where the problems were and which schools could be considered role models for the country.

### **Output 2: Sub-output 1: Establish a world-class system of standardized national assessments**

The Annual National Assessments (ANA) tests were introduced by the DBE to measure the quality of learner performance in specific grades and subjects and to diagnose problems in learner performance. The ANAs were written by over 7.2 million Grades 1-6 and Grade 9 learners in September 2012. Although not strictly comparable, because of the differences in administering of the ANAs in February 2011 and September 2012, the ANA tests revealed an improvement in learner performance with regard to Literacy and Numeracy between 2011 and 2012. The average learner's performance in Literacy in Grade 3 was 52%, an improvement of 17% from the 35% in 2011. The average learners performance in Grade 3 Numeracy was 41%, an improvement of 13% compared to 28% in 2011. In Grade 6, the national average performance in Languages was 43% (Home Language) and 36% (First Additional language), compared to 28% in 2011. The improvement of 15% in Home Language brought the sector closer to its target of 60% in 2014.

The ANA in Grade 9 was written for the first time in 2012. Disappointingly, Grade 9 results for Mathematics were 13% on average. Provincial performance ranged from 7 to 17%. These results illustrate the manifestation of problems in quality of schooling in the later grades, with only 2% of learners achieving above 50% in the Mathematics paper. Information from ANA will be leveraged further to direct teachers towards the specific subject knowledge and curriculum coverage required to ensure improvement in the future.

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

Since 1994, the DBE has been committed to participating in international testing programmes such as TIMSS, PIRLS and SACMEQ. In fact, it is a commitment by the Department which lies behind the realisation among policymakers around 2005 that we needed to change our strategies fundamentally if we were to achieve quality schooling for all.

South Africa participates in International assessments in order to benchmark learner performance. South Africa's country report on the results of (a) Progress in Reading and Literacy Study (PIRLS) and (b) Trends in Mathematics and Science Studies (TIMSS) was released in December 2012. The PIRLS reported on the performance of Grade 4 and 5 learners in literacy while the TIMSS study reported performance in Mathematics and Science in Grade 9. The TIMSS showed that South Africa improved by 50% more than the average expected improvement over a four-year period. The PIRLS study showed that the baseline performance at Grade 4 level was fairly low and lower than the performance of other countries in the same category, particularly in the indigenous languages. Although overall there was no significant improvement in performance at Grade 5 level, it must be noted that the proportion of Grade 5 learners who were performing at the lowest level decreased remarkably compared to 2006. Improvements are evident, albeit from a low base, and by learners who are not the most advantaged.

Performance patterns in the TIMSS study (Grade 9) were similar to what was observed in the PIRLS study and in the national ANA. There was remarkable improvement at the lower end of the scale but no appreciable corresponding increase at the top end. An observation made was that South Africa's top-performing schools still perform relatively lower than their counterparts in other education systems. The 2011 and 2012 ANA results also revealed a number of well resourced schools who are consistent underperformers.

### **OUTPUT 3: IMPROVE EARLY CHILDHOOD DEVELOPMENT**

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

Expansion of Grade R is one of the great success stories in the education sector. According to Statistics SA's survey of households the percentage of children who participated in Grade R in 2011 before going to Grade 1 in 2012 was 94%. Between 2003 and 2012, Grade R enrolment in public and primary schools more than doubled, increasing from around 300 000 to 735 000. Around 80% of Grade R enrolment occurs in primary schools, with the remainder occurring in separate pre-schools.

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

It is not enough for children to be enrolled in Grade R – children should acquire basic skills during Grade R that will help them in Grade 1 and beyond. The Department established a research project to examine the impact on ANA results in later grades of introducing Grade R at primary school. The study found that the introduction of Grade R improved learner performance in many schools, and across many grades. However, there were also schools where the impact of Grade R was extremely low. This finding underlines the fact that Grade R teachers must be properly trained and learners must have access to good learning materials.

### **OUTPUT 4: ENSURE A CREDIBLE, OUTCOMES-FOCUSED PLANNING AND ACCOUNTABILITY SYSTEM**

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

In 2008, the DBE established a national team of 75 IQMS external moderators who visit schools to help provincial officials to monitor the proper implementation of IQMS. To date, the external moderators have managed to visit around 90% of schools. During the period 1 April 2012 to 31 March 2013, IQMS moderators visited a total of 14 003 schools for purposes of IQMS monitoring, data capturing in the Eastern Cape, monitoring of school readiness and monitoring the writing of National Senior Certificate examinations. These monitoring visits included guidance and advice given by the moderators to strengthen school management and promote functional schools. External moderators also observed teachers in classrooms, checked on the utilisation of workbooks, and the procedures followed in the appointment of teachers and school principals.

A National Task Team composed of the DBE and provincial coordinators from KwaZulu-Natal, North West, Free State, Western Cape, Limpopo and Gauteng provinces devised a framework to be used for the development of management guidelines for school principals, with the focus on using the key 'building blocks' of effective school management.

SGB elections were held in March 2012, which resulted in new SGBs assuming office at the beginning of this financial year. Training of SGBs is ongoing and contributes to promoting functional schools.

In order to mitigate the socio-economic impact of poverty on learning, more than nine million learners were fed a nutritious meal daily, while over 600 000 learners underwent health screening. Over nine million children in non-fee paying schools (more than 82% of public schools) received free education.

The Quality of Learning and Teaching Campaign continued, with committees being established to protect teaching time.

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

The roles and functions of a district office have one overriding purpose, namely to advance the implementation of quality education and improve service delivery in all education institutions. Education district offices play a key role in improving learner performance. However, the reality is that educational opportunities and educational success are unequally distributed and the intensity and quality of service delivery vary considerably from education district to education district across the provinces. The disparities between high and low-achieving districts are gross and unacceptable in a democratic South Africa. The disparities are particularly severe in rural districts, especially those that were part of rural homelands whose economies were based in subsistence agriculture, animal husbandry and remittances from migrant workers. These districts probably constitute the majority of education districts in South Africa. The capacity of district offices is not uniform throughout all provinces. Some district offices perform their roles at a high level of efficiency, while many others do not.

In recent years, provincial education departments have increasingly prioritised their district offices and undertaken major restructuring to make them more effective. There has however been no common formulation of the role of a district education office. As a means to address this, the *Guidelines on the organisation, roles and responsibilities of education districts document* was released for comment. Comments on the *Guidelines on the organisation, roles and responsibilities of education districts document* were received from stakeholders and are being processed. Guidelines for the development of district improvement plans are being developed. The guidelines include ways to improve focused support services rendered by districts, based on the effective use of the National Senior Certificate and Annual National Assessment results, and ways to synergise district and school level planning.

These guidelines express a national vision for education districts in the transformation of the education system. They determine a standard nomenclature for district offices and personnel and provide a normative guideline for the management and operation of district offices, including the support they render to schools, and indications of the span of functions of district managers. The role of sub-district managers will implicitly derive from the guidelines in later iterations of policy.

Education district offices play a pivotal role in ensuring that all learners have access to education of high quality. District offices form the crucial link between provincial education departments, schools and the general public. For this reason the DBE has quarterly engagements with District Directors to guide their contribution to the outputs of *Action Plan to 2014: Towards the realisation of schooling 2025*. The Minister's quarterly meetings with district directors have addressed key issues for improving the quality of schooling. School and district planning and management monitoring tools were developed in accordance with school and district reporting requirements, subsequent to discussion and agreement at the Council of Education Ministers (CEM).

#### **OUTPUT 5: IMPROVEMENTS IN THE CAPACITY OF THE DEPARTMENT OF BASIC EDUCATION**

In order to achieve *Outcome 1 : Improved quality of basic education* the Department of Basic Education strives towards the continuous improvement of organisational efficiency.

The DBE contributes to quality in the basic education system through effective institutional service delivery processes, planning and provisioning. As part of the work of the DBE, vacancy management, human resource development and performance management intervention have been prioritised to increase efficiency and the capacity of the DBE to deliver on its mandate.

The National Education Evaluation and Development Unit and the Planning and Delivery Oversight Unit are now operational and play key roles in oversight functions. During the period under review, capacity was expanded in the ASIDI project in order to enhance delivery on infrastructure projects.

Despite considerable strain on human resources the DBE was able to fulfil its obligations in terms of the administration of education in the Eastern Cape and Limpopo provinces.

## 5. PERFORMANCE INFORMATION BY PROGRAMME

The improved quality of basic education has received priority status under the current national administration and is Outcome 1 of the 12 outcomes which form the Government's Programme of Action. *The Delivery Agreement for Outcome 1: Improved quality of basic education* was signed with the Minister of Basic Education as the principal signatory. In an effort to strengthen and support delivery of the Department's mandate, the Department developed a landmark sector plan in 2010 known as the *Action Plan to 2014: Towards the realisation of Schooling 2025*.

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

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

### 5.1 PROGRAMME 1: ADMINISTRATION

#### a. PURPOSE

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

#### b. LIST OF SUB-PROGRAMMES

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

#### c. STRATEGIC OBJECTIVES

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

#### d. PROGRAMME OVERVIEW

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

**e. PROGRAMME SUMMARY AND PERFORMANCE INFORMATION**

**(i) HUMAN RESOURCE MANAGEMENT AND DEVELOPMENT**

Although Programme I does not contribute directly to the achievement of Outcome I, it supports the achievement of Outcome I and the goals of the Action Plan by ensuring that the DBE has adequate staff and that staff are fully capacitated to deliver on DBE's mandate.

In support of the Programme's purpose, namely improving the institutional capacity of the DBE, 140 posts were advertised during the 2012/13 period. Ninety-four interviews were held and 79 appointments were made in the period under review. These included appointments for interviews for posts identified during the 2011/12 period.

Efforts to establish a culture of accountability and performance-based reporting and management in the DBE culminated in the finalisation of performance assessments of all officials by the end of the financial year. All administrative matters related to the end of the financial year, including performance bonuses and tax reconciliations, were addressed and finalised.

Capacity-building forms an integral part of the Department's strategy to ensure that officials are adequately equipped and trained to execute their portfolios effectively and efficiently. In the financial year under review, 350 officials attended skills training and development courses, exceeding the target of 280 set by the Department. These courses were identified according to the Personal Development Plans of officials. Seventy-three officials also attended the induction course.

The main courses or workshops are indicated below:

Name of Course	Number of officials
PERSAL	4
BAS	8
Train the Trainer	2
Audit Supply Chain Management	11
Advanced Management and Development Programme	20
Business writing skills and report writing	20
Data Analysis and Reporting	18
Effective Business Writing Skills	20
Project Management	20
Financial Review	11
MS Word	15
MS Access	23
Finance for non-financial managers	18
Monitoring and Evaluation	9
Intermediate MS Excel	19
Access Technology	2
Emerging Management Development Programme	20
Supply Chain Management	4
Advanced Ms Excel	7
Skills Development and Training	22

In support of the government's efforts to reduce unemployment, internships were introduced by government departments to afford young graduates the opportunity to gain valuable work experience. The DBE exceeded its target of 55 for intern appointments, and appointed 87 interns for the year. Of these, 34 interns were subsequently appointed on contract and four were appointed permanently.

One disciplinary case was finalised during the fourth quarter, but overall labour peace prevailed during the year, largely because of the DBE's good working relationship with the unions.

## **(ii) INTERNATIONAL RELATIONS AND MULTILATERAL AFFAIRS**

### **Bilateral Agreements in progress during 2012/13**

Partnerships with various institutions and organisations form part of the Department's efforts to engage and form a basis of support with strategic stakeholders across the world. In the year under review, the Department negotiated a cooperation agreement with the Ministry of Education of China. The agreement focused on key national priorities such as further education, peace and security and health and was signed during the State visit by the new President of China, Mr Xi Jinping, on 26 March 2013. It is anticipated that this agreement will result in international support for improvement of the education of South African learners.

The Department negotiated a second cooperation agreement (referred to as the Declaration of Intent) between the South Africa government and the British government regarding English in education. The Declaration of Intent is awaiting approval and signing. The agreement is intended to support national efforts to improve literacy across all phases. The DBE is developing a partnership with the government of Cuba, to conduct an exchange programme of tutors in the fields of Mathematics, Science and Technology. The Department is also negotiating a bilateral agreement with the Serbian Ministry of Education, Science and Technology Development.

As Language, Mathematics, Science and Technology are among the gateway subjects identified by the Department as requiring additional support (in order to create learners that are adequately equipped with a competitive advantage regionally and internationally), the agreements with international countries and ministries support this objective.

A cooperation agreement in the field of basic education was also negotiated with the Ministry of National Education in Turkey.

Lastly, on behalf of Umalusi, the DBE is facilitating development of a bilateral agreement with Namibia on sharing of certification data for Grade 12. These efforts are intended to support the National Senior Certificate process in the country.

### **Engagements by the Ministry of Basic Education**

The Minister and the Deputy Minister, met with several representatives of foreign governments with which the DBE has existing partnerships. These included:

- The Ambassador of Japan to South Africa, and the President of the Japan International Cooperation Agency (JICA). The Government of Japan, through JICA, provides in-house technical support to the DBE in the field of Mathematics.
- The USA Chargé d'Affaires. The US government has partnered with the DBE through USAID to implement the School Capacity Innovation Programme (SCIP). This programme seeks to improve primary grades' reading outcomes by building teacher effectiveness and strengthening classroom and school management.
- The Ambassador of the European Union (EU) to South Africa. The EU supports the DBE through the Primary Education Sector Policy Support Programme. The Programme seeks to contribute to improving learner performance in literacy and numeracy at primary school level.

The Minister and Deputy Minister also participated in other international engagements, including:

- The DBE's participation in the 13<sup>th</sup> World Congress of Teachers of French which was held in Durban (23 – 27 July).
- A delegation of senior officials led by the Minister to the 18<sup>th</sup> Conference of Commonwealth Education Ministers (CCEM) in Mauritius (28 – 31 August 2012).
- Attending the celebration of the 95<sup>th</sup> Anniversary of the Finnish Independence Day, at the Embassy for Finland in Pretoria, on 6 December 2012. The occasion was also used to officially welcome the Finnish Ambassador-Designate to South Africa. Discussions were held on reviving relations with Finland, especially with regard to Inclusive Education programmes, Mathematics and Science teacher training.
- Attendance by the Deputy Minister of the Education World Forum held in London (28 – 31 January 2013).
- Attendance by the Deputy Minister of the Third International Summit on the Teaching Profession (ISTP) in Amsterdam (13– 14 March 2013).

### International delegations hosted during 2012/13

In support of efforts to improve personnel resources and staff competencies in Departmental entities and provincial education departments (PEDs), the DBE engaged in strategic discussions to enhance the Department's knowledge. These included hosting an incoming delegation of the Pakistani Education Sector Personnel and Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) technical staff. The tour took place from 2 to 10 May 2012, and included dialogue with key national and selected PED officials, as well as with Umalusi and the South African Qualifications Authority (SAQA).

In support of teacher development, the DBE met with a Zimbabwean delegation who visited South Africa from 28 to 30 October 2012 for the Joint Commission Committee. The focus of work between the two countries will be the training of Mathematics and Science teachers for South Africa. The exchange of study tours between the two countries are under discussion. The DBE hosted delegates from Georgia State University to discuss possible partnership in the training of teachers and principals, as well as in ECD. The meeting was held on 26 February 2013 in Pretoria.

In recognition of the importance of technological development and the role of information technology in promoting access and efficiency in education, the Department hosted a delegation of the Korea Education Frontier Association (KEFA). The tour, which was aimed at understanding information technology developments in the South African basic education sector, took place from 18 to 20 September 2012, and included dialogues with key officials of the DBE, as well as visits to schools in Mpumalanga and the Eastern Cape.

### Summary of other key activities during 2012/13

The Department participates in numerous associations that assist with technical support and funding of targeted initiatives that enhance the education system. In the year under review, the Department submitted input into the Commonwealth Guidebook to Education Initiatives. The guidebook showcases initiatives that improve learning and teaching in the Commonwealth. Credible reports on European Union (EU) supported programmes were prepared and the DBE and USAID reported substantial progress in terms of preparatory work for the School Capacity and Innovation Programme (SCIP). The DBE and USAID launched the School Capacity Innovation Programme (SCIP) on 8 November 2012.

The Department recognises the importance of benchmarking through numerous methods, including participating in national and regional competitions and assessments. In support of regional benchmarking efforts, the Department facilitated the participation of South African learners in the Southern African Development Community (SADC) Secondary Schools Essay Competition. Three top national essays were submitted in the competition and the DBE participated in the regional adjudication process in July 2012. The DBE hosted the 2012 SADC Secondary Schools Essay Competition prize-giving ceremony during the Minister's luncheon with the top Grade 12 learners on 2 January 2013.

The DBE provided input on the third report on the implementation of South Africa's African Peer Review Mechanism (APRM) Programme of Action. South Africa was expected to submit a third report on the implementation of the National Plan of Action (NPOA) at the African Union Summit of Heads of States and Government (HOSG) of APRM-participating countries in 2013.

In recognition of the high standard of the National Senior Certificate (NSC), the DBE received a draft Agreement from the Ministry of Education of the Kingdom of Swaziland on collaboration in the National Senior Certificate – in particular pertaining to Swazi learners writing the South African National Senior Certificate. Finalisation on this matter is expected shortly.

The DBE attended the 15<sup>th</sup> anniversary celebration of bilateral relations between South Africa and China at the Chinese Embassy on 31 January 2013. At that occasion both the Chinese Ambassador, Mr Tian Xuejun, and the Minister of International Relations and Cooperation indicated that relations between the two countries had developed significantly in all areas of cooperation. The relationship was supported by the strategic dialogue partnership agreed to by South Africa and China in 2008 and the signing of the Beijing Declaration in 2010 on the establishment of a comprehensive strategic partnership.

## UNESCO

The DBE, as the lead Department, convened the first meeting of the South African National Commission (NATCOM) for UNESCO on 11 April 2012. The meeting was attended by representatives of the Departments of Higher Education and Training, Arts and Culture, Science and Technology, Water Affairs, Sport and Recreation South Africa, Environmental Affairs, International Relations and Cooperation, and Communication, and representatives of civil society.

On behalf of the South African government, the DBE led the compilation of the UNESCO National Report on Adult Learning and Education which was submitted to UNESCO in preparation of the Global Report on Adult Learning and Education (GRALE) and the end of the United Nations Literacy Decade.

The DBE participated in the "The South Africa-United Nations Strategic Cooperation Framework 2013-17 (SCF)". The SCF is the overall framework for the UN's work in South Africa. The SCF was developed in a participatory process coordinated by DIRCO and the UN Country Team. The SCF includes the presentation of the overall situation in South Africa as reflected in the New Growth Path (NGP), the National Development Plan (NDP) and the Medium-Term Strategic Framework (2009-2014).

The DBE hosted Mr Du Yue, Secretary-General of the National Commission for UNESCO of the People's Republic of China. The purpose of the study tour was to share and learn from each other's best practices on issues of quality in education.

The following UNESCO engagements were coordinated by the DBE:

- Education for All (EFA) Country Report / Post-General Conference Stakeholders' report-back meeting on 6 July 2012;
- Education Sector Committee meeting on 22 August 2012;
- Global Monitoring Report (GMR) Task Team meeting on 3 September 2012;
- UNESCO regional workshop on education statistics for Anglophone Africa, 4 to 8 November 2012, Addis Ababa, Ethiopia;
- UNESCO's international declarations on bioethics and genetics – the 1997 Universal Declaration on the Human Genome and Human Rights, the 2003 International Declaration on Human Genetic Data and the 2005 Universal Declaration on Bioethics and Human Rights – input on the status of implementation at the national level;

- Regional Expert Meeting for follow-up CONFINTEA VI in Africa, 5 – 8 November 2012; and
- The meeting of the Open-ended Tripartite Working Group for the review of the cooperation of UNESCO's Secretariat with NATCOMS, held on 19 October 2012.

### International engagements

- The DBE participated in the 50<sup>th</sup> Anniversary Celebrations of the Pan African Women's Organisation (PAWO), hosted by the South African Permanent Delegation to UNESCO in Paris, held on 14 November 2012.
- The DBE participated in the Second UNESCO Mobile Learning Week and Senior Education Policy Makers' Forum, held in Paris, France, 18 – 22 February 2013.
- The DBE participated in the global meeting of the Thematic Consultation on Education in the Post-2015 Development Agenda, Dakar, Senegal, held 18 – 19 March 2013.

### UNESCO missions to South Africa

The DBE provided support to the following UNESCO missions in the country, amongst others:

- UNESCO personnel from the Section of HIV and Health Education, Division of Education for Peace and Sustainable Development (ED/PSD), visit to Johannesburg, South Africa, 28 January to 1 February 2013.
- Professor A Wright attending the signing ceremony of the United Nations-South Africa Cooperation Framework, 25 February 2013.
- The field trip to Cape Town by the Swedish National Council of Adult Education officials Ms Karin Darin and five other delegates from 18 to 24 March 2013. The trip was aimed at learning about education policies and challenges.
- The planning meeting of the newly approved SIDA-funded project covering 16 East and Southern Africa (ESA) countries on HIV and sexuality education.
- The Technical Coordinating Group meeting for the ESA Ministerial Process – a UNESCO/UNAIDS-led process to develop a regional ministerial commitment to improving sexual and reproductive health education and services for young people in 21 countries of the ESA region, which involves high-level representatives from UNAIDS co-sponsors, bilateral agencies and civil society organisations from global level and the ESA region.

### (iii) LEGAL AND LEGISLATIVE SERVICES

The Legal and Legislative Services unit provides the Minister, the Deputy Minister, the DBE and the provincial education departments with strategic direction and advice on education legislation and the education laws.

### LEGISLATIVE SERVICES

#### Drafting legislation and regulations

In the reporting period, the DBE processed the following legislation:

- National Education Evaluation and Development Unit (NEEDU) Bill, 2011
- Basic Education Laws Amendment Bill, 2013
- Regulations in terms of section 5A(1)(a) of SASA (norms and standards for school infrastructure) (draft).

## Legal advice

The following are some of the policies or activities on which legal advice was given:

- Inter-departmental forum on provision of services to children with severe and profound intellectual disabilities, legal implication of the Children’s Act, Mental Health Act and National Health Act on the provision of basic education (task team membership).
- Legal opinion on the Care and Support for Teaching and Learning programme training handbook for schools.
- Opinions on a number of issues, including the concept of undue enrichment, erratum on the publication of the Norms and Standards for School funding, AFCON MoU.
- Consulted with PED representatives regarding section 5A(1)(a) of SASA.
- Opinion on revised Personnel Administrative Measures (PAM) to the ELRC task team.

## Section 100(1)(b) intervention activities

The DBE Legal Services unit assisted in providing legal assistance to the Eastern Cape Education Department as part of a task team. The purpose of this task team was to deal with litigation in the Eastern Cape Education Department.

The DBE Legal Services unit assisted in dealing with court cases of the Limpopo Education Department and provided legal assistance to the intervention team in the province.

## LEGAL SERVICES

The Legal Services unit managed litigation in the following cases:

<b>July to September 2012 Court Cases</b>	<b>Status</b>
Federation of Governing Bodies for South African Schools and Another vs. Minister of Basic Education and 19 Others	Finalised
Hardware Warehouse Ltd vs. Minister and the Eastern Cape Department of Education	Finalised
Kalarickattu Jonah John and 14 others vs. MEC of Eastern Cape, HOD of Eastern Cape Province, Minister of Basic Education and the Director-General	Finalised
PNVellel vs. MEC for Basic Education & 3 Others Case Number: P289/12	Finalised
Kharprop Properties vs. Minister of Basic Education	Finalised
IL Sikuola vs. Department of Education	Finalised
L Lepholetse vs. Department of Education	Finalised
Sodwa Trading cc vs. Minister of Basic Education	Finalised
CWilson vs. MEC of Education	Finalised
Section 27 vs. Minister of Basic Education	Finalised

<b>October to December 2012 Court Cases</b>	<b>Status</b>
Gonubie Primary School vs. Eastern Cape Department of Education	Finalised
Provision of learner and teacher support materials and equipment to support visually-impaired learners	Finalised
Notice in terms of section 3 of the Institution of Legal Proceedings against Certain Organs of State Act, Act 40 of 2002. Our client Merchant West (Pty) Ltd; Mabopane and Cellcor Marketing	Finalised
2013 Post establishment fixed in terms of section 5 of the Employment of Educators Act – Our Client SADTU	Finalised
Circular Office Suppliers and Printers cc. t/a Valmac Office National - St John, Port Elizabeth	Finalised
Unaffordable increase in electricity tariffs for public schools in Mpumalanga	Finalised
Service Rendered: Uxolo High School	Finalised
Service Rendered: Sinethemba Senior Secondary School	Finalised
Service Rendered: Fezeka Secondary School	Finalised
Statutory letter of demand: Nozibele Mhatu – Educator at Kwamsikwa Junior Secondary School	Finalised
Statutory notice in terms of the Institution of Legal Proceedings against Certain Organs of State Act, Act 40 of 2002: Our Client: Mothebane Maggy Mnisi	Finalised
Furniture shortage at Ximunwana Secondary School	Finalised
Contract for the distribution and warehousing of textbooks. Department of Basic Education, Eastern Cape	Finalised
Beauty Mgaga on behalf of Ronne Thabane Mgaga vs. Minister of Basic Education and Minister of Police	Finalised
Grant of appeal against acting HOD Mr Ngonzo's decision to revoke LTSM procurement powers	Finalised
Notice in terms of section 3 of the Institution of Legal Proceedings against Certain Organs of State Act, Act 40 of 2002 (Mabopane Secondary School)	Finalised
Notice in terms of Section 3(1) of the Institution of Legal Proceedings against Certain Organs of State Act, Act 40 of 2002: Uncle Benny GP Engineering vs. Minister of Basic Education, Limpopo Department of Education and Administrator. (Re: Termination of Tender No EDDP 548 for the delivery of foodstuffs to public school in Vlakfontein circuit: Capricorn District)	Finalised
Demand in terms of Section 56 of Magistrate's Court Act, RGL Trading (Pty) Ltd t/a ITEC East Cape	Finalised
Demand for payment of sums due to East of Eden Trading 349 (Pty) Ltd t/a Gwala Training Services by Limpopo Department of Education	Finalised
Appeal in terms of the provisions of regulations 6 (3) of the regulations promulgated under and in terms of section 63 (2) of the KwaZulu-Natal School Education Act, Act 3 of 1996. (Vryheid High School)	Finalised
Appeal in terms of the provisions of regulations 6 (3) of the regulations promulgated under and in terms of section 63 (2) of the KwaZulu-Natal School Education Act, Act 3 of 1996 (Carter High School)	Finalised
Appeal in terms of the provisions of regulations 6 (3) of the regulations promulgated under and in terms of section 63 (2) of the KwaZulu-Natal School Education Act, Act 3 of 1996 (the Governing Body of Northern Park School, Pietermaritzburg vs. Andisa Nhlalohle Zondi)	Finalised
School Publishers exploit literature writers for profits	Finalised
PAIA request – Mailtronic Direct Marketing	Finalised
Mahanyele Attorneys – Eradicated Security Services	Finalised

<b>January to March 2013 Court Cases</b>	<b>Status</b>
City Deliveries (Pty) Ltd and Others vs. Minister of Basic Education	Finalised
Purchase of ABSA/Unifer loan book portfolio by Amplisol (Pty) Ltd, Switching of payments in terms of emolument attachment order.	Finalised
Notice in terms of section 3 of the Institution of Legal Proceedings against Certain Organs of State Act, Act 40 of 2002 – Forest Heights Primary School	Finalised
New Generation Publishers – Appeals	Finalised
Claim against DBE – by MN Ntsala	Finalised
Unfair application in the payment of tariffs for examination-related work and per hour-based remuneration: administrative assistant	Finalised
JL Mashilangoako – pension number 97497123	Finalised
Protocol to be entered into between the Minister of Higher Education and Training and the Minister of Basic Education on behalf of the Limpopo Province MEC, on the administration, funding and management of staff to be seconded	Finalised
Enoch Maponya vs. Limpopo Department of Education, Minister of Basic Education and Others	Finalised
Urgent concerns regarding physical infrastructure and overcrowding at Jaji Secondary School	Finalised
The closure/merger of Vulinqondo Primary School	Finalised
Claim to institute investigation at Groenberg Primary School	Finalised
Close To Home Trading 541 t/a @OfficeWorld Bloemfontein	Finalised
A complaint from Mr M Mokoto and Ms De Kock	Finalised
Brege Computer Management System cc t/a Compussys vs. Department of Basic Education	Finalised
Notice in terms of Section 3(1) of the Institution of Legal Proceedings against Certain Organs of State Act, Act 40 of 2002: Beverly Projects vs. Minister of Basic Education, MEC:: Limpopo Province Department of Education and Administrator: Limpopo Province Department of Education	Finalised
Summons – Van Niekerk WP vs. Minister of Basic Education	Finalised
Nomvuzo Princess Melato on behalf of Chulumanco Sakumzi Monde (15 November 2000)	Finalised
Priscilla Ntuli vs. Minister of Basic Education	Finalised
Thwala Nompumelelo Cherry vs. Minister of Basic Education	Finalised
Shireen Shriduth vs. MEC for KwaZulu-Natal, Minister of Basic Education and Government Employees Pension Fund	Finalised
Section 27 - Concern about sanitation facilities at public schools in Limpopo Province	Finalised
Land claims in respect of property described as Dasport (old Willie Snyman)	Finalised
Emoluments Attachment Order from Loots Attorneys	Finalised
Little Flower Primary School vs. the MEC for Eastern Cape and 8 Others: Case number 377/13	Finalised
VAT: irregularities	Finalised
Urgent application: Centre for Child Law and Others	Finalised
S Mnyamana vs. Minister of Basic Education Case No 19/2012, Confimvaba	Finalised
Mandatory submission of section 32 reports in terms of the Promotion of Access to Information Act, Act 2 of 2000	Finalised

<b>Cases in which the Department is currently involved</b>	<b>Status</b>
Kharitome Training and Consulting vs. Minister of Basic Education	Ongoing
S Khubeka and Others vs. MEC for Education in KwaZulu-Natal and Others	Ongoing
Lingua Franca vs. Minister of Basic Education	Ongoing
Magna FS vs. Minister of Basic Education	Ongoing
African Publishers Association vs. Minister of Basic Education	Ongoing
New Generation Publishers vs. Minister of Basic Education	Ongoing
Beauvallon and Others vs. MEC Education (WC) and Others	Ongoing
Summons pertaining to TF Makofane vs. Minister of Basic Education	Ongoing
Summons of Edward James Petersen – Kha Ri Gude Literacy campaign SA	Ongoing

**(iv) MEDIA LIAISON and NATIONAL & PROVINCIAL COMMUNICATION**

The Media Liaison and National and Provincial Communication unit aims to strengthen the Basic Education communication system in respect of effectiveness and provincial alignment. The communication approach is based on developmental communications to ensure that all education stakeholders are informed of developments within the sector.

A comprehensive 365-day communications strategy was developed for the DBE and presented to the relevant structures and managers for input and approval. The following tools and platforms were used to convey education sector information:

- Communication strategies were developed for the second cycle of the Annual National Assessments that were written in September 2012 and the Limpopo Catch-up Plan.
- *Vuk'uzenzele* was used to communicate education issues to the public;
- Communication strategies were developed for the *94+ Projects for Madiba, Integrated School Health Programme (ISHP) and the Kha Ri Gude Literacy Campaign*.
- Pamphlets were developed for external publication on *Safety in Education, Bullying at School and Road Safety*.
- An article on the National Teacher Awards was submitted to the *Public Sector Manager* for publication in May.
- The proposed 2015 School Calendar was published.
- The unemployed educators' database registration was advertised.

During the reported period, the DBE informed the public and stakeholders on an ongoing basis on the policies, programmes and interventions of the DBE. The communications team attended to 235 media queries and 29 interview requests. One hundred and seven media releases, 28 speeches and 116 replies to parliamentary questions were published and uploaded onto the DBE website.

Design and layout support for external and internal communications was provided to Branches, which included printed materials that were produced. The communications unit also supported DBE events through branding, photography and reports for the website to strengthen public relations. Events were organised and articles for internal and external audiences were written.

**Internal communications**

*Pula*, the DBE's internal newsletter, was compiled and published monthly. The new intranet design was developed and implemented. Articles placed on the intranet included coverage on BRICS, Human Rights Day, South African Library Week, Commonwealth Week, the Stop Rape Campaign and the Minister's Review Session.

Graphics were created and information displayed promoted national priorities internally. Issues covered included Human Rights Day, South African Library Week, Commonwealth Week, the Stop Rape Campaign, ASIDI, NTA, and the Minister's Review Session. Email signatures were instituted to promote themes of national interest, including BRICS, What's Up Teach?, National Teaching Awards 2012, the Stop Rape Campaign and the 2012 NSC Supplementary Examinations.

### Strengthening of web presence and e-communication

During the last quarter of the period under review the following activity was monitored on social networking platforms:

**Facebook** – The page had 5 212 followers with a total of 173 messages received and 230 posts by the DBE. The queries received and addressed on the profile covered a wide range of topics, including reissuing of certificates, NSC examinations, supplementary examinations, remarking examinations, past Grade 12 examination papers, curriculum queries, teacher employment, special schools and queries on ICT.

**Twitter** – The Twitter account had 8 460 followers. The DBE posted 502 tweets and received more than 400 mentions. The queries covered a wide range of topics including textbooks, examinations, examination rewrites, re-marking examinations, school infrastructure, teacher employment and curriculum.

**Website** – Unique Visitors to [www.education.gov.za](http://www.education.gov.za) were as follows: January: 183 372, February: 121 834 and March: 111 486.

## (v) STRATEGIC PLANNING, RESEARCH AND COORDINATION

### Research and evaluation studies

In response to concerns about the quality and effectiveness of textbooks and poor learner performance throughout the system, the DBE developed and delivered the first set of workbooks for Grade 1 to 9 in 2011 and Siyavula textbooks for Grade 10 to 12 in Mathematics and Physical Science. These were intended to assist teachers and learners directly in the classroom through the provision of worksheets, activities to reinforce Language and Literacy, Mathematics and Numeracy and Physical Science skills, provide teachers with a framework to monitor learner performance, provide lesson plans, and pace curriculum coverage appropriately.

The DBE determined that it was important to evaluate the quality and usage of the Language and Mathematics workbooks, to provide feedback to the system and guide adjustments to future editions. This would also contribute to the improvement of the effectiveness (including quality) and utilisation of workbooks and textbooks in schools. In the year under review the Department, with support from the United Nations Children's Fund (UNICEF), commissioned an independent evaluation of DBE-approved workbooks and Siyavula textbooks by the Australian Council for Educational Research (ACER). The evaluation focused on Language and Mathematics approved workbooks and Siyavula textbooks for Grades 3, 6 and 9.

In support of the Department's efforts to use data for planning and management in the system, the *General Household Survey* (GHS) report focused on schooling was finalised based on the 2011 Stats SA GHS data. The preliminary findings were shared with national and provincial education department officials, to support planning and decision-making in the education sector.

National and international studies have indicated the importance of Grade R, the national adoption of which is articulated in the Delivery Agreement and National Development Plan. The Department, in partnership with the Department of Performance Monitoring and Evaluation (DPME), commissioned a study of Grade R. The recommendations and findings of the report show that quality is imperative if near-universal expansion in Grade R is to yield the expected future academic, social and economic benefits.

## Monitoring

Monitoring and evaluation work is aimed at producing integrated monitoring systems for the sector which are responsive to the sector priorities. A user guide and monitoring instruments that are part of the *Framework for the monitoring and evaluation of curriculum implementation* have been developed. These curriculum support tools have been piloted in four provinces – Gauteng, Free State, Mpumalanga and North West. In the year ahead, the Department will be working to institutionalise the monitoring tools.

The DBE finalised the Quarterly System Monitoring Tools – School and District Planning, Management and Monitoring Tools – and secured approval for them at HEDCOM and CEM. The School and District Planning, Management and Monitoring Tools and a guideline were developed in accordance with school and district reporting requirements as a basis for quarterly reporting and to assist school and district level accountability.

## Research Coordination

The DBE hosted a successful and interactive two-day workshop as part of Phase One of the Education Research Indaba (ERI) from 23 to 24 October 2012. The purpose of the workshop was to create a dialogue on evidence-based policy-making with emphasis on impact evaluations, the technical aspect of this method and the policy lessons learnt across Africa and the developing world. A second purpose of the workshop was to create an environment in which emerging research findings on the quality of education could be presented and discussed in anticipation of the upcoming review of policy in education over the first 20 years of democracy, and to facilitate discussion of well researched quality aspects and interventions that could be utilised in education programmes. The Director-General, officials from the national and provincial education departments and research stakeholders from various organisations attended the workshops.

The DBE is preparing for Phase Two of the Education Research Indaba. The theme of the ERI is *National education assessments in South Africa: Supporting literacy and numeracy improvements*. It will be structured as a two-day seminar that will include presentations from academics within the DBE, researchers from South African universities, research institutions and provincial education departments, as well as selected papers (received in response to the call for research papers on Literacy and Numeracy).

## Support

The Department has also developed a capacity-building course series on data analysis and reporting which commenced in October 2012. The training aims to contribute to the professional development of DBE and provincial officials in educational planning and management. In particular it provides educational managers with the skills to collect, use, interpret, analyse, report and communicate Department of Basic Education data. Four courses have taken place with DBE and PED officials.

The DBE has also provided information required for the writing of the Millennium Development Goals (MDG) Country Report to Statistics South Africa. In the coming period, the DBE will focus on the needs and detailed qualitative requirements for performance information articulated in indicators in the sector, system and departments.

## Networking with Research Stakeholders

The DBE participated in the following: Cofimvaba School District Technology Project of CSIR and DST in February 2013; Post-2015 MDG Development Agenda; and a Research Seminar organised by provincial departments and research agencies.

## Reporting

Cabinet memoranda and summary progress reports on the Delivery Agreement for Outcome 1 were compiled and submitted to the Department of Performance Monitoring and Evaluation on a quarterly basis. The quarterly reports on the performance of the Department in meeting its strategic objectives for 2012/13 were compiled and submitted to National Treasury. Branch reviews were conducted, which are platforms to provide feedback on how branches have performed on a quarterly basis using guidance from the relevant departments.

Improved quality basic education is the highest priority of the current administration as it is a major contributor to the country's social and economic growth. The National Development Plan lists education as one of the core elements in eliminating poverty, reducing inequality and creating the foundation of an equal society. The DBE held several workshops to examine the requirements and alignment of the NDP with the sectoral plan, including with CEM and HEDCOM, with the consensus being that the sectoral plan was indeed aligned. The 2013/14 Annual Performance Plan (APP) aligns to this vision and builds on the experiences and achievements of the past financial years and the gains already made in the education sector. The 2013/14 APP was tabled in parliament on 13 March 2013.

## Assessment

The quality of generic management practices in the DBE was assessed using the MPAT tool introduced by DPME in August 2012.

<b>f. STRATEGIC OBJECTIVES, PERFORMANCE INDICATORS, PLANNED TARGETS AND ACTUAL ACHIEVEMENTS</b>						
<b>Strategic objectives</b>	<b>Programme Performance Indicator</b>	<b>Actual Achievement 2011/12</b>	<b>Planned Target 2012/13</b>	<b>Actual Achievement 2012/13</b>	<b>Deviation from planned target for 2012/13</b>	<b>Comment on variances</b>
Improve the capacity of the Department of Basic Education (development).	The number of internships implemented for unemployed graduates in the Department.	63	55	87 interns were appointed (Database of interns)	A positive variance of 32 was achieved.	The employment of interns during the period under review resulted in additional interns being appointed.
	Percentage employment outcomes of interns who have completed internship programme.	-	30%	34 out of the 87 interns were employed, which translates to 39%.	A positive variance of 9% was achieved.	None
	Number of officials participating in staff development activities.	264	280	350 officials attended Skills Development and Training courses (Training registers)	A positive variance of 70 was achieved.	The implementation of an intensive induction programme in order to familiarise staff with policies and procedures in the public service resulted in the increased achievement.
Strengthen partnerships with all stakeholders, resulting in education becoming a national priority.	A report highlighting South Africa's role and participation in multilateral bodies and international affairs in educational activities is compiled bi-annually.	-	Two Reports	Two reports were generated. These reports will be utilised, inter alia, to conduct environmental scanning during the development of the next Strategic Development Plan of the DBE.	Achieved	None

<b>f. STRATEGIC OBJECTIVES, PERFORMANCE INDICATORS, PLANNED TARGETS AND ACTUAL ACHIEVEMENTS</b>						
<b>Strategic objectives</b>	<b>Programme Performance Indicator</b>	<b>Actual Achievement 2011/12</b>	<b>Planned Target 2012/13</b>	<b>Actual Achievement 2012/13</b>	<b>Deviation from planned target for 2012/13</b>	<b>Comment on variances</b>
Improve capacity of the Department of Basic Education (delivery).	A report on legal cases concluded in the education sector by type and province is compiled annually.	-	Report	A report was compiled. The report will be utilised, inter alia, to do strategic planning in the DBE.	Achieved	None
	A report on the legal cases instituted against the basic education sector by type and province is compiled on a quarterly basis.	-	Four Reports	Reports were compiled. These reports will be utilised, inter alia, to do strategic planning in the DBE.	Achieved	None

**g. STRATEGY TO OVERCOME UNDERPERFORMANCE**

None.

**h. CHANGES TO PLANNED TARGETS**

None.

**i. SUB-PROGRAMME EXPENDITURE**

Detail per sub-programme	Detail per Programme I - Administration					
	2012/13			2011/12		
	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
<b>I.1 Ministry</b>						
Current payment	22 187	21 592	595	24 666	24 591	75
Transfers and subsidies	9	8	1	23	22	1
Payment for capital assets	1 296	1 275	21	113	110	3
<b>I.2 Department Management</b>						
Current payment	54 776	53 156	1 620	32 580	32 225	355
Transfers and subsidies	30	29	1	9	9	-
Payment for capital assets	479	386	93	1 295	1 152	143
<b>I.3 Corporate Services</b>						
Current payment	59 885	58 709	1 176	51 441	51 139	302
Transfers and subsidies	12 229	12 240	(11)	11 423	11 009	414
Payment for capital assets	1 405	1 277	128	1 314	1 281	33
<b>I.4 Office of the CFO</b>						
Current payments	25 421	25 064	357	24 444	24 187	257
Transfers and subsidies	3	2	1	2	1	1
Payment for capital assets	237	235	2	336	293	43
<b>I.5 Internal Audit &amp; Risk Management</b>						
Current payments	4 340	4 201	139	2 463	2 417	46
Transfers and subsidies	39	-	39	-	-	-
Payment for capital assets	79	116	(37)	17	16	1
<b>I.6 Office Accommodation</b>						
Current payments	125 798	125 366	432	122 263	120 636	1 627
Payment for capital assets	14 672	13 672	1 000	12 449	9 503	2 946
<b>Total</b>	<b>322 885</b>	<b>317 328</b>	<b>5 557</b>	<b>284 838</b>	<b>278 591</b>	<b>6 247</b>

## 5.2 PROGRAMME 2 : CURRICULUM POLICY, SUPPORT AND MONITORING

### a. PURPOSE

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

### b. LIST OF SUB-PROGRAMMES

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

### c. STRATEGIC OBJECTIVES

- Improve teacher capacity and practices (e-Education & FET).
- Increase access to high-quality learning materials (workbooks and libraries).
- Strengthen partnerships with all stakeholders resulting in education becoming a national priority.
- Strengthen the capacity of district offices.
- Universalise access to Grade R.

### d. 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 2014: Towards the realisation of Schooling 2025*. 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.

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

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

- Curriculum and Assessment Policy Statements (CAPS)
- Learning and Teaching Support Materials (workbooks, textbooks, libraries)
- Early Childhood Development
- Adult Literacy
- Special Needs Education
- e-Learning
- Mathematics, Science and Technology.

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

**e. PROGRAMME SUMMARY AND PERFORMANCE INFORMATION**

**SUB-PROGRAMME: CURRICULUM IMPLEMENTATION AND MONITORING**

**(i) CURRICULUM, IMPLEMENTATION AND QUALITY IMPROVEMENT**

**Curriculum and Assessment Policy Statements**

The *National Curriculum Statement Grades R-12 (NCS)* stipulates policy on curriculum and assessment in the schooling sector. To improve implementation, the National Curriculum Statements were amended, with the amendments coming into effect in January 2012. A single, realigned, comprehensive Curriculum and Assessment Policy document was developed for each subject – collectively referred to as Curriculum and Assessment Policy Statements (CAPS) – to replace the previous package of Curriculum Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R-12. Following the successful implementation of CAPS in the Foundation Phase and Grade 10 in 2012, CAPS is being implemented in the Intermediate Phase and Grade 11 in 2013, with orientation of subject advisors from all provinces, and teacher development and orientation delivered through a pioneering teacher union collaboration model.

Twenty-seven subject advisors were also trained in multi-grade teaching in December 2012. The focus of the training was on equipping subject advisors with the necessary skills and knowledge to enable them to effectively and efficiently support multi-grade schools. Approximately one in five schools are multi-grade schools – with the majority of those (around four in five) being primary schools.

CAPS orientation of teachers was monitored through provincial reporting against the National Strategy for Learner Attainment (NSLA).

An orientation for education stakeholders on the Intermediate Phase and Grade 11 CAPS was conducted in June 2012. Representatives from unions, universities and special schools have been made familiar with the changes brought about by the CAPS and how these can be mediated with teachers. Support for implementation of CAPS in the Foundation Phase was provided through DVDs on good practice. A desktop survey was conducted on 120 schools to assess the utilisation of workbooks and their efficacy in supporting the implementation of CAPS. In respect of Mathematics, an intervention programme focused on the teaching of problem areas in Mathematics in Grade 4 was developed and will be used to train teachers and develop support materials for use in underperforming districts. In support of inclusive education, a task team for Braille was established to assist with Braille solutions for blind learners and teachers in respect of curriculum documents and policy.

## Senior Phase CAPS

In preparation for the orientation of Senior Phase CAPS, provincial and district officials in all subjects were trained. A total of 50 Language, 15 Natural Science and 15 Technology provincial officials were trained to be part of the NTT. The Senior Phase CAPS orientation programme for all provinces was scheduled to run between 8 March 2013 and 24 May 2013. The CAPS Senior Phase printing was completed and distribution begun, with the exception of Mathematics. The translation of Senior Phase CAPS into Afrikaans was in process.

## English First Additional Language Training (EFAL)

The training on the Certificate in Primary Education Language Teaching to support the introduction of English First Additional Language (EFAL) in the Foundation Phase was conducted in August 2012. A total of 125 participants were trained (including 83 district language officials, 23 representatives from HEIs, provincial language specialists and representatives from each of the unions). In addition, a total of 40 language officials from districts were trained in October and November 2012.

## Monitoring of Curriculum coverage

Using nationally standardised tools, provincial visits to monitor curriculum coverage took place during May 2012. Seven provinces (Eastern Cape, Gauteng, Free State, Mpumalanga, Limpopo, North West, and Northern Cape) were visited to determine the usage of the CAPS documents.

## National Strategy for Learner Attainment (NSLA) Lekgotla

The NSLA lekgotla was held on 15-16 October 2012. A total of 134 officials from across the provinces attended. The theme of the NSLA lekgotla was “*Consolidating efforts on the provision of quality basic education in line with Action Plan to 2014: Towards the realisation of Schooling 2025.*” The objectives of the lekgotla were :

- assessing implementation since the last NSLA lekgotla;
- establishing trends in performance in the basic education sector;
- sharing best practices;
- consolidating lessons learnt; and
- positioning the basic education sector for the 2013 school calendar year.

## Reading Programmes

The Ministerial Task Team Audit of Reading Programmes finalised its report on February 2013. The Ministerial Report highlighted areas for concerted and immediate action especially with respect to teaching children to read, and the practice of reading in schools across our country. Combined with the NEEDU report, it showed that provincial efforts in implementing reading interventions had to be more closely strengthened, supplemented and supported.

## Annual National Assessments

Compact Discs containing assessment guidelines and exemplars were couriered to all nine provinces on 27 July 2012 and uploaded on the DBE website to guide school-based preparations and assessments for ANA. Ninety DBE officials were deployed to the provinces to monitor the ANA tests which were administered in September 2012 to over 7.2 million Grades 1-6 and Grade 9 learners in public and state-funded independent schools nationally.

## Learner performance in ANA

Credible processing of ANA data is crucial to authentic reporting and providing feedback to the system. Approximately 85% of the captured data was analysed, for reporting ANA 2012 learner performance results in Language and Mathematics. Baseline results have been produced for the first time in the country on learner performance at the Grade 9 level. Although not strictly comparable because of different administrative processes in 2011, in 2012 noticeable increases were obtained in both Grades 3 and 6. For example, in Grade 3 Mathematics, the number of learners achieving at least 50% increased from 17% in 2011 to 37% in 2012. In Grade 6 Mathematics, the number of learners achieving at least 50% decreased from 12% in 2011 to 11% in 2012. The Grade 9 performance of learners in Mathematics was below expectation and testified to the need for Intermediate and Senior Phase interventions in respect of teaching and learning.<sup>1</sup> Further elaboration of the ANA results is illustrated in the tables and graphs below:

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

GRADE	QUINTILE 1	QUINTILE 2	QUINTILE 3	QUINTILE 4	QUINTILE 5	2012 Average
1	64.5	65.8	67.4	70.2	77.3	68
2	53.8	54.6	56.4	60.3	67.5	57
3	37.8	38.0	39.5	43.3	53.7	41
4	32.2	32.2	34.8	40.0	53.2	37
5	26.3	26.2	27.8	32.5	46.7	30
6	23.7	23.58	24.5	27.4	39.6	27
9	10.8	10.4	10.6	11.9	23.7	13

### Average percentage marks in Home Language by grade and poverty quintile

GRADE	QUINTILE 1	QUINTILE 2	QUINTILE 3	QUINTILE 4	QUINTILE 5	2012 Average
1	53.6	54.4	56.4	59.5	70.0	58
2	51.6	52.6	54.3	57.7	66.3	55
3	49.2	49.6	50.8	53.1	61.7	52
4	25.5	27.3	31.3	45.4	62.3	43
5	24.2	26.1	30.1	41.9	57.4	40
6	28.8	31.0	34.8	43.9	57.7	43
9	31.8	33.9	38.1	42.6	53.9	43

### Average percentage mark in FAL by grade and poverty quintile

GRADE	QUINTILE 1	QUINTILE 2	QUINTILE 3	QUINTILE 4	QUINTILE 5	2012 Average
4	31.5	31.9	34.5	38.0	44.7	34
5	27.4	27.8	29.8	33.9	46.8	30
6	33.0	33.9	36.3	39.8	50.2	36
9	31.3	32.5	35.6	38.8	46.5	35

<sup>1</sup> While Programme Four deals with the administration of the ANAs, actual performance is captured in Programme Two.

## Revision plan for Grade 10 and 12 learners

In support of preparation of learners in the later grades preparing for the National Senior Certificate examination, the DBE partnered with resource providers to supply Grade 10 and 12 learners with user-friendly learning materials for revision purposes, through radio programmes, newspaper supplements and DVDs. The MTN Learn media platform broadcasted daily radio programmes on community radio stations for Grade 10 and 12 Mathematics, Science and English on 8 November 2012.

Self-study guides were developed in the subjects of Accounting, Business Studies, Economics, Life Sciences, Geography, Civil Technology, Electrical Technology, Mechanical Technology, Engineering Graphic Design, Physical Science, Chemistry and Mathematics. The guides were uploaded on to the DBE and Thutong websites for access by PEDs, district officials and schools at <http://www.education.gov.za/SelfStudyGuides/tabid/613/Default.aspx> and <http://www.thutong.doe.gov.za/Home/Curriculum/tabid/257/Default.aspx>.

In addition, support to Grade 12 learners was given impetus with the release of the *Mind the Gap* study guides for Grade 12. The first subjects in the series included Life Sciences, Accounting, Economics and Geography. The series aims to “mind-the-gap” between failing and passing, by bridging the gap in learners’ understanding of commonly tested concepts. Candidates could thereby gain the requisite skills and competencies to understand fundamental concepts required for mastery of critical parts of the curriculum, in order to pass their assessment tasks and examinations. The preliminary scientific evaluation of their impact shows positive results in learner knowledge and performance, and these study guides will be expanded to include more subjects.

Accounting revision notes and assessment tasks for Grade 10 were developed and distributed to provinces. Assessment tasks in the following subjects were developed for use across the system: Agricultural subjects, Accounting, Business Studies, Economics, Electrical Technology, Civil Technology, Mechanical Technology, Engineering Graphic Design, Computer Application Technology, Information Technology, Consumer Studies, Tourism and Hospitality.

The *Framework for Teaching English across the Curriculum* document and manual for its application were developed to improve competency in English as a language of instruction. Subject specialists for the FET phase prepared manuals and presentations for use during the Grade 12 dry-run and subsequent orientation of subject advisors in 2013. A glossary for commonly used words/concepts in English is being refined and will be available for printing and posting on the DBE website.

A study guide for Literature was also completed. Folklore, which will be written for the first time, is also addressed in this study guide. The study guide is currently being translated into the other official languages for use during CAPS orientation and subsequent printing and posting on the DBE website as a resource for teachers.

## Learner performance in the NSC

The administration of the National Senior Certificate (NSC) examinations was successful and credible in 2012. There were no serious irregularities that could compromise the integrity of the examinations. The examination was administered across 6 623 examination centres to a total of 5 111 52 full-time and 81 552 part-time candidates. Marking was conducted at 1 18 marking centres across the country by 39 039 markers who were specially recruited for the purpose. Examination results were processed and released to candidates on 3 January 2013.

The per province disaggregation of the 2012 NSC results is as follows:

Province	Total Wrote	Total Achieved	% Achieved	Ranking	% Achieved in 2011	% Achieved Difference
Eastern Cape	63 989	39 443	61.6	9	58.1	3.5
Free State	24 265	19 676	81.1	3	75.7	5.4
Gauteng	89 627	75 214	83.9	1	81.1	2.8
KwaZulu-Natal	127 253	93 003	73.1	6	68.1	5.0
Limpopo	77 360	51 745	66.9	8	63.9	3.0
Mpumalanga	47 889	33 504	70.0	7	64.8	5.2
North West	27 174	21 609	79.5	4	77.8	1.7
Northern Cape	8 925	6 661	74.6	5	68.8	5.9
Western Cape	44 670	36 974	82.8	2	82.9	-0.1
<b>National</b>	<b>511 152</b>	<b>377 829</b>	<b>73.9</b>		<b>70.2</b>	<b>3.7</b>

#### Achievement status per quintile

Achievement Status	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5	Independent/ Special/ Private Schools	Quintile Not available	Totals
Achieved Bachelor	16 296	19 752	25 252	18 497	46 795	9 253	202	136 047
Achieved Diploma	26 885	30 251	34 476	24 179	29 851	7 113	126	152 881
Achieved H-Certificate	21 208	22 504	22 083	11 660	8 052	3 067	30	88 604
Achieved NSC	167	72	39	8	0	11	0	297
<b>Total Achieved</b>	<b>64 556</b>	<b>72 579</b>	<b>81 850</b>	<b>54 344</b>	<b>84 698</b>	<b>19 444</b>	<b>358</b>	<b>377 829</b>

Compared to learner performance in the NSC in 2011, the following is a confirmation of the improvement in the quality of learner performance in 2012:

- 15 280 more Bachelor's passes;
- Nine of the gateway subjects improved at the 30% achievement level;
- Eight of the gateway subjects improved at the 40% achievement level;
- 17 937 more candidates passed Mathematics (at 30%);
- 13 175 more candidates passed Mathematics (at 40%);
- 13 477 more candidates passed Physical Science (at 30%);
- 8 967 more candidates passed Physical Science (at 40%);
- Increase in the distinction rate across key subjects;
- Of the 81 districts, only three performed below 50% (5 in 2011);
- Number of districts performing above 80% increased from 21 to 28;

- In Mathematics, females improved from 42.4% in 2009 to 49.2% in 2012; males improved from 50.2% in 2009 to 59.7% in 2012; and
- In Physical Science, females improved from 34.3% in 2009 to 58.9% in 2012; males improved from 39.5% in 2009 to 64% in 2012.

## **(ii) EARLY CHILDHOOD DEVELOPMENT**

Studies from around the world, including South Africa, shows that pre-primary schooling has a positive impact on a child's learning and educational experience, in addition to positive effects on social, economic and labour market outcomes. The DBE clearly prioritises Early Childhood Development in *Action Plan 2014: Towards the realisation of Schooling 2025*, which is aligned to the recently released National Development Plan.

ECD straddles the Departments of Social Development and Basic Education, the latter being responsible for curriculum for children aged nought to nine years (and the teacher or practitioner's development by implication), and the provision of basic education in schools (for five to nine-year-olds) spanning the reception grade (Grade R) to Grade 3. Pre-Grade R provision is the mandate of the Department of Social Development.

An impact evaluation of the reception grade (Grade R) has been finalised, and preliminary findings are that while the effects of school-based reception grade provision are indeed beneficial, quality improvements are essential to ensure consistent and sustainable benefits.

Grade R integrated workbooks have been aligned to the CAPS to support teaching and learning in the Foundation Phase (Reception Grade to Grade 3), and provincial consultations have taken place on the draft National Curriculum Framework for ECD for ages nought to four years. A Diagnostic Review on Early Childhood Development has been finalised together with an implementation plan that will guide implementation for the Departments of Social Development and Basic Education.

To support professional development of ECD practitioners, a task team has been established with the Department of Higher Education and Training to evaluate the programmes provided by Higher Education Institutions that will be offering the new Diploma in Grade R.

## **(iii) INCLUSIVE EDUCATION**

*Education White Paper 6 – Special Needs Education: Building an Inclusive Education and Training System* outlines how the state will support all learners to participate and achieve optimally in schools that are welcoming, that respect the dignity of all and do not discriminate on the basis of difference, language, cultural background, disability, learning difficulties or giftedness. The principle of inclusivity is therefore fundamental to the new Curriculum and Assessment Policy Statements (CAPS), which recognise that some learners will need support to overcome the barriers that they experience in learning and participation. Respecting diversity implies a belief that all learners have the potential to learn.

In addition to orientation of teachers in special schools, the adaptation of workbooks for Braille for Grades 7-9 was completed and teacher guidelines for Sign Language as well as Augmentative and Alternative Communication (AAC) were developed. The DBE explored different Braille solution possibilities including meeting with Braille production service providers to expedite the provision of appropriate materials to learners in schools for the blind.

Service providers were engaged to develop training manuals for teachers on guidelines for full-service schools, guidelines for special schools and guidelines on curriculum differentiation. The curriculum for South African Sign Language (SASL) for Grades R-12 has been developed. Teaching plans were developed for each phase of the SASL curriculum and a bridging programme developed for Grade 9 in preparation for the implementation of the curriculum in a phased-in plan from 2014.

As part of the development of the curriculum for schools of skill, a draft framework for the development of a qualification pathway at NQF level I has been developed and is being reviewed with Umalusi and SAQA for refinement and finalisation.

An action plan for providing access to services for severely and profoundly intellectually disabled children was finalised. A comprehensive overview report on the implementation of Inclusive Education from inception of the policy through to 2012 has been developed that reflects on:

- Special Needs Education support to schools by the district;
- The percentage of schools with at least one educator who has received specialised training in the identification and support of special needs;
- Participation of learners with disabilities in ordinary schools; and
- The number of full-service schools.

The HRD strategy for Inclusive Education (IE) was approved in 2012 and made available to provinces and Higher Education Institutions in an effort to improve the supply and development of professionals in the inclusive education sub-sector. The strategy provides for Continuing Professional Teacher Development (CPTD) and targets educators, school managers and district officials to ensure that the necessary capacity exists at all levels to support the implementation of Inclusive Education up to 2014.

The key areas of training outlined in the strategy are the Strategy on Screening, Identification, Assessment and Support (SIAS), operationalising Full-Service/Inclusive Schools, Quality Education and Support in Special Schools and Special School Resource Centres, Curriculum Differentiation, Quality Curriculum Delivery in Schools for the Blind and Schools for the Deaf. The final revision of the SIAS has been completed and, once it has been approved, national training will commence. However PEDs have continued to train schools and district offices on the previous version of the strategy.

Training manuals have been developed for all the other areas mentioned above and training at national, provincial, district and school levels will continue in 2013/14 and will include orientation as well as deeper specialised training, mentoring and monitoring.

The HRD strategy for Inclusive Education (IE) and the policy on IE both seek to consolidate the training in full-service schools, special schools and teachers in schools for the visually impaired, deaf and hard-of-hearing, as well as introduce the implementation of South African Sign Language (SASL) curriculum.

## **SUB-PROGRAMME: CURRICULUM AND QUALITY ENHANCEMENT PROGRAMMES**

### **(i) CURRICULUM INNOVATION AND E-LEARNING**

Information and communication technologies (ICTs) are central to the changes taking place globally. Digital media have revolutionised access to information and advances in ICTs have dramatically changed the learning and teaching processes. This has opened up new learning opportunities and provided access to educational resources well beyond those traditionally available. The introduction of ICTs to our schools is creating new ways for learners and teachers to engage in information selection, gathering, sorting and analysis.

#### **ICT Professional Development**

Below is a summary of ICT training of educators and officials that took place between April and June 2012 in various provinces, as provided by the different training agencies:

Province	Source of Training	Number Trained
<b>Eastern Cape</b>	Vodacom ICT Resource Centre	42
	IBM	22
	Provincial Department	871
<b>Mpumalanga</b>	Vodacom ICT Resource Centre	285
	Provincial Department	662
<b>Gauteng</b>	Vodacom ICT Resource Centre	163
	ICT Basic, Intermediate & Advanced skills	4 925
<b>Northern Cape</b>	Vodacom ICT Resource Centre	166
<b>Limpopo</b>	Vodacom ICT Resource Centre	54
<b>KwaZulu-Natal</b>	IBM Kids Smart	106
	Department of Basic Education	29
	Provincial Department	293
<b>Total</b>		<b>7 618</b>

In addition, 362 provincial and district officials were trained as part of the Vodacom 21<sup>st</sup> Century skills project to use electronic tools as part of the teaching and learning experience. Nine hundred and eight teachers attended basic ICT skills training, and 3 015 teachers and 301 teachers respectively attended intermediate and advanced ICT in teaching and learning training across the country between July and September 2012.

In addition, 69 district and provincial officials in KwaZulu-Natal (29), Eastern Cape (15) and Mpumalanga (20) were trained in the effective management of teacher training centres and the integration of ICT into teaching and learning. Two resource centres were launched in KwaZulu-Natal and the Western Cape towards the end of the 2012 academic year.

### Content Development

Service providers were engaged to develop Foundation Phase interactive workbooks and a briefing session was conducted. The service provider for the development of interactive workbooks for Numeracy Grade 3 and FAL Grades 1-3 was approved. The completion of the development of four Foundation Phase interactive workbooks has been an important achievement due to the envisaged positive impact this will have in the classroom setting.

### Offline content distributed

During the first quarter, a total of 1 200 CAPS CDs were copied as resources for Early Childhood Development, NEEDU, Curriculum GET for CAPS orientation, stakeholder training, curriculum coverage and monitoring in the provinces. Workbook 2 and CAPS were loaded onto the schools equipment provided to multi-grade schools in Limpopo (10), KwaZulu-Natal (2) and North West (13) with the support of the Telkom Foundation.

The following resources were copied for distribution and use in the sector:

- A total of 147 Chemistry DVDs;
- 400 CDs for the national curriculum framework provincial workshop in ECD;
- 410 CDs containing Annual National Assessment exemplars; and
- 24 CDs with training manuals for the Intermediate Phase in all subjects.

## Connectivity

The provision of connectivity to schools through a dedicated educational network and to external environments will facilitate the flow of information for logistics and operations and to support learning and teaching processes. It provides managers, administrators, teachers and learners with:

- unlimited access to the Thutong Educational Portal;
- access to various information resources;
- services for education such as data transfer, e-mail, file transfer and file sharing;
- a safe means of using social networking for teaching and learning; and
- access to the vast array of educational resources and services on the Internet in a protected environment.

During 2012/13, the following were achieved pertaining to school connectivity:

- A Master Service Agreement was signed between DBE, provinces, DOC and Telkom for the connectivity of 1 650 Proof of Concept (PoC) schools.
- A total of 4 140 schools received connectivity for administration and learning and teaching purposes of which 794 were part of the aforementioned Master Service Agreement.
- In order to ascertain the effectiveness of the solution provided to schools under the Master Service Agreement, the DBE, DOC, Telkom and the Meraka Institute conducted four pilot programmes (in Eastern Cape and Limpopo provinces) on the ADSL, Diginet, VSAT and 3G connectivity solutions.

## Thutong Portal

Thutong is an online community developed to support South African teachers. Its usefulness is dependent on the richness of the interactions between community members. Online or 'virtual' communities have been set up according to interest groups. There are communities for each learning area and subject. Other communities focus on grades and phases or special interests such as 'Inclusion' and 'mobile learning'. There are also communities focused on school management, administration and teacher education. The following are some of the resources that have been uploaded to the Thutong Portal:

Content	Number of resources
<b>CAPS</b>	<ul style="list-style-type: none"> <li>• 52 Senior Phase</li> <li>• 3 Intermediate Phase</li> </ul>
<b>Mindset content</b>	<ul style="list-style-type: none"> <li>• 8 videos (IT Grade 12)</li> <li>• 9 videos (IT Grade 12)</li> <li>• 5 videos (IT Grade 12)</li> </ul>
<b>Workbooks</b>	<ul style="list-style-type: none"> <li>• 138 Term 3 and 4 (2012)</li> <li>• 23 Term 1 and 2 (2013)</li> <li>• 24 NST workbooks Grades 4–6 (2013)</li> </ul>
<b>Training materials</b>	<ul style="list-style-type: none"> <li>• 57 CAPS training materials</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• 1 Study Guide</li> </ul>
<b>National Teacher Awards</b>	<ul style="list-style-type: none"> <li>• 1 National Teaching Awards (NTA) Presentation template 2012</li> <li>• 1 Judging Rubric for ICT category</li> <li>• 1 NTA Adjudicator's score sheet</li> </ul>
<b>Inclusive Education</b>	<ul style="list-style-type: none"> <li>• World Down's Syndrome Congress paper and 1 Guideline</li> </ul>

The following user statistics of the Thutong Portal were recorded:

	<b>1 April 2012 – 31 March 2013</b>
<b>Registered users</b>	26 679
<b>Total number of users</b>	1 569 713
<b>Resources available</b>	31 357
<b>Downloads</b>	2 966 012

## **(ii) ENHANCEMENT OF PROGRAMMES AND EVALUATION OF SCHOOL PERFORMANCE**

Workbooks are, inter alia, intended to support the improvement of learner performance by assisting teachers to expose learners to a set of standardised exercises. Each subject workbook for Grades 1–9 is printed in a set of two volumes. Volume 1 includes work to be covered in the curriculum from January to June, and Volume 2 contains work to be covered from July to December.

The content of the workbooks is informed by the key knowledge and skills that learners need to acquire in the specific grades as indicated in the curriculum. The workbooks:

- provide learners with high-quality LTSM;
- provide worksheets that are tied to the pace and level of the curriculum requirements;
- provide increasingly challenging tasks for learners to develop a constructivist approach to learning;
- provide schools and teachers with good quality activities and ideas that portray good practice that will assist them to emulate such practice;
- offer learners the opportunity to experience acquisition and application of skills in a systematic way;
- ensure that learners are given adequate opportunities to consolidate their skills through written responses;
- model good practice, guiding teachers to improve their teaching;
- provide a variety of activities to reinforce (a) mathematical concepts and skills, and, (b) literacy / language skills; and
- help teachers and parents to monitor (track) learner performance in key activities.

The DBE printed workbooks for the 2013 academic year, for:

- Grades 1–6: Home Language workbooks in all languages;
- Grades 1–3: Mathematics workbooks in LoLT;
- Grades 4–9: Mathematics in English and Afrikaans;
- Grades 1–6: First Additional Language workbooks in English;
- Grades 1–3: Life Skills workbooks in LoLT.

The delivery of the Grades 1–9 workbooks (Volume 1) for the 2013 academic year commenced at the beginning of October 2012.

## DELIVERY OF WORKBOOK – VOLUME I

The delivery of the Volume I workbook was to be completed by 31 October 2012, but due to the delay in data verification, inclement weather and the truck drivers' strike, the last date for delivering Volume I workbooks was revised to 15 November 2012. The service provider contracted to deliver workbooks to schools captured the proof of delivery (PoD) on its website for the DBE to be able to track the delivery process.

The report on the delivery of workbooks generated from the captured PoDs as at 13 February 2013 was as follows:

Province	Total No. of Schools	Schools Delivered to	% Delivered
Eastern Cape	5 209	5 136	98.6%
Free State	1 297	1 273	98.3%
Gauteng	2 050	2008	98.0%
KwaZulu-Natal	5 885	5 662	96.2%
Limpopo	3 932	3 878	98.6%
Mpumalanga	1 689	1 667	98.7%
Northern Cape	544	539	99.1%
North West	1 474	1 466	99.5%
Western Cape	1 493	1 484	99.4%
<b>TOTAL</b>	<b>23 573</b>	<b>23 115</b>	<b>98.1%</b>

The deliveries were made according to the data that was provided and verified by PEDs. Despite this, there were still challenges with regard to deliveries. In order to mitigate any challenges, the structure of the proof of delivery process and the DBE call centre allowed for quick responses from schools in respect of:

- short supplies;
- incorrect languages of the texts delivered to them;
- closed schools;
- incorrect addresses; and
- new schools.

Despite DBE circulating *Circular S7* informing all schools of the 2013 delivery process, some schools were unaware of the scope of workbooks being provided for the 2013 academic year. DBE has received requests for workbooks that were not on the list for delivery in 2013. This misconception also contributed to perceptions of non-delivery. The above table indicates the Workbook I exceptions report captured as at 23 February 2013:

Province	Total No. of Books Allocated	No. of Books Shortage	Books with wrong language Shortages	Total Books Shortages	Shortage %
Eastern Cape	4 127 020	46 887	121 009	167 896	4.1%
Free State	1 392 365	38 806	25 954	64 760	4.7%
Gauteng	3 816 045	82 628	147 402	230 030	6.0%
KwaZulu-Natal	5 274 795	91 013	129 672	220 685	4.2%
Limpopo	3 075 620	45 333	138 441	183 352	6.0%
Mpumalanga	1 912 335	48 019	139 019	187 038	9.8%
North West	1 584 705	27 852	73 761	101 613	6.4%
Northern Cape	602 125	13 136	12 315	25 451	4.2%
Western Cape	2 211 515	50 081	43 742	93 823	4.2%
<b>TOTAL</b>	<b>23 996 525</b>	<b>443 755</b>	<b>831 315</b>	<b>1 275 070</b>	<b>5.3%</b>

### DELIVERY OF WORKBOOK 2 – VOLUME 2

The delivery of Workbook 2 commenced on 28 January and was completed by 7 March 2012. The table below indicates the Workbook 2 delivery captured as at 23 February 2013:

Province	Total No. of Schools	Schools Delivered to	% Delivered
Eastern Cape	5 212	5 036	96.6%
Free State	1 296	1 239	95.6%
Gauteng	2 108	2 060	97.7%
KwaZulu-Natal	5 906	5 679	96.2%
Limpopo	3 933	3 864	98.2%
Mpumalanga	1 694	1 662	98.1%
Northern Cape	546	530	97.1%
North West	1 478	1 468	99.3%
Western Cape	1 497	1 485	99.2%
<b>TOTAL</b>	<b>23 670</b>	<b>23 023</b>	<b>97.3%</b>

The data used for the delivery of Workbook 2 was revised to accommodate the new learner numbers reported by schools through the call centre.

**2014 PROCESSES.** The DBE has planned to provide the same workbooks provided in 2013 as well as to extend English First Additional Language to Grades 7-9 for the 2014 academic year.

### DATA FOR PRINTING AND DELIVERY OF 2014 WORKBOOKS

- A dataset will be prepared for each PED to verify and confirm schools, language, and learner numbers before printing.
- DBE plans to visit provinces and districts advocating the need for schools to provide correct learner numbers and languages.
- Provincial offices were requested to send the signed off data to DBE by 30 April 2013.
- Printing of Workbook 1 will occur during May and June 2013.

- A meeting of the Development Team and subjects specialist took place on 28 February 2013 to quality assure the 2014 workbooks.

**Textbooks:** The Department of Basic Education entered into a partnership with the Shuttleworth Foundation to develop Mathematics and Physical Science supplementary textbooks for Grades 10, 11 and 12. The *Siyavula* Mathematics and Physical Science Grades 10-12 textbooks were supplied in 2012. *Siyavula* Mathematics and Physical Science (CAPS-aligned) textbooks for Grade 11 were supplied in 2013. *Siyavula* Grade 10 Life Science and Mathematical Literacy textbooks are available on the DBE website. DBE also supplied *Siyavula* Natural Science and Technology workbooks in English and Afrikaans for the Intermediate Phase. These books were distributed to all learners doing those subjects.

### (iii) LTSM POLICY, DEVELOPMENT AND IMPLEMENTATION

In 2011, the DBE initiated the development of the National Catalogue of Textbooks. This has resulted in transparency in the pricing of books and a rationalisation of book choices in relation to the requirements of the curriculum. The report for the period under review reflects the progress in the following key activities on LTSM and Library and Information Services:

#### National Catalogue of Textbooks

The three-year plan for the development of the National Catalogue of CAPS-aligned textbooks coincided with the phased-in implementation of CAPS, with the National Catalogue being developed a year ahead of implementation to enable provinces to procure textbooks timeously and ensure that learners and teachers have the necessary learning and teaching materials at the start of the academic year.

The development of the National Catalogue was a rigorous process. The invitation and terms of reference constituted an agreement between the DBE and the publishers. By submitting materials to be evaluated and included in the National Catalogue, publishers agreed to abide by the Terms of Reference.

The evaluation process was conducted in six phases:

- **Phase 1** – publishers registered their intention to submit titles on the electronic system;
- **Phase 2** – payment of submission fees by publishers;
- **Phase 3** – submission of packs to warehouse for screening;
- **Phase 4** – screening of packs;
- **Phase 5** – appeals process and rescreening of conditionally accepted titles;
- **Phase 6** – release of the catalogue with a maximum of eight textbooks per subject per language.

Between April 2012 and March 2013 the following National Catalogues were released:

- May–June 2012 - Grades 4–6 and 11; Addendum for Grades 1–3
- March 2013 – Grades 7–9 and 12; Addendum for Grade 10 (Afrikaans SAL); Grade 11 (Afrikaans SAL and Agricultural Management Practice).

For subjects where no titles could be sourced in the initial screening process, the DBE developed a plan to make a special call for submissions. The tables below indicate the data in respect of the National Catalogue of Textbooks:

Grades	Submissions screened	Submissions accepted
<b>Grades 4–6 (excluding NS/TECH)</b>	256	121
<b>Grade 11</b>	355	219
<b>Grades 4–6 (NS/TECH)</b>	23	15
<b>Grades 7–9 Languages</b>	232	141
<b>Grades 7–9 Content subjects</b>	142	92
<b>Grade 12</b>	292	236

### Monitoring and Support for the Procurement and Delivery of LTSM

The DBE developed and released the Basic Education Sector Plan for the procurement and delivery of LTSM to provinces. Provinces aligned their management plans to the DBE plan so that all procurement activities leading to the delivery of LTSM to schools were completed within agreed timeframes. The plan breaks down the procurement process as follows:

- Provincial departmental readiness for ordering of textbooks and stationery (development of a provincial management plan, organising warehousing and packaging, the development of a list of schools, the distribution of budgets to schools and the communication of information to districts/regions/circuits/wards);
- The development, provision and distribution of National Catalogues of Textbooks to schools (from the receipt of the catalogues from the DBE to the printing and distribution to schools);
- The preparation for the requisition process through attendance at workshops and book displays by schools;
- The requisition process for Section 20/Section 21 schools (from the submission of requisition forms by schools to the placement of orders with publishers/booksellers by provinces/managing agent);
- Receiving of textbooks by provinces/managing agent, packing and delivery to schools.

The DBE monitored and supported PEDs in managing the procurement and delivery of textbooks and stationery for the 2013 school year. Monitoring included:

- The LTSM forum which met once a quarter. Representatives from the publishers associations and officials responsible for procurement, curriculum, instructional materials provisioning and coordination attended the meetings.
- In the third quarter, two meetings were held as the delivery of LTSM to schools was reviewed. To support the procurement and delivery of LTSM in provinces two monitoring visits to provinces were undertaken. Between October and December 2012, the DBE requested weekly progress reports on the delivery of LTSM to schools which were communicated to all structures in the system.

### Guidelines for Procurement of LTSM

As the DBE and provinces work towards universal coverage of textbooks by 2014, the DBE developed a document to guide procurement of LTSM in provinces. The objectives of the guideline document are:

- to ensure that textbook coverage is increased to 100% by 2014;
- to ensure that maximum benefit from economies of scale is achieved (approximate savings of 50-60%);
- to increase government's impact on teacher development in respect of textbook use.

## LTSM Policy

A draft LTSM Policy was developed. The LTSM policy is aimed at all levels in the system, from the DBE to the school level. The key elements that have been addressed to guide the effective provision and management of LTSM are:

- Development and production of LTSM;
- Development of the National Catalogue of core LTSM;
- Procurement of LTSM;
- LTSM retention;
- Utilisation of LTSM;
- Monitoring and evaluation of provision and management of LTSM;
- Guidelines for centralised procurement of LTSM.

## Retention and Retrieval of Textbooks

The LTSM policy guides on effective LTSM retention, includes textbook retrieval by schools as an essential component of the management of LTSM. To operationalise the policy, guidelines were developed that provide direction to schools, districts and provinces on how to develop and manage an effective textbook retention programme, outline the responsibility of each level in the system and provide exemplars of documents that can be used to manage and report on the process.

## National Guidelines for School Library and Information Services

The National Guidelines for School Library and Information Services were launched on 13 August 2012, to support the consolidation of the culture of reading in public schools. The guidelines cover a range of library models, including classroom libraries, mobile libraries, cluster libraries and school community libraries.

Draft documentation on the implementation plan, strategic guidelines on collaboration between schools and community/public libraries and an orientation manual on the National Guidelines on School Library and Information Services were developed. The DBE initiated a collaborative relationship with donor organisations to increase access of learners to books. This resulted, among others, in the stocking of libraries in the ASIDI school project in the Eastern Cape, where publishers and NGOs donated books to the libraries.

## SUB-PROGRAMME: KHA RI GUDE MASS LITERACY CAMPAIGN

The mass literacy campaign known as Kha Ri Gude commenced in the first quarter with preparatory activities as a prelude to teaching and learning. Activities included advocacy, recruitment of volunteers and learners, updating of the LTSM, procurement of the LTSM, distribution of the LTSM to learning sites, training of volunteers and identifying and securing learning spaces.

The key focus in the second and third quarters was on teaching and learning. During the fourth quarter, the programme activities included checking the Learner Assessment Portfolios (LAPs) in terms of being completed and correct. This was done by the monitors, coordinators, supervisors and educators and was moderated by the SA Qualifications Authority. SAQA will determine the pass rate for the 2012 learners and the outcome/report was expected in July 2013.

A total of 669 815 learners were recorded on the Kha Ri Gude database for 2012. This figure includes additional learners that participated in the campaign as a result of the Extended Public Works Programme (EPWP) incentive grant and the savings that the programme achieved. The 2012/13 learner target of 630 990 was exceeded by 38 825 learners.

The campaign was able to retain its complement of volunteers up to the end of the fourth quarter, constituted as follows: 44 monitors, 203 coordinators, 3 703 supervisors and 38 407 volunteer educators, including 250 helpers for the blind volunteers. The Department's efforts to improve literacy and numeracy were recognised on 17 August 2012, when the Kha Ri Gude Mass Literacy Campaign in the Eastern Cape scooped the award for *Best Programme in the Social Category* at the 2012 Kamoso Awards. The awards, hosted by the Department of Public Works, recognises extraordinary achievements by programmes that form part of the government's Extended Public Works Programme (EPWP). The Kha Ri Gude Mass Literacy Campaign also participated in the 2012 National Teacher Awards where selected volunteers were honoured.

The Kha Ri Gude Literacy Campaign has contributed to Outcome 1 by providing access to basic education to those South African adults who were either denied learning opportunities in their childhood or for whom the learning provided was of such poor quality that little or no literacy was achieved.

<b>f. STRATEGIC OBJECTIVES, PERFORMANCE INDICATORS, PLANNED TARGETS AND ACTUAL ACHIEVEMENTS</b>						
<b>Strategic objectives</b>	<b>Programme Performance Indicator</b>	<b>Actual Achievement 2011/12</b>	<b>Planned Target 2012/13</b>	<b>Actual Achievement 2012/13</b>	<b>Deviation from planned target for 2012/13</b>	<b>Comment on variances</b>
Improve teacher capacity and practices (e-Education)	Number of schools with access to electronic content.	-	1 650	A total of 4 513 schools were recorded as having attained access to electronic content (provincial reports).	A positive variance of 2 863 was achieved.	During the period under review, PEDs were able to provide more schools with electronic content than was first envisaged.
	Number of digitised workbook-aligned resources available for use in underperforming schools.	-	2	4 Foundation Phase interactive workbooks were completed.	A positive variance of 2 additional workbooks was achieved.	The allocated budget for the project made it possible to develop more interactive workbooks.
	A new e-Education strategy that updates the 2004 White Paper and includes future targets for ICT access in schools is released.	-	e-Education strategy is released.	The new draft strategy was developed, but has not yet been approved.	The strategy was developed but not finalised.	The strategy required strengthening before being finalised.
Improve teacher capacity and practices	Number of subject advisors and other teaching professionals orientated in the Curriculum and Assessment Policy Statements.	2 591	3 000	4 003 teaching professionals were orientated in CAPS.	A positive variance of 1 003 was achieved.	Appropriate planning and advance communication resulted in positive attainment of this goal. The decentralisation of the roll-out of the CAPS orientation to provinces yielded positive results. The total number include the circuit managers and GET subject advisors who attended the FET Road Shows during the CAPS training in provinces.

<b>f. STRATEGIC OBJECTIVES, PERFORMANCE INDICATORS, PLANNED TARGETS AND ACTUAL ACHIEVEMENTS</b>						
<b>Strategic objectives</b>	<b>Programme Performance Indicator</b>	<b>Actual Achievement 2011/12</b>	<b>Planned Target 2012/13</b>	<b>Actual Achievement 2012/13</b>	<b>Deviation from planned target for 2012/13</b>	<b>Comment on variances</b>
Improve teacher capacity and practices	Number of personnel trained in multi-grade teaching per province.	-	140	A total of 151 teachers and officials were trained in multi-grade teaching (attendance registers).	A positive variance of 11 was achieved.	Additional training was conducted for subject advisors in December 2012.
	Percentage of Grade 3 learners performing at the required literacy level.	31%	55%	In the 2012 ANA, 57% of learners achieved above 50% (report on the ANA 2012).	A positive variance of 2% was achieved in relation to the predetermined target.	The improvements in numeracy and literacy can be attributed to initiatives such as: <ul style="list-style-type: none"> <li>• Implementation of CAPS</li> <li>• Use of workbooks</li> <li>• Distribution of ANA exemplars</li> <li>• CAPS orientation workshops of teachers</li> <li>• Mathematics workshops for teachers</li> <li>• Provision of numeracy resource kits.</li> </ul>

f. STRATEGIC OBJECTIVES, PERFORMANCE INDICATORS, PLANNED TARGETS AND ACTUAL ACHIEVEMENTS						
Strategic objectives	Programme Performance Indicator	Actual Achievement 2011/12	Planned Target 2012/13	Actual Achievement 2012/13	Deviation from planned target for 2012/13	Comment on variances
Improve teacher capacity and practices	Percentage of Grade 3 learners performing at the required numeracy level.	17%	55%	In the 2012 ANA, 36% of learners achieved above 50% (report on the ANA 2012).	A deficit variance of 19% was recorded in relation to the predetermined target.	The poor performance of learners can be attributed to the following teaching and learning challenges: <ul style="list-style-type: none"> <li>Poor assessment practices</li> <li>Ineffective subject knowledge and teaching methodologies</li> </ul> Insufficient curriculum coverage.
	Percentage of Grade 6 learners performing at the required language level.	15%	51%	In the 2012 ANA, 39% (home language) of learners achieved above 50% (report on the ANA 2012).	A deficit variance of 12% was recorded in relation to the predetermined target.	
	Percentage of Grade 6 learners performing at the required Mathematics level.	12%	44%	In the 2012 ANA, 11% of learners achieved above 50% (report on the ANA 2012).	A deficit variance of 33% was recorded in relation to the predetermined target.	
	Percentage of Grade 9 learners performing at the required language level.	–	To be determined	39% of learners achieved above 50% (report on the ANA 2012).	None	This was the first cycle of the ANA for Grade 9 and will serve as a baseline.
	Percentage of Grade 9 learners performing at the required Mathematics level.	–	To be determined	2% of learners achieved above 50% (report on the ANA 2012)	None	This was the first cycle of the ANA for Grade 9 and will serve as a baseline.

<b>f. STRATEGIC OBJECTIVES, PERFORMANCE INDICATORS, PLANNED TARGETS AND ACTUAL ACHIEVEMENTS</b>						
<b>Strategic objectives</b>	<b>Programme Performance Indicator</b>	<b>Actual Achievement 2011/12</b>	<b>Planned Target 2012/13</b>	<b>Actual Achievement 2012/13</b>	<b>Deviation from planned target for 2012/13</b>	<b>Comment on variances</b>
Improve teacher capacity and practices (FET).	Number of Grade 12 learners passing Mathematics .	104 033	169 000	<p>The number of passes in Mathematics in 2012 was 121 970.</p> <p>This is 17 937 more than the 104 033 of 2011.</p> <p>The pass rate for Mathematics was 54% in 2012. This was an improvement from 46.3% in 2011 (NSC Examination: Technical Report 2012).</p>	<p>Our 180 000 target for 2014 was based on 2009 data and did not take account of demographic shrinkage of the 2011 Matric cohort as per Stats SA data and the results of the implementation of the age grade admission policy in 1999. In future a percentage will be quoted and used as a result.</p>	The demographic shrinkage of the 2011 Matric cohort as per Stats SA data, results in a variance.
	Number of Grade 12 learners passing Physical Science.	96 441	160 000	<p>The number of passes in Physical Science was 109 918 in 2012.</p> <p>This was 13 477 more than the 96 441 of 2011.</p> <p>The pass rate for Physical Science in 2012 was 61.3%. It was 53.4% in 2011 (NSC Examination: Technical Report 2012).</p>	<p>Our 170 000 target for 2014 was based on 2009 data and did not take account of demographic shrinkage of the 2011 Matric cohort as per Stats SA data and the results of the implementation of the age grade admission policy in 1999. In future a percentage will be quoted and used as a result.</p>	The demographic shrinkage of the 2011 Matric cohort as per Statistics SA data, results in a variance.

<b>f. STRATEGIC OBJECTIVES, PERFORMANCE INDICATORS, PLANNED TARGETS AND ACTUAL ACHIEVEMENTS</b>						
<b>Strategic objectives</b>	<b>Programme Performance Indicator</b>	<b>Actual Achievement 2011/12</b>	<b>Planned Target 2012/13</b>	<b>Actual Achievement 2012/13</b>	<b>Deviation from planned target for 2012/13</b>	<b>Comment on variances</b>
<p>Improve teacher capacity and practices (FET).</p>	<p>The number of Grade 12 learners who become eligible for a Bachelor's programme at university.</p>	<p>120 767</p>	<p>149 000</p>	<p>In 2012, a total of 136 047 Grade 12 learners became eligible for admission into university.</p> <p>A total of 15 280 more Bachelor's passes were achieved in 2012 than 2011 (NSC Examination: Technical Report 2012).</p>	<p>Our 175 000 target for 2014 was based on 2009 data and did not take account of demographic shrinkage of the 2011 Matric cohort as per Stats SA data. In addition, the age admission reduction of the cohort in 1999, due to admission policy implementation, then yielded a smaller than expected cohort for Matric in 2011 and 2012.</p> <p>The sector is still on track to achieving its target of 32% of Grade 12 graduates being able to be admitted for Bachelor degree studies.</p> <p>The trend has been that this indicator moved from 19.9% in 2008 to 24.3% in 2011 and to 26% in 2012.</p>	<p>The demographic shrinkage of the 2011 Matric cohort as per Stats SA data, results in a variance.</p>

f. STRATEGIC OBJECTIVES, PERFORMANCE INDICATORS, PLANNED TARGETS AND ACTUAL ACHIEVEMENTS						
Strategic objectives	Programme Performance Indicator	Actual Achievement 2011/12	Planned Target 2012/13	Actual Achievement 2012/13	Deviation from planned target for 2012/13	Comment on variances
Improve teacher capacity and practices (FET).	Percentage of learners who obtain a National Senior Certificate.	73.9%	70%	The pass rate for 2012 was 73.9%. This was an increase of 3.7% on the 2011 results (70.2%) This was also an increase of 13.3% since 2009 (60.6%) (NSC Examination: Technical Report 2012).	A positive deviation 3.9% was achieved.	<p>Strategic interventions in the sector contributed to the improved performance in the 2012 NSC. These initiatives included:</p> <ul style="list-style-type: none"> <li>The 2011 results were analysed and A National Senior Certificate Diagnostic report compiled. The report was used to plan interventions and set provincial targets.</li> <li>Support to Grade 12 learners was given impetus by the release of the Mind the Gap study guides for Grade 12.</li> <li>The Department partnered with stakeholders to supply Grade 10 and 12 learners with user-friendly learning materials for revision purposes, through radio programmes, newspaper supplements and DVDs. The MTN Learn media platform broadcast daily radio programmes on community radio stations for Grade 10 and 12 Mathematics, Science and English until 18 November 2012.</li> </ul>

<b>f. STRATEGIC OBJECTIVES, PERFORMANCE INDICATORS, PLANNED TARGETS AND ACTUAL ACHIEVEMENTS</b>						
<b>Strategic objectives</b>	<b>Programme Performance Indicator</b>	<b>Actual Achievement 2011/12</b>	<b>Planned Target 2012/13</b>	<b>Actual Achievement 2012/13</b>	<b>Deviation from planned target for 2012/13</b>	<b>Comment on variances</b>
Increase access to high-quality learning materials (workbooks and textbooks).	Percentage of learners with a textbook for each subject.	-	85%	The focus in 2012 has been on textbooks ordered and delivered by PEDS to schools for the grades implementing CAPS in 2013 (Grades 4-6 and Grade 11). 99.4% of Grades 4-6 and Grade 11 orders were delivered to schools (provincial reports).	A positive variance of 14% was reported as per data from PEDS.	A Basic Education Sector Plan for the procurement and delivery of LTSM for 2013 was developed and implemented. Monitoring of LTSM Procurement and Delivery (Grades 4-6 and Grade 11): The LTSM forum met once a quarter. Representatives from the publishers associations and officials held meetings on LTSM provisioning. To support the procurement and delivery of LTSM in provinces, two monitoring visits to provinces were undertaken. Between October and December 2012, the DBE requested weekly progress reports on the delivery of LTSM to schools.

f. STRATEGIC OBJECTIVES, PERFORMANCE INDICATORS, PLANNED TARGETS AND ACTUAL ACHIEVEMENTS						
Strategic objectives	Programme Performance Indicator	Actual Achievement 2011/12	Planned Target 2012/13	Actual Achievement 2012/13	Deviation from planned target for 2012/13	Comment on variances
Increase access to high-quality learning materials (workbooks and textbooks).	Number of learners who have received workbooks.	—	10 300 000	<p>For the 2013 academic year, the DBE printed workbooks for :</p> <ul style="list-style-type: none"> <li>• Grade R</li> <li>• Grades 1-6 : Home language in all languages;</li> <li>• Grades 1-3 : Mathematics in LoLT;</li> <li>• Grades 4-9 : Mathematics in English and Afrikaans;</li> <li>• Grades 1-6 : FAL in English;</li> <li>• Grades 1-3 : Life Skills in LoLT.</li> </ul> <p>These workbooks were distributed to schools for utilisation by 10 979 625 learners (proof of delivery reports).</p>	The predetermined target was based on projection of enrolment for 2013. PoDs reflect a positive variance of 679 625.	The planned target was based on projected enrolment. Workbooks were distributed as per data received from PEDs. The increased distribution can also be attributed to the provision of workbooks to Grade R.

<b>f. STRATEGIC OBJECTIVES, PERFORMANCE INDICATORS, PLANNED TARGETS AND ACTUAL ACHIEVEMENTS</b>						
<b>Strategic objectives</b>	<b>Programme Performance Indicator</b>	<b>Actual Achievement 2011/12</b>	<b>Planned Target 2012/13</b>	<b>Actual Achievement 2012/13</b>	<b>Deviation from planned target for 2012/13</b>	<b>Comment on variances</b>
Increase access to high-quality learning materials (libraries).	Number of schools having access to library information services.	42%	60%	<p>The latest available data for this indicator is 51% (School Monitoring Survey: 2011). The School Monitoring Survey is an independent survey that measures the progress of the key goals of the education sector as contained in Action Plan to 2014. The survey is conducted bi-annually to obtain independent and credible information that will inform planning.</p> <p>The data presented considered learners to be in schools with a library fulfilling minimum standards if they had access to at least one of the following:</p> <ul style="list-style-type: none"> <li>• a central school library</li> <li>• a mobile library</li> <li>• classroom libraries.</li> </ul>	A variance of 9% was recorded	<p>The national average of 51% is largely due to the very low percentages of schools in the Eastern Cape and Limpopo (30% each) with libraries meeting minimum standards. Of the seven provinces that were above the national average, the Western Cape and Gauteng had the highest percentage of schools with libraries meeting minimum standards, (88% and 81% respectively) followed by the Northern Cape with 73%. The remaining four provinces had between 53 and 65% of schools meeting the required standard.</p> <p>The structural and infrastructural disparities in the provinces contributed to the 9% variance. Provinces were not working towards a consolidated pro rata target.</p>

f. STRATEGIC OBJECTIVES, PERFORMANCE INDICATORS, PLANNED TARGETS AND ACTUAL ACHIEVEMENTS						
Strategic objectives	Programme Performance Indicator	Actual Achievement 2011/12	Planned Target 2012/13	Actual Achievement 2012/13	Deviation from planned target for 2012/13	Comment on variances
Strengthen partnerships with all stakeholders resulting in education becoming a national priority.	Number of learners enrolled in the Kha Ri Gude programme.	—	630 990	A total of 669 815 learners participated in the programme.	A positive variance of 38 825 learners was recorded.	The learner target was exceeded because savings were accrued as a result of the fact that the unit price of the LTSM did not vary much from that of 2011 due to economies of scale. Furthermore, the Expanded Public Works Programme incentive grant made it possible to exceed the set targets.
	Percentage of learners completing the Kha Ri Gude programme.		83%	The completion rate of the programme was 93%.	A positive variance of 10% was recorded.	
Strengthen the capacity of district offices.	Number of district offices that have trained officials in the Screening, Identification, Assessment and Support strategy	35	50	A total of 56 district offices had officials trained in the SIAS strategy for the reporting period (attendance registers).	A positive variance of 6 was achieved.	The training on the existing SIAS instrument was conducted by PEDs. The increased performance can be attributed to the wider coverage by PEDs.
	Number of schools that have teachers trained in the Screening, Identification, Assessment and Support strategy	116	100	A total of 211 schools had teachers trained in the SIAS strategy (attendance registers).	A positive variance of 211 was achieved.	
Universalise access to Grade R.	Percentage of Grade 1 learners who have received formal Grade R.	83%	69%	87.8% (GHS: 2011)	A positive deviation of 18.8% was attained against the planned target.	The significant increase in the number of learners attending ECD programmes is attributed to the interventions aimed at ensuring that government's commitment, that all children aged 5 are attending educational institutions by 2014, is realised.

## **g. STRATEGIES TO OVERCOME AREAS OF UNDER-PERFORMANCE**

A new e-Education strategy that updates the 2004 White Paper and includes future targets for ICT access in schools could not be released as the implementation plan required refinement. Capacity has been recruited to assist in refining the strategy to ensure that the implementation of the strategy will be a success and beneficial to the sector.

Effecting improvement in Literacy/Language and Numeracy/Mathematics is a key focus of the education sector and is informed by the National Strategy on Learner Attainment. All activities in the sector work towards supporting teaching practices in the classroom. The implementation of CAPS and the utilisation of workbooks form part of the strategy to improve learner performance. Activities in this regard include:

- Training subject advisors during CAPS orientation on effective methods of the teaching and learning of Mathematics and Languages. The handbook on the effective teaching and learning of Mathematics will be available in the sector in September 2013.
- Training subject advisors during CAPS orientation on effective school-based assessment (SBA). The handbook in this regard will be available in September 2013.
- A diagnostic assessment of ANA conducted by the DBE to assist PEDs to introduce focused interventions to support teachers.
- Workbooks being screened to improve the quality of activities and ensure alignment with CAPS.
- Capacitating primary school Mathematics teachers on content and methodology through the JICA/ DBE project.
- The Ministerial Task Team Audit Report of Reading Programmes, delivered in February 2013. The Ministerial Report informed the conceptualization of the draft National Reading Plan for the system and the scope of current provincial reading programmes. Implementation of enhanced reading programmes at school level will promote literacy and learning as a whole.

Whereas the predetermined numerical targets for 2012 Grade 12 Bachelor's passes, Physical Science and Mathematics may not have been reached, it is important to contextualise the targets set. Since the release of the Action Plan to 2014, it has been necessary to reformulate some targets to relate to the pipeline for NSC and concentrate on reporting and focusing on percentages based on projections, rather than actual enrolment. The historical amendments to the National Education Policy Act, 1996 (Act 27 of 1996) relating to the age of admission, has led to a significant decline in the Grade 12 learner cohort since 2011, as a result of the implementation of the age admission policy implemented in 1999. Our 175 000 target for 2014 was based on 2009 data and did not take account of demographic shrinkage of the 2011 Matric cohort as per Stats SA data. In addition, the age admission reduction of the cohort in 1999, due to admission policy implementation, then yielded a smaller than expected cohort for Matric.

In 2012, a total of 136 047 Grade 12 learners became eligible for admission into university. 15 280 more Bachelor's passes were achieved in 2012 than 2011. This indicator has trended upward, from 19.9% in 2008, to 24.3% in 2011 and 26% in 2012. The sector is therefore on track to achieving its target of 32% of Grade 12 graduates being eligible for admission to Bachelor degree studies.

The Ministerial Task Team was established to investigate the performance of Mathematics, Science and Technology in primary and high schools. A draft report has been completed. The final report will be presented to the Minister of Basic Education for approval. A Mathematics, Science and Technology round table discussion will be convened with key partners on 7 June 2013. The recommendations from the round table will be used to inform the implementation and strengthening of the Mathematics, Science and Technology strategy.

According to the School Monitoring Survey 2011, a total of 51% of learners in South Africa were in schools that met the minimum standard for libraries, when primary and secondary schools are viewed together. This amounts to about 2.8 million primary school learners (40%), and almost 1.7 million secondary school learners (46%). As part of the initiative to increase access to libraries, the National Guidelines for School Library and Information Services were released on 13 August 2012. The guidelines explore a range of library models, encompassing classroom libraries, mobile libraries, cluster libraries and school community libraries. Draft documentation on the implementation plan, strategic guidelines on collaboration between schools and community/public libraries and an orientation manual on the National Guidelines on School Library and Information Services have already been developed. The finalisation and realisation of the implementation plan will contribute positively to learners having access to library services.

**h. CHANGES TO PLANNED TARGETS**

None.

i. SUB-PROGRAMME EXPENDITURE

Detail per Programme 2 – Curriculum Policy, Support and Monitoring	2012/13			2011/12		
	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
<b>2.1 Programme Management: Curriculum Policy, Support and Monitoring</b>						
Current payment	2 887	2 709	178	2 005	1 976	29
Transfers and subsidies	-	-	-	-	-	-
Payment for capital assets	20	18	2	27	26	1
<b>2.2 Curriculum Implementation and Monitoring</b>						
Current payment	26 124	25 765	359	24 133	23 455	678
Transfers and subsidies	47	46	1	222	-	222
Payment for capital assets	235	174	61	155	100	55
<b>2.3 Kha Ri Gude Literacy Project</b>						
Current payment	589 519	572 021	17 498	541 551	497 297	44 254
Transfers and subsidies	334	334	-	18	18	-
Payment for capital assets	105	102	3	24	24	-
<b>2.4 Curriculum and Quality Enhancement Programmes</b>						
Current payments	798 251	797 672	579	939 699	891 373	48 326
Transfers and subsidies	1	-	1	-	-	-
Payment for capital assets	225	65	160	135	53	82
<b>Total</b>	<b>1 417 748</b>	<b>1 398 906</b>	<b>18 842</b>	<b>1 507 969</b>	<b>1 414 322</b>	<b>93 647</b>

## 5.3 PROGRAMME 3: TEACHERS, EDUCATION HUMAN RESOURCES AND INSTITUTIONAL DEVELOPMENT

### a. PURPOSE

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

### b. LIST OF SUB-PROGRAMMES

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

### c. STRATEGIC OBJECTIVES

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

### d. 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 2014: Towards the Realisation of Schooling 2025*. 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 into the teaching profession each year.

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

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

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

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

- Teacher Supply and Utilisation
- Teacher Development
- Teacher Accountability
- School Management and Governance
- District Development.

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

e. **PROGRAMME SUMMARY AND PERFORMANCE INFORMATION**

**SUB-PROGRAMME: EDUCATION HUMAN RESOURCE MANAGEMENT**

**(i) HUMAN RESOURCE PLANNING PROVISIONING AND MONITORING MANAGEMENT**

Maintaining stability in schools in support of curriculum delivery and learner performance is a critical focus of HR planning, provisioning and monitoring. The following achievements are noted for the period under review:

**Strategy to improve teacher recruitment and reduce teacher shortages in schools**

A National Education Human Resource Framework (including human resource strategies and related guidelines) was developed and approved. The framework contains interventions to enable the introduction of a three-year post establishment and closed vacancy lists that will assist provincial education departments to:

- place educators additional to the post establishment;
- improve the absorption and deployment of Funza Lushaka bursars;
- effect the translation of temporary educators to permanent staff where appropriate.

The supply and demand framework (first phase) has been developed and will form the basis for the development of the supply and demand tool (the second phase) for efficient HR forecasting in PEDs. It is envisaged that the framework will be completed by the end of the 2013/14 financial year.

**Profiling of teachers**

The profiling of teachers in poor-performing schools has reached phase 2. Phase 1 involved the distribution of forms to collect data in approximately 400 schools that were identified as poor performing schools in the 2011 NSC examinations. The database was designed, forms were collected from 98.4% of the poor performing schools and data from 1 000 forms was captured onto the database. This formed part of the larger objective of profiling teachers, focusing on qualifications, areas of specialisation and ensuring that teachers are utilised appropriately according to their strengths.

**Criteria to combat over-sized classes**

A research project (tool) was initiated to review progress with the implementation of post-provisioning norms (PPN) in all provinces. The project aims to assess the actual versus intended impact of teacher provisioning models, and the methods and tools for planning, utilisation and deployment of teachers in the system.

**Supply of qualified educators**

A database of qualified educators seeking employment was developed in addition to the database of new Funza Lushaka graduates seeking employment.

The number of qualified teachers 30 years and younger entering the profession for the first time was monitored during the reporting period. The nature of post-provisioning processes in the education sector is such that a large proportion of appointments occur in the first quarter of the school calendar year. As at the end of the 2012 school calendar year, a total of 8 227 educators aged 30 years and younger were appointed for the first time in the system, which was 1 427 above the 6 800 target for the period.

PROVINCE	NUMBER OF EDUCATORS
Eastern Cape	261
Free State	1 213
Gauteng	1 560
KwaZulu-Natal	995
Limpopo	848
Mpumalanga	406
North West	542
Northern Cape	443
Western Cape	1 959
<b>Total</b>	<b>8 227</b>

Source: PERSAL

### The percentage of schools where allocated teaching posts are filled

The vacancy rate with regard to all levels of posts at schools (principals, deputy principals, heads of department and teachers) and the trends within each PED were prepared in order to report on the percentage of public schools where all the allocated teaching posts were filled. At the end of January 2013, 34% of schools had no vacant posts as compared to 66% in November 2012. All schools receive new post establishments at the beginning of January each year and figures for this period should therefore be taken as a baseline against which improvements would be monitored throughout the year. Temporary teachers are appointed in vacancies until the posts are permanently filled to ensure that no class is without a teacher. In addition, acting appointments are made in management posts. The vacancies reported indicate posts that have not been filled permanently.

The placement process of the 2012 Funza Lushaka graduates began in the first quarter of the 2012 academic year and ended in December 2012, as reported in the table below.

PROVINCE	TOTAL	PLACED AS AT END DEC 2012	PERCENTAGE PLACED
Eastern Cape	252	67	27%
Free State	169	166	98%
Gauteng	392	392	100%
KwaZulu-Natal	455	455	100%
Limpopo	159	154	97%
Mpumalanga	159	159	100%
North West	78	78	100%
Northern Cape	115	115	100%
Western Cape	464	283	61%
<b>Total</b>	<b>2 243</b>	<b>1 869</b>	<b>84%</b>

The placement process for the 2013 graduates began in February 2013 and the progress to date is indicated in the table below.

PED	Not Yet Placed	Placed	Unplaceable (repeating, writing supplementary, etc.)	Total Allocated	Revised Number for Placement (Excl. unplaceable)	% Placed (Placed/ Revised total)
Eastern Cape	266	0	91	357	266	0%
Free State	134	71	49	254	205	35%
Gauteng	359	118	177	654	477	25%
KwaZulu-Natal	37	805	197	1 039	842	95%
Limpopo	39	114	91	244	153	75%
Mpumalanga	93	32	24	149	125	26%
North West	8	74	15	97	82	90%
Northern Cape	2	61	33	96	63	97%
Western Cape	338	246	73	657	584	42%
<b>National</b>	<b>1 276</b>	<b>1 521</b>	<b>750</b>	<b>3 547</b>	<b>2 797</b>	<b>54%</b>

Source: Reports from PEDs as at the end of February 2013

At the end of February 2013 placement was at 54%. KwaZulu-Natal, Northern Cape and North West PEDs had placed at least 90% of bursary beneficiaries available for placement, that is, excluding those who were writing supplementary examinations who would be available once they passed their supplementary examinations.

The placement of graduates in the Eastern Cape was delayed due to challenges related to the appointment of temporary educators, which was subject to a court action. The placement of Funza Lushaka Bursary Scheme graduates is part of the overall teacher deployment process that occurs annually, that includes redeployment of educators additional to the post establishments in schools and conversion of temporary appointments to permanent. PEDs that are able to efficiently manage these processes tend to expedite the placement.

### PERSAL Clean-up

Information systems with reliable data are instrumental in ensuring proper planning, implementation and reporting on the supply, demand, recruitment and retention of educators. The Northern Cape and North West PEDs were identified to start with the audit of the organisation structures. The aim of the audit is to ensure a funded, valid and current organisation structure that is correctly reflected on PERSAL and correctly linked to BAS. The audit will also contribute to the monitoring of expenditure on compensation in the PEDs, which presently is a major concern.

### Reduction of backlogged illness and incapacity leave cases in the Eastern Cape PED

During the DBE's involvement in the management of the HR processes of the Eastern Cape, it became apparent that the management of the Policy on Incapacity Leave and Ill-health Retirement (PILIR) had not been effectively conducted and a decision was taken to appoint a service provider to expedite the processing of all outstanding and backlogged PILIR cases in the province. A service provider was appointed, all 23 districts were visited and a database of the backlogged cases categorised and captured. Closed cases (1 680) are now being audited so that payment can be made. Those cases that cannot be closed due to the absence of the Health Risk Manager (HRM) have been identified, checked and made ready for submission to the HRM.

### Strategy to retain teachers in the sector

As part of the strategy to retain teachers in the sector the following achievements were noted:

- **Teacher Laptop Initiative.** The review of the Teacher Laptop Initiative was finalised and a decision was taken to present the laptop as a tool of trade. The new project commenced in January 2013.
- **The translation of therapists onto OSD.** The once-off payment to therapists and their translation onto the Occupation Specific Dispensation (OSD) were implemented during the January-March 2013 period. Completion of these processes is being monitored.
- **The 6.6% Cost-of-Living Adjustment.** The 6.6% cost-of-living adjustment for educators was approved and implemented on PERSAL for payment in April 2013.

#### (ii) EDUCATOR LABOUR RELATIONS AND CONDITIONS OF SERVICE

The DBE has been handling a dispute with trade unions over the exam tariffs. Although the matter is pending at the Labour Court, the Department has followed all the procedures in its attempts to negotiate with the unions so that an agreement can be reached.

Another dispute declared by SADTU relates to the Draft Collective Agreement on establishing parity of notches of educators in Basic Education with notches of the general public servants employed by the State. The Department is awaiting conciliation on the matter.

The Draft Collective Agreement on the Quality Management System (QMS) has been accepted by all trade unions in the Council and it was envisaged that the Agreement could be signed before the end of April 2013. The draft Collective Agreements that were being finalised include:

- Draft Collective Agreement I of 2013: Vote Weights for Trade Unions that are Parties to Council;
- Draft Collective Agreement: Performance Appraisal System (QMS);
- Draft Collective Agreement: Establishing parity of notches of educators in Basic Education with notches of the general public servants employed by the State;
- Addendum to ELRC Collective Agreement I of 2012: Occupation Specific Dispensation (OSD) for Education Therapists, Counsellors and Psychologists employed in Public Education.

The revision of the Personnel Administrative Measures (PAM) has been finalised and a workshop with all trade unions in the Council was conducted. It is envisaged that the PAM will be published soon.

#### (iii) EDUCATION PERFORMANCE MANAGEMENT AND DEVELOPMENT AND WHOLE-SCHOOL EVALUATION

##### Integrated Quality Management System (IQMS)

Proper implementation of the IQMS not only supports effective teaching, but also helps to improve levels of accountability within a school. Schools with high accountability levels are likely to perform better than those where levels of accountability are low. The visits to schools, including classroom observations, have also improved the confidence levels of the educators. Educators were eager to honestly identify their areas of weaknesses through the IQMS, so that they could address them through internal development and improve the quality of their teaching.

During the fourth quarter, external moderators conducted two types of visits. Firstly, moderators visited 1 540 schools from 9 to 31 January 2013 to monitor school readiness. A school readiness monitoring report was compiled. From 21 to 31 January 2013, an additional activity, that of monitoring IQMS summative evaluation, was conducted at 778 of the 1 540 schools that were visited.

In terms of the above report, a total of 2 299 (1 521 + 778) school visits took place for purposes of IQMS monitoring, which exceeded the target of 2 000 for the fourth quarter. An additional 762 schools were visited, exceeding the target by a total of 1 061 schools.

During the period 1 April 2012 to 31 March 2013, IQMS moderators conducted a total of 13 527 school visits. These visits were for purposes of IQMS monitoring, data capturing in the Eastern Cape, monitoring of school readiness and monitoring the writing of National Senior Certificate examinations.

### **Finalisation of a revised instrument for the Quality Management System (QMS)**

The QMS document is still being discussed at the Education Labour Relations Council (ELRC). Implementation of the QMS was envisaged from January 2013, but cannot be implemented before negotiations are concluded. Delays were caused by prolonged consultative processes that unions had with their members, as well as changes that were proposed by the unions to the document. ELRC bargaining meetings were held on 20 March 2013 and 4 April 2013, where the document was made a draft collective agreement. Furthermore, parties were given 30 days' notice (from 4 April 2013) to obtain mandates and sign the document, as mandated by the constitution of the ELRC.

### **Finalisation of Performance Appraisal System (PAS) instruments for school principals and deputy principals by the ELRC**

The evaluation of the performance of office-based educators is critical since they are responsible for providing development support to schools. Implementation of the PAS instrument for school principals and deputy principals has been discontinued since their performance evaluation would now be discussed as part of the QMS (see update on the development of the QMS above).

### **Appraisal System (PAS) for office-based educators**

Evaluation of performance for office-based educators is critical as they are responsible for providing support and development to schools. This category includes Circuit Managers and Subject Advisors, who are directly responsible for driving programmes for teacher development as well as school governance and management. Effective teacher development programmes and monitoring of school performance are critical to enhancing accountability and improving school performance.

Implementation of PAS instruments for office-based educators has also been discontinued in the ELRC. It is envisaged that once discussions on the QMS have been concluded, new discussions will be pursued on the appropriate evaluation instrument for office-based educators. In the meantime, office-based educators are evaluated in terms of ELRC Collective Agreement No.3 of 2002. Furthermore, job descriptions for office-based educators have been re-aligned. HEDCOM is expected to finalise discussions on these draft job descriptions before they are taken to the ELRC for adoption.

## **SUB-PROGRAMME: EDUCATION HUMAN RESOURCE DEVELOPMENT**

### **(i) CONTINUING PROFESSIONAL TEACHER DEVELOPMENT**

Goal 16 in the Action Plan to 2014 and the implementation of the requirements of the Integrated Strategic Planning Framework for Teacher Education and Development (ISPFTED) were taken forward as follows during the period under review:

## CAPS implementation

Intermediate Phase and Grade 11 teachers attended CAPS orientation programmes in all provinces. The CAPS orientation programme is making good progress and there was considerable improvement in the completion rate of teacher participation as compared to 2011. Each PED developed and implemented mop-up programmes to ensure that all targeted teachers were orientated.

## Teacher Centres

Teacher Centres assist the achievement of the aim of improving teacher quality by supporting teachers at the local level. There are a number of well-functioning teacher centres in the country which act as useful resources to teachers who use them. These centres enable teachers to access lesson plans, subject content information, teaching and learning resources, meet others for professional exchange, host seminars and participate in professional development programmes and courses. A survey of teacher centres completed in the reported period yielded information on how the 144 centres in the country could play a more active role in providing support to teachers in the public school system and thus positively impact on the quality of basic education.

Linked to this process was the development of Norms and Standards for Teacher Centres, which will assist in ensuring uniformity across the network of Teacher Centres.

An agreement was reached with UNISA for the development of selected teacher centres. The identified teacher centres will link with UNISA teaching schools (schools resourced to strengthen the teaching practice of student teachers), as per ISPFTED activity number 4.5.

## Teacher Union Collaboration

Continuous teacher development is probably the one area where government and unions need each other the most. The objective of the Memorandum of Agreement with teacher unions is to facilitate the achievement of the teacher professional development targets set out in Action Plan to 2014 and the ISPFTED. The parties to the agreement are the DBE, provincial education departments and the NATU, NAPTOSA, PEU, SADTU and SAOU teacher unions.

Broadly, the DBE's main role is to collaboratively plan, coordinate, guide and support provincial education departments (PEDs) and teacher unions (TUs) to ensure that all activities relating to the effective delivery of the Programme Agreement are achieved. The PEDS will identify, through established structures, the teacher development needs in the provinces that could be serviced by teacher unions as complementary activities to PEDs' programmes.

In implementing the collaboration, the evaluation of plans developed by unions was completed and allocations made to each union to commence with implementing teacher development programmes. The allocations to teacher unions were as follows:

Union Allocations	TU Proposal	Allocation	% Allocation	Average Cost/ Candidate	Targeted Candidates
<b>SAOU</b>	R 11 897 500	R 11 897 500	17%	R 1 200	9 915
<b>PEU</b>	R 2 759 170	R 2 759 170	3.94%	R 1 200	2 299
<b>NAPTOSA</b>	R 19 116 500	R 10 000 000	14.29%	R 1 200	8 333
<b>NATU</b>	R 44 165 132	R 12 000 000	17.14%	R 1 200	10 000
<b>SADTU</b>	R 73 484 557	R 33 343 330	47.63%	R 1 200	27 786
<b>TOTAL</b>	<b>R 151 422 859</b>	<b>R 70 000 000</b>	<b>100%</b>	<b>R 1 200</b>	<b>58 333</b>

Teacher Unions are required to train members in the following programmes:

- Assessment for Learning Programme
- Teacher Development (CAPS)
- SMT Curriculum Management Programme
- District-based Professional Development Programme
- SMT Training (school management)
- Under-qualified Teacher Training (content knowledge, assessments and lesson preparation)
- Mathematics and Science
- Teaching English Second Language
- Improving Reading and Writing in the Foundation and Intermediate Phases.

A catalogue of short courses provided by HEIs to support teachers in targeted subject areas was uploaded onto the DBE website in the 2012/13 financial year.

### Recognition of teachers

The 13<sup>th</sup> Annual National Teaching Awards were successfully held at which 72 teachers received recognition on national television and in various print and electronic media. 25 000 schools and 380 000 teachers were invited to nominate teachers for recognition. Over 3 000 teachers were acknowledged at school, district, regional, provincial and national recognition events. Awards for excellence were made in eight main categories: primary school teaching, primary school leadership, secondary school teaching, secondary school leadership, Grade R, Inclusive and Special Needs teaching, ICT in teaching and Lifetime Achievement. Other awards include the Via Afrika People's Choice category and the Professor Kader Asmal Excellence award (named for the former Minister of Education and champion of race and values in education).

### (ii) INITIAL TEACHER EDUCATION

Initial Teacher Education is contextualised within the broad Departmental goal of meeting the supply and demand needs for high-quality teachers. The overall goal is to provide well-qualified teachers who are able to teach in nationally identified priority areas. The Funza Lushaka Bursary Programme is a multi-year programme that promotes teaching in public schools. Full-cost bursaries are available that enable eligible students to complete a full teaching qualification in an area of national priority. Recipients of these bursaries are required to teach at a public school for the same number of years that they received the bursary.

The Funza Lushaka bursary allocation from National Treasury has increased from R109.7 million in 2007 to R671.9 million in 2012. In 2012/13 the number of bursaries awarded increased to 11 715. The DBE developed a proposal for improving the Funza Lushaka bursary programme information management system to facilitate tracking bursars, from the granting of the bursary to the point of being placed in a school as qualified teachers.

The DBE participated in the selection committee meetings of 22 Higher Education Institutions during February and March 2013 to monitor and quality assure the selection process of bursars for the 2013 intake. To broaden recruitment, the Department entered into an agreement with the Independent Schools Association of South Africa (ISASA) on a Mathematics and English programme whereby interns are placed at selected independent schools for the duration of their training to enrich their teaching experience. Twenty students were recruited who are currently studying at UNISA. The programme aims to produce confident, competent teachers with a strong commitment to Mathematics, English and Science teaching. The Department of Basic Education (DBE) will monitor the progress of the 20 DBE/ISASA interns.

This year saw the introduction of a district-based recruitment programme that targeted learners from rural and poor communities (quintile 1-3 schools) to assist them to access Funza Lushaka bursaries. District-based recruitment was rolled out to provincial education departments, with a total of 2 000 bursaries set aside to benefit learners from quintile 1-3 schools, of whom 1 173 were recruited and registered to study in the 2013 academic year at Higher Education Institutions across the country.

The DBE embarked on a special teacher recruitment drive during and after the National Teaching Awards (NTA). The NTA ceremony took place on 7 March 2013 at the Gallagher Convention Centre and was broadcast live on SABC 2. The NTA provided the perfect opportunity for the Teacher Recruitment Campaign to be promoted on a national platform through the NTA's media partners (Independent Newspapers, SABC Radio and SABC TV). A theme of the NTA was "Teaching – your profession of first choice".

The DBE is collaborating with the Department of Higher Education and Training (DHET) in the areas of evaluating educator qualifications and teacher education programmes, in support of improving the quality of basic education in the system. Two officials are conducting a work study at the DHET in the Teacher Development Section. It is anticipated that, at the end of the work study, and based on the report of the work study and its recommendations, the DBE will consider the possibility of reinstating this function.

### **(iii) EDUCATION MANAGEMENT AND GOVERNANCE DEVELOPMENT**

#### **School management**

The DBE produced two resources to enhance education leadership, management and governance capacity in schools. The first resource is the South African Standards for Leadership document, that serves as a benchmark for school leadership. It covers six main focus areas which are linked to the IQMS, that can be used to hold principals accountable for the performance of their schools. The focus areas are:

- Leading and managing the learning school;
- Shaping the direction and development of the school;
- Assuring quality and securing accountability;
- Developing and empowering self and others;
- Managing the school as an organisation;
- Working with and for the community.

The second resource is the Education Management Policy Framework, which focuses on the capacity-building programmes of school managers. It complements the South African Standards for Leadership since both are built on the same six principles. These principles have become increasingly accepted in education management discourse in South Africa.

The DBE developed a Draft National Guide for the appointment of principals in schools in response to the challenges experienced in the appointment of principals. The Guide was tabled at both HEDCOM and CEM and is under review.

A National Task Team comprising the DBE and provincial coordinators from KwaZulu-Natal, North West, Free State, Western Cape, Limpopo and Gauteng devised a framework to be used for the development of management guidelines for school principals, with a focus on using the key 'building blocks' of effective school management.

The DBE sent a multi-branch team to all provinces to verify the availability of the minimum set of management documents in schools. The School Readiness Assessment Tool, which lists a number of documents expected to be available at schools, was developed and used for the monitoring process. The table below indicates the number of districts and schools visited in each province.

PROVINCE	DISTRICTS	SCHOOLS
Eastern Cape	12	72
Free State	4	4
Gauteng	7	35
KwaZulu-Natal	10	45
Limpopo	5	63
Mpumalanga	4	59
Northern Cape	2	11
North West	4	31
Western Cape	1	4

The School Improvement Plan (SIP), a critical management tool, was used to survey the availability of the minimum set of management documents at schools in the Free State Department of Education. A report indicating findings on the availability of the SIP in 90 public secondary schools was produced. The SIP survey was conducted in five districts: Fezile Dabi, Lejweleputswa, Motheo, Thabo Mofutsanyana and Xhariep. Available documents identified in schools were, among others, SIP for IQMS, Subject Improvement Plans, Personal Growth Plans, School Self-Evaluation and Whole School Evaluation Plans.

### School governance

Every district and provincial education department, as part of the Action Plan to 2014, has a complaints officer who receives complaints, advises complainants on their rights and directs complaints to the relevant office or official for action. Complaints officers keep records of received complaints and track responses from affected offices.

The report on the availability of complaints officers in provinces and districts shows differences in how queries were received and addressed. With regard to learner admissions, if parents do not get assistance from the district office, complaints may be forwarded to the provincial office. Contact details of provincial complaints officers are made available to the public.

Provincial and district officials use an SGB functionality tool to assess the performance of School Governing Bodies. The tool assesses SGB effectiveness and identifies specific areas that require support. SGBs are assisted through training and follow-up sessions to improve the identified areas that required support. The completed functionality tools are kept by the relevant district officials.

### District development

The DBE has developed a set of standardised tools to guide districts in monitoring and supporting schools, and to guide oversight of district and school functionality and preparedness at different times in the school year. These are based on the critical areas of curriculum coverage, resourcing, assessment, readiness for the next year, and planning and management. The HEDCOM and CEM-approved standardised tools were developed according to quarterly focused areas that districts must use to monitor, support schools and create reports on the development of further intervention strategies aimed at improving school and district functionality.

In addition to the district monitoring and support tools, the DBE completed a snapshot Monitoring and Reporting on District Performance analysis aimed at determining the feasibility of districts providing support to schools in terms of the number of schools, infrastructure, distance from office to schools, roads, and other criteria. The exercise will aid the implementation of the Policy on the Organisation, Roles and Responsibilities of Education Districts which is aimed at ensuring better district support to schools.

The Policy on the Organisation, Roles and Responsibilities of Education Districts has been gazetted. It determines national policy for the planning, provision, financing, staffing, coordination, management, governance, programmes, monitoring and evaluation of education districts. Through this policy, education districts can be provided with the necessary roles, delegated authority, functions, resources and skills to enable them to perform their core functions, which is the support of schools.

In preparation for the implementation of the policy, the DBE worked in with the Michael and Susan Dell Foundation along with McKinsey & Company to develop a model for data-driven performance in education entitled: *Roadmap towards the development of a district administration and management system*. It involves the gathering of first-hand perspectives about the strengths and challenges of the current educational information system that will lead to the development of a system that will help support schools, districts and provinces in tangible ways, using credible evidence.

The research was conducted in all provinces, and involved 18 districts and 48 schools. Meetings were held with various provincial and district leaders, circuit staff, principals, SMTs, teachers and school administrative staff to understand the landscape of data collection and the use of data. Based on the findings of the research, the process of implementing an administrative and management system was started in Waterberg, Motheo, Gauteng East, Ekurhuleni East, Ekurhuleni South, Sedibeng East and Sedibeng West.

<b>f. STRATEGIC OBJECTIVES, PERFORMANCE INDICATORS, PLANNED TARGETS AND ACTUAL ACHIEVEMENTS</b>						
<b>Strategic objectives</b>	<b>Programme Performance Indicator</b>	<b>Actual Achievement 2011/12</b>	<b>Planned Target 2012/13</b>	<b>Actual Achievement 2012/13</b>	<b>Deviation from planned target for 2012/13</b>	<b>Comment on variances</b>
Improve teacher capacity and practices (development).	A comprehensive guide to available professional development programmes is established on the national department website.	–	A guide to available professional development programmes is available on the website.	A catalogue of 150 short courses offered by HEIs in priority subject areas was developed and placed on the DBE website and circulated to all stakeholders.	Achieved.	None.
Improve teacher capacity and practices (NICPD).	Teacher development courses in key subject areas are available at the NICPD.	–	Courses in EFAL across the system, FP literacy and numeracy, IP and SP Maths and Science and FET Maths, Science, Accounting are developed.	DBE has developed a short course for FP and IP in English First Additional Language in collaboration with the British Council. Catalogue of HEI short courses drawn up and placed on DBE, PEDs and stakeholder websites. These include Senior Phase Science and Mathematics courses First drafts of the diagnostic assessment are ready for piloting.	Courses still need to be developed in <ul style="list-style-type: none"> <li>FET Science and Accounting</li> <li>Foundation Phase courses in literacy and numeracy</li> </ul>	While the NICPD has not yet been established, the functions have continued under the auspices of the Continuing Professional Teacher Development unit.

<b>f. STRATEGIC OBJECTIVES, PERFORMANCE INDICATORS, PLANNED TARGETS AND ACTUAL ACHIEVEMENTS</b>						
<b>Strategic objectives</b>	<b>Programme Performance Indicator</b>	<b>Actual Achievement 2011/12</b>	<b>Planned Target 2012/13</b>	<b>Actual Achievement 2012/13</b>	<b>Deviation from planned target for 2012/13</b>	<b>Comment on variances</b>
Improve teacher capacity and practices (recruitment).	Number of qualified teachers aged 30 and below entering the public service as teachers for the first time during the past year.	7 744	6 800	A total of 8 227 teachers entered the profession during the 2012 academic year (PERSAL).	A positive variance of 1 427 was achieved.	There was improvement in the appointment of young qualified educators due to the increase in the number of teacher education graduates in general and the uptake of the Funza Lushaka graduates. According to the reports compiled by DHET, the number of initial teacher education graduates increased from approximately 6 900 to 10 500 from 2009 to 2012. This is reflected in the number of new appointments in the public education system.
	Number of bursaries awarded to students enrolled for initial teacher education during the past year.	8 733	11 500	A total of 11 715 bursaries were awarded for the Funza Lushaka Bursary Programme (database of recipients).	A positive variance of 215 was achieved.	In the original estimate of the total number of bursaries that could be awarded in a year, an estimation was made of the value of the bursary at each Higher Education Institution. If the actual value of the bursary was lower than the original estimate, the number of bursaries awarded increased.

<b>f. STRATEGIC OBJECTIVES, PERFORMANCE INDICATORS, PLANNED TARGETS AND ACTUAL ACHIEVEMENTS</b>						
<b>Strategic objectives</b>	<b>Programme Performance Indicator</b>	<b>Actual Achievement 2011/12</b>	<b>Planned Target 2012/13</b>	<b>Actual Achievement 2012/13</b>	<b>Deviation from planned target for 2012/13</b>	<b>Comment on variances</b>
Strengthen school management and promote functional tools (management tools).	Percentage of ordinary public schools where the School Governing Body meets minimum criteria in terms of effectiveness.	44%	60%	A total of 10 528 schools were supported out of a target of 14 836 schools. Cumulatively 71% of schools were supported (provincial reporting).	A positive variance of 11% was achieved.	Capacity-building programmes increased in provinces after the SGB elections because of the release of training guidelines to all circuit managers and school principals. The guidelines provided PEDs on the approach to be used in training SGBs. Better understanding of the SGBs of their functions contributes to improved functionality. Also, PEDs appointed more officials in the support and monitoring of schools.
Strengthen the capacity of district offices.	Percentage of school principals rating the support services of districts being satisfactory.	37%	50%	Data to report on this indicator was unavailable. The instrument to measure principals' rating of services rendered by district offices was not administered.	None.	The tool to measure principals' ratings of services rendered by district offices will be administered in 2013.

**g. STRATEGIES TO OVERCOME AREAS OF UNDER-PERFORMANCE**

A national workshop to consult on the establishment of the National Institute for Curriculum and Professional Development (NICPD) was held. The objective of the workshop was to get inputs and recommendations on the functions and roll-out of the NICPD. Remedial steps were taken to complete some of the development work through the resources in the CPTD, i.e. a catalogue of short courses offered by HEIs was developed and placed on DBE, PED and stakeholder websites, and a short course in English First Additional Language was developed. Four programme managers, one for each phase of the schooling system, started work on developing teacher assessments and catalogues of courses to support teachers in the identified subjects.

The percentage of school principals rating the support services of districts as being satisfactory could not be reported due to the unavailability of data. The School Monitoring Survey to be implemented in the next financial year will gather the required data.

**h. CHANGES TO PLANNED TARGETS**

None.

**i. SUB-PROGRAMME EXPENDITURE**

Detail per Programme 3 – Teachers, Education Human Resources and Institutional Development	2012/13			2011/12		
	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
<b>3.1 Programme Management: Teachers, Education HR and Institutional Development</b>						
Current payment	1 048	929	119	3 246	2 972	274
Transfers and subsidies	1 551	1 549	2	-	-	-
Payment for capital assets	8	8	-	50	41	9
<b>3.2 Education HR Management</b>						
Current payment	52 317	49 787	2 530	48 861	45 163	3 698
Transfers and subsidies	193	192	1	46	45	1
Payment for capital assets	109	91	18	92	72	20
<b>3.3 Education HR Development</b>						
Current payment	121 284	81 719	39 565	78 816	39 731	39 085
Transfers and subsidies	677 944	677 943	1	449 469	449 468	1
Payment for capital assets	122	100	22	105	76	29
<b>3.4 Curriculum and Professional Development Unit</b>						
Current payments	8 867	8 150	717	3 872	3 600	272
Transfers and subsidies	10	10	-	-	-	-
Payment for capital assets	166	99	67	396	372	24
<b>Total</b>	<b>863 619</b>	<b>820 577</b>	<b>43 042</b>	<b>584 953</b>	<b>541 540</b>	<b>43 413</b>

## 5.4 PROGRAMME 4: PLANNING, INFORMATION AND ASSESSMENT

### a. PURPOSE

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

### b. LIST OF SUB-PROGRAMMES

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

### c. STRATEGIC OBJECTIVES

- Establish a world-class system of standardised national assessments.
- Strengthen school management and promote functional schools.
- Strengthen the capacity of district offices.

### d. 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 2014: Towards the Realisation of Schooling 2025*. 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
- Education information systems.

By working collaboratively with provincial education departments 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 the physical environment, finances and assessments. The administration and management of assessments is an important component that measures learner performance in the education sector. A summary of the activities for this programme for the period under review, as resourced by Vote 15, is elaborated below.

e. **PROGRAMME SUMMARY AND PERFORMANCE INFORMATION**

**SUB-PROGRAMME: NATIONAL ASSESSMENTS AND PUBLIC EXAMINATIONS**

**(i) EXAMINATIONS AND ASSESSMENTS IN SCHOOLS**

**National Senior Certificate (NSC) Examinations**

A total of 262 question papers were set, moderated and approved by Umalusi for the NSC November 2012/March 2013 examinations. A total of 59 question papers were adapted for the blind and 45 were adapted for the deaf. 554 Braille question papers were also provided to PEDs for their candidates.

The NSC examinations were written between 22 October and 30 November 2012. The administration of the examinations was successful with no serious irregularities that could compromise the integrity of the examinations. The NSC examinations were administered across 6 623 examination centres to a total of 511 152 full-time and 81 552 part-time candidates. A total of 161 marking guideline discussions were hosted by the DBE to standardise the NSC marking guidelines prior to marking. Marking was conducted at 118 marking centres across the country by 39 039 markers.

Examination results were processed and released to candidates on 3 January 2013. Four reports and a pamphlet were produced to adequately consolidate all the data to be presented to the PEDs, the stakeholders in education and the media. Three of the reports were made available during the release of results and the fourth (the diagnostic report) was released to schools in January 2013.

The reports produced were as follows:

- A National Technical Report on learner performance in the NSC Grade 12, 2012;
- A Schools Performance Report which reflects the overall achievement over a three-year period of schools offering Grade 12;
- A Schools Subject Report which highlights the performance in each school in terms of performance in key subjects;
- A Diagnostic Report on Learner Performance in the 2012 NSC Examinations. The diagnostic report highlighted areas of weaknesses and provided suggestions for improvements in teaching and learning.

An information pamphlet targeting learners and parents was also produced and released on 3 January 2013. It provided general information on registration, supplementary examinations and appeal processes.

The DBE views any failure to report an irregularity in a very serious light and requires PEDs to provide a written explanation of each instance discovered. All irregularities that were identified during the writing of the 2012 NSC examination were reported immediately and forwarded to the DBE by the PEDs and independent examination bodies daily. A daily examination report was submitted to the Director-General and the Minister. These assessment bodies investigated the respective irregularities and compiled detailed reports, which were then submitted through the Provincial Examination Irregularities Committee (PEIC) to the National Examination Irregularities Committee (NEIC). The NEIC interrogated these irregularities and, where there was a need for further investigation or a review of the action taken or sanction imposed, made recommendations to the respective PEICs.

Following these processes, a preliminary report was submitted to the Minister of Basic Education for consideration and approval and then to Umalusi, on 27 December 2012. On the basis of this report and PEIC's reports, Umalusi declared the 2012 National Senior Certificate examination as credible, stating that: "The November 2012 NSC examinations were administered in terms of the examination policy. There is no current report of any irregularities that would have jeopardised the credibility of the examinations."

Umalusi is responsible for overseeing the quality assurance of the NSC. One of the important aspects of the quality assurance protocol of Umalusi is the standardisation of the marks, done on a subject level basis. Observers i.e. Higher Education South Africa (HESA), the South African Qualifications Authority (SAQA) and the teacher unions were invited to the meeting at which the results were standardised.

The purpose of the standardisation process is to ensure that candidates are not advantaged or disadvantaged by variations in standards that may occur from year to year. It is based on the principle of equivalence of standards from year to year. Umalusi establishes norms for each subject based on the performance over the last five years and marks are adjusted to these norms, unless there are compelling arguments that indicate otherwise. A two-day pre-standardisation meeting was held on 19 and 20 December 2013 by the DBE and provincial examination managers (Chief Directors and Directors in Exams and those in Curriculum and Heads of Education Departments) to prepare standardisation proposals that were presented to Umalusi on 21 December 2012. 61 subjects written in the 2012 NSC were presented for standardisation to Umalusi.

### **School-Based Assessment (SBA)**

The second moderation of school-based assessment was conducted in September/October 2012. These moderation sessions focused on the quality of the assessment tasks and learner evidence. Moderators were deployed to each of the provinces where they conducted moderation on a sample of schools in two selected districts per province.

Support visits were conducted to each of the provincial education departments to evaluate their progress in dealing with the shortcomings identified in the 2011 National Senior Certificate examinations. A comprehensive report in this regard was presented to HEDCOM on 21 May 2012 and CEM on 14 and 15 June 2012 and these issues were followed up in subsequent monitoring visits in July/August.

A team of 79 moderators was deployed to the PEDs to evaluate the quality and standard of assessment tasks developed in eight subjects, for school-based assessment. Immediate feedback was provided to the district coordinators in the provinces and the final report will be completed by mid-August 2013.

Processes relating to the appointment of examiners and moderators for the 2013/14 examination cycle are in progress. One thousand and ninety eight qualifying candidates wrote competency tests. The tests were marked and interviews are in progress. A total of 123 marking centres have been identified. Preparations for the 161 marking guideline discussion meetings have been finalised.

Eighty SBA moderators were appointed for 2013/14. These moderators will conduct on-site moderation in PEDs during the year to evaluate provincial moderation systems and assessment tasks and provide feedback to PEDs.

In terms of Life Orientation (LO), a Common Assessment Task (CAT) was set by the DBE and administered across all PEDs on 7 September 2012. On 9 and 10 September 2012, a national marking guideline discussion was hosted for the LO Common Assessment Task (CAT).

### **NSC Supplementary Examinations**

The NSC 2013 supplementary examinations were written from 11 February to 20 March 2013. A total of 86 038 candidates sat for the supplementary examinations, mainly in one or two subjects. Only 33 candidates entered for seven (7) or more subjects. The administration of the examinations was successful with no serious irregularities that could have compromised the integrity of the examinations. The marking of the supplementary examinations took place between 20 March and 7 April 2013. Marking was completed across all PEDs and the results will be released between 29 April and 3 May 2013.

In addition to the four reports on the 2012 NSC published in the third quarter, a fifth report, “Exemplification of the Standard Learner Evidence for Extended Writing” was compiled in four critical subjects, namely Business Studies, Geography Paper 1, English First Additional Language Paper 3 and History Paper 2. The report targeted subjects where paragraphs, essays or extended writing was a required competency, as paragraph writing was identified as an area of weakness in the diagnostic analysis of the performance of learners in the 2012 NSC examinations. The publication provided learners and teachers with actual examples of Grade 12 learners’ responses that constituted appropriate or inappropriate standards in different categories. It also provides information to learners and teachers on the reasons for the awarding of specific marks for a response. This report is another key resource in the 2013 intervention strategy to improve learner performance.

A total of 230 of the 258 expected National Senior Certificate (NSC) question papers for the November 2013/March 2014 were set and internally moderated, of which 50 question papers were externally moderated and approved by Umalusi in the fourth quarter. In addition, 128 question papers for the Senior Certificate May/June 2013 examinations were handed over to PEDs for printing in preparation for the examinations.

### Systems Administration

The candidates writing the NSC supplementary examination in 2013 were registered on the system and all subsequent processes were efficiently managed. Registration of candidates for the 2013 SC examination was concluded. The registration of candidates for the November 2013 NSC examinations has commenced and will be concluded by the end of June 2013.

### Certification

A total number of 3 661 certificates (replacement certificates) were printed on request to the DBE. These included 495 NSC and 2 999 SC certificates and 167 Teacher’s Diplomas and Teacher’s Statements of Results. A total of R396 680 was collected from individual clients and companies for services that include replacements, combinations, verifications, confirmations and embassy letters.

## (ii) NATIONAL ASSESSMENTS

The Annual National Assessments (ANAs) were introduced by the Department in 2011 in response to the Delivery Agreement key outputs as a national benchmarking effort to standardise assessments in key foundational subjects, namely Literacy/Language and Numeracy/Mathematics. ANAs in Literacy/Language and Numeracy/Mathematics are administered in all public schools, and independent schools subsidised by the government.

The Literacy/Language ANAs are produced and administered in the learners’ home language (HL) and their first additional language (FAL). Teachers mark the ANA using Departmental guidelines. The tests are moderated by officials from Provincial Education Departments to ensure that similar standards are upheld across all schools.

Literacy/ Language assessment guidelines and exemplar tests for Grades 1, 3, 6 and 9 were published in the July 2012 issue of *The Teacher* while the Mathematics versions were placed in the August issue. *The Teacher* is distributed to all South African schools, as well as provincial departments and district offices. In an effort to establish the ANAs in the system, an ANA Advocacy Campaign was developed. ANA information was broadcast on 65 radio stations nationally and included in phone-in programmes. ANA material was published in the print media through mainstream, regional and community newspapers.

In preparation for ANA 2012, the Test Development Unit edited and proof-read assessment guidelines as well as exemplar tests for Grades 1–6 and 9 in Numeracy/ Mathematics and Literacy/Language. CDs containing the assessment guidelines and exemplars were couriered to all provinces on 27 July 2012 as well as uploaded on the DBE website. Proofreading and finalisation of tests for learners with special needs were also completed in English and Afrikaans for Grades 1–6 and

9 learners. The tests were designed to accommodate deaf and blind learners.

The capturing of learner registration data for the ANA 2012 by the SEDS Consortium proceeded well and closed on 14 September 2012 with approximately 7.2 million learners on the mainframe system.

The Department of Basic Education appointed a service provider to print ANA test materials for four provinces for the 2012 tests, namely Gauteng, Northern Cape, Limpopo and Free State. All the tests were printed and distributed to four warehouses identified by the service provider in the four provinces, and later delivered to delivery points/districts closer to schools. Principals were able to check and verify shortages and wrong packages in terms of Language and Language of Learning and Teaching (LoLT). Some schools collected tests on a daily basis while others collected on a day prior to the administration of ANA. Mpumalanga, Eastern Cape, Western Cape, KwaZulu-Natal and North West were responsible for their own printing. All five provinces submitted their implementation plans. The DBE monitored the printing, packing, distribution of tests in all provinces. All ANA tests were printed according to the prepared Norms and Standards for Printing, Packing, Storage and Distribution to ensure accuracy and standardisation.

The DBE appointed two service providers to print Braille tests for the special schools. Printing commenced on 27 August 2012 at Blind SA in Gauteng and Pioneer Printers in the Western Cape. Only schools that submitted their data received the tests. Arrangements were made with the printers to print for the outstanding schools. These tests were delivered in the week of 1 October 2012 to provinces.

The ANA tests were administered from 18 to 21 September 2012 to all Grade 1–6 and Grade 9 learners in public and state-funded independent schools nationally. A total of 90 DBE officials, inclusive of IQMS monitors, were deployed to the nine provinces to monitor the implementation of the tests. To augment the DBE monitors, thirty monitors were appointed on a part-time basis and deployed in provinces. The test administration process was a resounding success with minor challenges of shortages of test materials managed at school or district level. The shortages were due to incorrect learner registration statistics. Schools that did not write within the stipulated timeframes were allowed to write by 25 September 2012.

Some special schools could not write in accordance with the approved time-table as they had not registered. Test materials for these schools was subsequently provided. The schools administered the tests after the September holidays in the third term. The late administration did not jeopardise the integrity of the assessment as learners left all scripts at school.

### Marking

Guidelines and a manual for marking were discussed and finalised with provincial officials on 30 and 31 July 2012. National memoranda discussion workshops involving all provinces were convened from 21 to 23 August to standardise marking of ANA 2012 for Grades 3, 6 and 9 Numeracy/Mathematics and Literacy/Languages. A total of 34 memoranda were refined.

The ANA Circular 11 of 2012 on the conduct and monitoring of centralised marking and moderation of the 2012 ANA for Grade 3, 6 and 9 scripts, together with relevant annexures, were sent to PEDs on 27 September 2012. Marking commenced on 29 September and ended on 5 October 2012.

A Diagnostic Report on the ANA results was subsequently developed. The purpose of the report was to enable various tiers of education to utilise the findings to devise ways to improve education. Hence, the report provided an analysis of achievements of learners at national, provincial and district levels. An essential feature was the district performance provided for each province. The analysis put into context the broader inter-sectoral interventions within and across government departments and social partners by providing achievement results according to gender, poverty index quintiles and the language of teaching and learning.

All ANA processes were communicated to all stakeholders to ensure buy-in (advocacy). The feedback on the performance of the system will be communicated in 2013. Internally, communication was achieved through circulars and externally through audio-visual means as well as hard copies of reports. Reports on the ANA 2012 results were printed in November 2012 and distributed during the release of the results to the public by the Minister at a media briefing on 3 December 2012. A guideline document on the interpretation and utilisation of ANA 2012 results was also developed and distributed for use mainly by districts and schools in 2013.

### International Assessments

South Africa participates in international assessments in order to benchmark learner performance internationally. South Africa's country reports on the results of the Progress in Reading and Literacy Study (PIRLS) and Trends in Mathematics and Science Study (TIMSS), which were conducted in 2011, were released on 11 December 2012.

The PIRLS study showed that the baseline performance at the Grade 4 level was fairly low and lower than the performance of other countries in the same category, particularly in the indigenous languages. Although there was no significant improvement in performance at the Grade 5 level overall, it must be noted that the proportion of Grade 5 learners who were performing at the lowest level decreased remarkably compared to 2006. Unfortunately there was no corresponding improvement at the top end of performance. The 2011 score was 421 compared to 403 in 2006.

Performance patterns in the TIMSS study (Grade 9) were similar to what was observed in the PIRLS study. There was remarkable improvement at the lower end of the scale but no appreciable corresponding increase at the top end. An observation was made in the report that South African top-performing schools still perform relatively lower than their counterparts in other education systems. South African performance is still at the low end, but has improved since 2002. In 2002 South Africa scored 285 points at the Grade 9 level. In 2011, the score was 352. TIMSS estimates that within a four-year cycle a country could expect up to a 40-point improvement, i.e. improve by one grade level. South African scores improved by around 60 points – general improvement by 1.5 grade levels between 2002 and 2011. This indicates the usefulness and positive impact inputs invested in education have begun to yield, although further work is required.

## SUB-PROGRAMME: FINANCIAL AND PHYSICAL PLANNING

### (i) FINANCIAL PLANNING AND ECONOMIC ANALYSIS

The National Table of Targets for the 2012 MTEF was published. PEDs that confirmed the availability of sufficient funding for equalisation to no-fee schools at the level of quintiles were Free State, Gauteng, Mpumalanga and Western Cape. Northern Cape indicated that it would not be in a position to equalise the no-fee schools for 2013 but were able to allocate R950 per learner to quintiles 2 and 3. No response was received from Eastern Cape, KwaZulu-Natal, Limpopo and North West.

The National Energy Regulator of South Africa, as part of its public consultation process on the Eskom's application for electricity tariff increases, called for written submissions or participation in the process of public hearings that were held from 15 January to 31 January 2013. In response to the call, DBE prepared and submitted challenges facing the schooling sector as well as proposals going forward.

The working group, tasked with matters referred from the review of the funding policy related to independent schools, finalised its report. The report recommended amendments to the funding policy. These amendments will be taken through a process of approval and consultation.

## **(ii) PROVINCIAL BUDGET AND MONITORING**

The DBE collected, consolidated and analysed the PEDs' monthly expenditure reports for April and May 2012. The financial performance of PEDs for the period ended 31 March 2012 and the PEDs' 2012 MTEF budget allocations were submitted to CEM on 14 and 15 June 2012.

The DBE collected, consolidated and analysed the PEDs' monthly expenditure reports for June, July and August 2012. The PEDs' spending performance is monitored in order to identify challenges timeously, to provide early warning signs relating to spending patterns and also to provide PEDs with support to ensure effective and efficient utilisation of the funds in line with strategic and operational plans.

The PEDs' monthly expenditure reports for September and October 2012 were collected, consolidated and analysed. Monitoring exercises were conducted in four provincial education departments (Eastern Cape, KwaZulu-Natal, Limpopo and North West) in October 2012. The focus of the monitoring exercise was their audit outcomes and financial performance. These PEDs obtained disclaimers and qualifications in the audits due to lack of appropriate audit evidence, leadership and poor governance.

The DBE conducted a Budget Standard Exercise in January and February 2013 with all PEDs. The focus of the exercise was to evaluate the 2013 MTEF budget, financial performance for the 2012/13 financial year and progress on implementation of audit action plans. DBE programme managers were also invited to the meetings in order to give advice and provide support to the PEDs. Branch Heads were informed of the outcome of the Budget Standard Exercise. The DBE also collected, consolidated and analysed the PEDs' monthly expenditure reports for the period ended February 2013. These reports were submitted to the Director-General, the Deputy Minister, the Minister and the HODs in PEDs.

## **(iii) PHYSICAL PLANNING**

### **Strategic Integrated Projects (SIP 13)**

The Presidential Infrastructure Coordinating Commission (PICC), with its supporting management structures, was established following Cabinet's decision to establish a body to integrate and coordinate a long-term infrastructure programme to support socio-economic growth. A portfolio of 18 Strategic Integrated Projects (SIP) was specifically detailed to transform the economic landscape of South Africa, create a significant number of jobs, strengthen the delivery of basic services to the people of South Africa and support the integration of regional economies. SIP 13 comprises two programmes, namely the provincial infrastructure programmes funded through the Education Infrastructure Grant (EIG) and Equitable Share (ES) and the Accelerated Schools Infrastructure Delivery Initiative (ASIDI).

### **Education Infrastructure Grant (EIG)**

The total budget for the EIG for the 2012/13 financial year was R5 822, 389 million. This budget was transferred to PEDs in five instalments: R727, 798 million was transferred to PEDs on 20 April 2012; R727, 798 million on 25 May 2012; R1 455, 597 million on 24 August 2012; R1 455, 598 million on 9 November 2012 and the fifth transfer to PEDs was made on 1 February 2013. At the end of the fourth quarter a total amount of R5 802, 389 million or 99.7% of the grant had been transferred to PEDs.

### **Accelerated Schools Infrastructure Delivery Initiative (ASIDI)**

The ASIDI programme is funded through a Schedule 7 conditional grant, the School Infrastructure Backlogs Grant (SIBG). The programme targets the introduction of water, sanitation and electricity to schools lacking any form of these services, as well as the eradication of inappropriate structures.

**ASIDI targets for 2012/13 were as follows:**

	<b>Inappropriate structures</b>	<b>Electricity</b>	<b>Sanitation</b>	<b>Water</b>
<b>Eastern Cape</b>	50	213	290	535
<b>Free State</b>	20	103	12	61
<b>Gauteng</b>	2	0	14	0
<b>KwaZulu-Natal</b>	3	116	56	219
<b>Limpopo</b>	3	137	37	83
<b>Mpumalanga</b>	5	82	8	17
<b>North West</b>	2	41	33	13
<b>Northern Cape</b>	1	0	3	0
<b>Western Cape</b>	14	0	0	0
<b>Total</b>	<b>100</b>	<b>692</b>	<b>453</b>	<b>928</b>

The ASIDI programme is now at the following stages: the implementation and close-out of work started in 2011/12; planning and implementation of 2012/13 targets; and planning for 2013/14 targets. Programme planning has been sufficiently undertaken and the programme is steadily gaining momentum and getting back on schedule.

Finalisation of the framework agreements and Alternative Construction Technologies (ACT) will increase the pool of resources from which DBE can procure and introduce alternative building materials to avoid shortages.

### **Inappropriate Structures**

Inappropriate structures are those structures viewed as temporary and known as mud schools, 'plankieskole' corrugated sheeting structures and prefab schools which are no longer fit-for-purpose. New schools within the ASIDI programme adhere to the 'Guidelines relating to Planning for Public School Infrastructure' as far as practically possible progress on ASIDI includes:

- Development Bank of South Africa is replacing 49 inappropriate schools and on average construction progress is at over 85%. Seventeen of the 49 schools have been completed and have been handed over to schools Development Bank of South Africa has now been issued a second assignment of 70 schools.
- Coega Development Corporation (CDC), Independent Development Trust and the Eastern Cape Department of Roads and Public Works have been appointed to rebuild 25, 12 and 16 new schools respectively in Eastern Cape.
- Independent Development Trust has completed the contractor procurement process for ten schools with the remaining two schools at the planning stage.
- Ten of the Department of Roads and Public Works' schools were put out to public tenders for procurement of contractors. DBE approved the appointment of six contractors. Four sites were handed over to contractors while Department Roads and Public Works awaits the other two contractors' compliance with Health and Safety requirements.
- The Western Cape Education Department has been appointed to implement 14 schools in the Western Cape. DBE approved 14 accepted bids and all sites were handed over to contractors. Decanting processes (provision of temporary classrooms) were completed at 13 schools.

- The Independent Development Trust has been appointed to build ten schools in Free State and all ten went out on tender for procurement of contractors. The tender closing date was 2 April 2013.

### Water Projects

Water supply projects are mainly in rural areas of South Africa that are not equipped with adequate water supplies to meet the schools' requirements. In instances where the schools have access to the municipal supply, complete water reticulation and municipal connections are secured. In those areas where there is sufficient ground water, boreholes are provided. Schools that have no access to ground water remain a challenge. Facilities are however created for rainwater harvesting and water is delivered from municipalities where available. The ASIDI plans include 1 120 water supply projects nationally in various stages of project progress. The information below provides a per province report on some of these projects.

**Eastern Cape:** Mvula Trust provided 84 schools with rainwater harvesting infrastructure, 20 schools were connected to the municipal supply and nine schools were provided with completed boreholes. Boreholes at 20 schools are in the process of being equipped. IDT has appointed Professional Service Providers (PSPs) and assessments of the projects have been completed. DBE is in the process of approving accepted PSPs' proposals.

CSIR has submitted a request for approval of accepted PSPs' proposals to DBE and approval is in progress.

**Free State:** The PED completed 30 water projects; tenders for the procurement of PSPs have been re-advertised as there were non-responsive bids when they were initially advertised. The tenders closed on 15 March and appointments are expected in early May.

**Gauteng:** There are no ASIDI schools without basic access to water.

**KwaZulu-Natal:** Ten PED projects are at the construction stage. Independent Development Trust, Mhlathuze Water and CDC are the appointed implementing agents in addition to the PED. The IDT has assessed all the schools and is in the process of procurement of contractors. Mhlathuze Water is at the planning stage while CDC has completed assessments of all projects and submitted a request to DBE for approval of contractors.

**Limpopo:** Mvula Trust completed 38 water projects and were issued with a second batch of 77 projects to implement. All schools were assessed and PSPs were appointed. Contractors were procured and requests for approval submitted. A total of 77 new projects were handed over but work has not started pending Mvula Trust's requests for approval by DBE.

**Mpumalanga:** Mvula Trust is in the process of procuring contractors for 13 projects from the existing database.

**North West:** The projects, are in the process of the procurement of contractors by the PED, through the Independent Development Trust.

**Northern Cape:** The PED will implement projects through its internal capacity. DBE is reviewing the Infrastructure Programme Implementation Programme for approval.

**Western Cape:** Four water projects were completed.

### Sanitation Projects

Sanitation projects include waterborne sewerage systems (which could be linked to the municipal system or to a localised septic tank system) as well as Ventilated Improved Pit (VIP) latrines where the structure and its workings adhere to the minimum standard set by Department of Water Affairs regulations. As far as possible, the supply of sanitation is in accordance with the requirements of the guidelines for public school infrastructure. There are 741 sanitation projects nationally on the ASIDI programme in various stages of project progress. The information below provides a per province report on some of these projects.

**Eastern Cape:** Mvula Trust has completed 58 projects and has been issued with a second batch of schools to implement. DBE received a request for approval of the accepted PSP and contractor. Independent Development Trust and the Council for Scientific and Industrial Research (CSIR) were appointed as additional implementing agents. IDT has appointed PSPs and assessments of projects were completed. DBE received a request from CSIR to approve accepted PSPs' proposals.

**Free State:** The PED completed 13 water projects and is in the planning stage for the second batch. Tenders for the procurement of PSPs have been re-advertised as there were non-responsive bids when the initial advertisement was placed.

**Gauteng:** The PED completed seven sanitation projects and is in the planning stage for the second batch. Rand Water is the appointed implementing agent and PSPs have been appointed for the second batch of schools.

**KwaZulu-Natal:** Fifty-four sanitation projects were completed. Independent Development Trust, Mhlathuze Water and CDC were appointed as implementing agents in addition to the PED. IDT has assessed all the schools and procurement of contractors is in process. Mhlathuze Water is at the planning stage. CDC has completed assessment of all projects and submitted requests for approval of contractors.

**Limpopo:** Mvula Trust completed 40 sanitation projects. PSPs were appointed for the second batch of schools and have completed assessment of projects. Contractors were procured and sites handed over to contractors for construction. Work has not started pending Mvula Trust requests for approval by DBE.

**Mpumalanga:** The projects are at the planning stage. Mvula Trust is in the process of procurement of PSPs from their existing database.

**North West:** The PED is in the process of procurement of contractors through IDT.

**Northern Cape:** IDT and the Department of Roads and Public Works are the appointed implementing agents for seven and nine projects respectively. Projects are at the procurement stage for PSPs and contractors.

**Western Cape:** The PED completed 21 sanitation projects and there are no ASIDI schools without access to basic sanitation.

## Electrification

Electricity supply projects include the provision of electricity to all schools that do not have access to electricity supplies. As far as possible, schools are connected to the national power grid through Eskom. In those instances where grid electricity is not available, solar electricity is provided. Solar electricity is also used in those instances where public schools are located on agricultural land and land that has not been proclaimed, e.g. informal settlements. The ASIDI programme has 916 electricity provision projects nationally in various stages of progress. The information below provides a per province report on some of these projects.

**Eastern Cape:** Eskom electrified 87 schools, while 200 are at the planning stage.

**Free State:** The PED completed 24 electrification projects and 64 are at the planning stage.

**Gauteng:** The PED completed two electrification projects and there are no ASIDI schools without access to electricity.

**KwaZulu-Natal:** Projects (by Eskom) are at the planning stage.

**Limpopo:** A total of four projects were completed and one awaited outage. The remaining projects are at planning stage.

**Mpumalanga:** A total of ten projects were completed, 11 were in the process of construction and the remaining projects are at the planning stage.

**North West:** The projects are at the planning stage.

**Northern Cape:** There are no ASIDI schools without electricity.

**Western Cape:** The PED completed seven electrification projects and there are no ASIDI schools without electricity.

The following were some of the challenges experienced in the ASIDI programme:

- The budget was made available during the 2010 Mini-Budget. There was low expenditure in the first year (2011/12) and second year (2013/13) of the grant, due to the misalignment of the timing of the approval of the grant and the time required to plan a programme of this magnitude before any expenditure could be incurred. The programme is still recovering from the knock-on effect of the first year.
- Some of the implementing agents lack the capacity to meet the requirements of the programme.
- Professional Service Providers are stretching their resources thinly between the ASIDI programme and other infrastructure programmes, resulting in delayed deliverables and lack of sufficient attention to details.
- The majority of the ASIDI backlogs are in the remote rural areas where access to the sites is difficult due to the terrain and poor road conditions, causing difficulty in delivering materials to sites. In addition, the roads are not accessible during the rainy season. This resulted in delays in construction progress and extension of time claims from contractors.
- The contractors have experienced shortages of building materials, which resulted in construction delays due to long lead-time deliveries.
- Due to poor performance, four of DBSA's contractor's contracts were terminated and one of the contractors on the programme was liquidated, affecting 26 of the schools in the programme. The process of replacing contractors was lengthy and resulted in missing the completion targets.
- Over 200 schools have learner enrolment below 135, the threshold at which it is considered uneconomical to build a new school. Provinces are undertaking rationalisation and merger processes. It is not known when the process will be completed and this poses a high risk to implementation plans for these schools.
- Delayed construction progress and establishment of the framework agreements have resulted in low expenditure.
- South African National Standard (SANS 10400) compliance requirements are being enforced and will result in increased building costs in the programme.

### **National Education Infrastructure Management System (NEIMS)**

The total allocation for 2012/13 was R28.3 million. The NEIMS system required further support and SITA was commissioned to complete the work. SITA has progressed well with development of NEIMS Phase III. The system will be aligned with new assessment forms (electronic and paper capturing of data). The system will be tested prior to data loading and data capturing which will be done according to the new approved assessment forms aligned with the approved guidelines for school infrastructure. The service provider has been appointed for the electronic update of NEIMS. Ninety-four fieldworkers have been identified for training, which has commenced.

## SUB-PROGRAMME: INFORMATION MANAGEMENT SYSTEMS

### (i) EDUCATION MANAGEMENT INFORMATION SYSTEMS

The EMIS collects, processes, reports and disseminates education data and information in order to support planning, decision-making, and monitoring and evaluation of the performance of the education system.

The DBE, together with Provincial Education Departments, conducts Snap (10<sup>th</sup> day) and Annual Surveys in order to collect data pertaining to learners, educators and institutions. These surveys are conducted for ordinary and special schools; ABET centres, ECD sites and FET colleges, with the intention of informing education decision-making, monitoring compliance with legislative processes and evaluating the general performance of the education system

#### Census Instruments and guidelines for 2013/14

Survey forms for Special Needs Education (SNE) 2013 were finalised, approved by HEDCOM and sent to provinces. The layout of all guidelines for the 2013 survey instrument was completed for publication. The guidelines have been uploaded onto the DBE website.

#### National Data processing

All EMIS datasets from provinces were obtained and processed by the DBE. The following national procedures were carried out on provincially submitted datasets:

- Provincial feedback memos sent
- Key table analysis
- Data mapping
- Data dictionary
- Consolidation
- Validation
- National EMIS number mapping.

The Learner Unit Record Information and Tracking System (LURITS) aims to collect unit record data for each learner in the country from Grade R through to Grade 12. The system also tracks the movement of each learner from school to school; even inter-provincial movements of learners can be traced. Each learner is to eventually be assigned a unique learner tracking number which will remain with the learner throughout his/her schooling. The LURITS system is dependent on receiving data from computerized school administration systems – SA-SAMS (South African School Administration and Management System) – as the source for the unit record data of educators and learners.

In an effort to verify and strengthen the quality and use of data throughout the system, the DBE is overseeing the migration of data systems to LURITS and SA-SAMS. The January LURITS Data download was received from SITA and analysed against the Ordinary SNAP data of 2012. The second report on comparison of EMIS data to that of LURITS was presented to a meeting on the migration to LURITS in October 2012. The utility of the verification process of the data is evident in the impact, data has in planning and management of school resources, including teachers, workbooks and infrastructure. The practice of verifying provincial and national data from a range of sources is welcomed.

In order to improve the availability, utility and quality of data, the EMIS Policy has been revised. The revised regulations indicate that the EMIS processes should be adapted to LURITS. These regulations were revised by the migration committee and presented to the HEDCOM Sub-Committee on EMIS during March 2013.

Work completed by the EMIS unit may be summarised as follows:

- The DBE finalised the 2012 Master List for the third quarter on the SQL Server. The second quarter list for 2012 was posted on the web.
- The fourth quarter 2012 Master List was finalised on the SQL Server. The fourth quarter list for 2012 was handed to the webmaster for posting to the Web.
- The AFRIGIS 2008-12 update is being integrated into EMIS processes. The data is being remapped to EMIS data.
- The GIS unit is busy updating the 2011/12 data into the GIS Data.

### Education Information Standards

The effective gathering, dissemination and analysis of information in the education system of any country is vital for sound education planning, monitoring and delivery. Therefore the DBE developed and published the Education Information Policy which indicates information standards. Provinces are currently implementing the standards. During the first quarter, a provincial compliance instrument was designed, piloted in North West and sent to provinces for completion or compliance assessments. As at the end of the fourth quarter, five provinces, namely Gauteng, Western Cape, Limpopo, Eastern Cape and Free State had returned the completed compliance tool. EMIS Information from the five provinces has been captured by an analysis tool.

### South African Statistical Quality Assessment Framework (SASQAF)

The SASQAF process has now been completed through:

- Two Core DQAT meetings to finalise scores;
- One Core DQAT meeting to finalise, prioritise and schedule the improvement plan;
- Two DQAT meetings to officially score quality of EMIS Data.

### Data Quality Audit (DQA)

A data quality audit formed part of the responsibilities of the EMIS unit in the year under review. The services of the Internal Audit unit were used rather than traditional outsourcing. A proposal of process was produced by the Internal Audit unit and finalised with the EMIS unit in consultation with other DBE directorates. A sample of 1 260 schools where the data audit would be administered was selected. Of these, 1 250 schools were visited by the Internal Audit team. Data from 1 250 of the 1 260 sample schools has been captured. The Internal Auditor compiled the final Data Quality Audit 2012 report. The data analysis process from the 1 260 schools took longer than initially envisaged.

## (ii) MANAGEMENT SYSTEMS

### Protocol Agreements

An initiative to develop protocols in data development and usage was introduced in the year under review. The protocol agreement between the DBE, Department of Home Affairs (DHA), Department of Social Development (DSD) and the South African Social Security Agency (SASSA) will contribute towards achieving improved quality of basic education (Outcome 1). The current focus is on establishing a relationship and creating the baseline for collaborative work to take place. The steering committee meetings for the implementation of the protocol agreements between the DBE and DHA as well as between DBE, DSD and SASSA have been established and meetings took place on 22 February 2013 and 27 March 2013 respectively. All work streams have been established and work has begun. Data matches have been done to validate data and determine some of the challenges in inter-departmental use of data.

The establishment of the work streams took longer than expected. The nomination process for identifying the correct officials to serve on the work streams also had challenges.

### **Annual Academic Performance Report Template**

EMIS data is intended to provide the system with information, not only on learner enrolment figures, but based on academic learner performance. An Annual Academic Performance Report Template was developed by the Free State EMIS and tested with assistance from DBE. The DBE compiled a user guide document and piloted the template and guide at schools in the Free State Province in January 2013. The pilot report was compiled and presented to the HEDCOM EMIS Sub-Committee.

### **Roadmap towards the Development of a District Administration and Management System**

The Minister of Basic Education signalled the sector's transformation towards more district-based support through the improvement of district administration and management systems. A District Administration and Management System was developed as part of the Department's response to the Minister's directive with support from McKinsey. Work is being completed towards identifying and building capabilities and mind-sets to implement data-driven action in districts. Areas of focus in the work are: determining baselines for processes at the districts level, redesigning routines, building support structures, creating alignment of data flow, strengthening data collection and developing district dashboards. Three districts have been selected for the pre-pilot phase of the project which involves testing proposed processes. The three identified districts are Thabo Mofutsanyana, Ekudibeng and Waterberg.

### **Business Intelligence (BI)**

NEIMS, LURITS, SNE and Ordinary SNAP data are updated to 2013 and the BI phase 3 project were completed. The project deliverables, which are the User Requirements Specification (URS) and the BI Assessment Report, were delivered.

### **SA-SAMS**

Draft user manuals for all SA-SAMS modules are available, as well as preliminary video training materials for seven SA-SAMS modules. These will be shared with the provinces by 12 April 2013. The updated SA-SAMS version to accommodate CAPS and LURITS requirements was released to PEDs on 1 March 2013. The Functional Design Specification (FDS) for five of the SA-SAMS modules was updated by SITA.

### **Capturing tools**

The 2013 Integrated EMIS Survey Utility was released to the PEDs and support is currently provided on the tool. The team has provided technical support on the School Sport Survey and the EFAL and CAPS monitoring instruments.

### **LURITS**

A total of 20 564 schools and 8 940 799 learners have been successfully uploaded to LURITS as at 31 March 2013 with 2012 data. Training was conducted in Limpopo from 28 January to 1 February 2013 to officials in all the districts on the SA-SAMS and LURITS Quality Assurance (QA) processes at school, district, provincial and national sites with the view to receiving quality data from schools. The training also provided information on registering, accessing and using LURITS for monitoring and verifying LURITS data uploads and supporting schools on improving their data.

Training was held for provincial and district officials from the examination, quality assurance (responsible for ANA) and EMIS units in KwaZulu-Natal on 12 March 2013. The purpose was to inform these units of the quality assurance processes to be followed when collecting and uploading data to LURITS with special emphasis on their roles and responsibilities for the ANA learner registration process.

Easy-to-use training material is being provided at all training sessions to be used also as reference material. Feedback received from the training sessions expressed great appreciation for access to LURITS to monitor uploads of data from their specific schools and being able to identify errors and how to resolve them.

A meeting was held with the third party school administration service providers on 19 March 2013 to inform them of the upgraded quality assurance processes and improved upload requirements for LURITS, including ANA processes.

The DBE sent formal communication to provincial HODs reminding them of the upload targets for registering all learners on LURITS.

The first meeting with provincial officials was held on 25 March 2013 to finalise the EMIS business plans and bid for additional funding and for making EMIS Earmarked Funds a conditional grant. The additional funding will ensure that all schools have a school administration management system and staff to support the system. This will ensure that quality data from schools is uploaded to LURITS on a regular basis.

Some challenges with LURITS include uploads that have been slow due to the emphasis on stricter quality assurance processes at school and district levels. Incomplete and incorrect data had to be returned to schools for corrections before submitting data to LURITS.

The Project Charter and Plan for further development on LURITS (Phase Two) has been prepared and is being circulated for approval. The development includes environment compliance, infrastructure and system upgrade, master list and ANA and external protocol with DSD/SASSA/DHA compliance, as well as additional SA-SAMS upload functionalities.

SITA delayed the development of the Charter due to changes in the organisation structure and documentation processes. Lack of resources for development on LURITS remains the biggest risk for the delivery of this project, especially ANA enhancement and development requirements. The GITO office was asked to intervene and special meetings were scheduled with senior management to address the matter.

### **(iii) Access to education**

Programme 4 includes access and grade repetition indicators. These indicators illustrate the efficiency of the system. The General Household Survey (GHS) is one of the platforms utilised by the Department of Basic Education to assess progress made with regard to its goals of access, quality, efficiency and equity.

The SASA Act (Act 80 of 1996) makes it compulsory for children aged between 7 and 15 years old to be in school. The GHS revealed that the percentage of 7 to 15 year olds attending education institutions stands at an encouraging 98.8%. This shows the progress made towards ensuring that children remain enrolled in school, at least up to the year in which they turn 15 [Action Plan to 2014: Goal 10].

In striving to improve the grade promotion of learners through Grades 1 to 9 [Action Plan to 2014: Goal 12], it can be reported that the percentage of children who turned nine in the previous year and are currently enrolled in Grade 4 stands at 79.9%. The percentage of children who turned 12 in the previous year and are currently enrolled in Grade 7 is 71.7%. This is in line with the DBE's efforts to ensure that learners in the appropriate age cohort are in the appropriate grade. It also indicates improvement in the repetition rates of learners.

## SUB-PROGRAMME: PLANNING AND DELIVERY OVERSIGHT UNIT

### (i) PLANNING AND IMPLEMENTATION SUPPORT

The DBE facilitated meetings with all 86 District Directors and Senior Provincial Managers responsible for district coordination, chaired by the Minister of Basic Education and attended by DBE Senior Management, convened on a quarterly basis, to address challenges and improve best practice in a collegial manner.

Generic templates for District Improvement Plans (DIPs) and School Improvement Plans (SIPs) were developed and approved by the Heads of Education Committee to ensure that there is uniformity in planning, implementation and monitoring of key strategic activities critical to the improvement of learner performance at district and school level activities.

Support was provided to 15 under-performing districts: Fort Beaufort, Queenstown, Mt Frere, Bizana, Butterworth, Dutywa, King William's Town, Libode, Qumbu, Sterkspruit and Lusikisiki in the Eastern Cape; Waterberg in Limpopo; John Taolo Gaetsewe in the Northern Cape; Bohlabele in Mpumalanga and Umkhanyakude in KwaZulu-Natal. These districts were assisted with credible planning, ensuring availability of LTSM, particularly in critical subjects at Grade 12, workbooks and availability of teachers where this was identified as being a problem.

In support of oversight, senior managers and other officials were trained by the DBE as monitors. In all, 31 districts were visited; eight in Limpopo and 23 in the Eastern Cape. The visits yielded best practice for sharing and areas for support and development at micro level. 2 050 schools were visited at the beginning of the 2012 academic year by independent evaluation monitors from the IQMS unit and officials to ensure school readiness by the first day of opening of schools. 20 schools were also visited to resolve cases which were reported to the Ministry directly, in addition to 15 schools that were visited to support the Presidency and Portfolio Committee in their oversight role.

The DBE continues to monitor how challenges in schooling are handled, resolved and overcome. Reports have been shared with provinces and District Directors for them to address the remaining challenges. As part of supporting the implementation of the National Strategy for Learner Attainment (NSLA), a structured Coaching and Mentoring Programme was developed for use in under-performing districts. This aims to enhance the individual and team leadership skills of the Director and her/his team, the principal and the School Management Teams. At district level this includes all Circuit Managers in the identified districts. Once approved, it will be implemented in poor-performing districts over a period of three years.

The DBE implemented a special quality improvement project in honour of former President Mandela. The *94+Projects for Madiba Campaign* targeted 104 schools serving approximately 63 000 learners. These schools included rural, urban, township, farm and special schools. The schools received support valued at approximately R40 million from a total of 22 partners and seven national departments. The collaboration with government departments can be summarised as follows:

- The Department of Environmental Affairs provided 647 school desks to Nolutshanyo Junior Primary School in the Eastern Cape.
- The Department of Agriculture, Forestry and Fisheries delivered 120 trees and vegetable seed packs to six schools in the Ngaka Modiri Molema district and the Ruth Segomotse district, both in North West Province. In the Eastern Cape, they supplied 49 trees and 1 000 vegetable seed packs to Clarkebury and Nonkqubela schools. In both provinces training in the maintenance and care of the food gardens rounded off their generous contributions.
- The Department of Communications undertook to install and maintain Cyber Labs with broadband connectivity at Nyanga High School in Engcobo, Eastern Cape.

- Giving visible expression to the inculcation of national pride, the Department of Arts and Culture supplied flags at Lehlake in Limpopo and Joe Slovo in the Western Cape.
- The Department of Correctional Services provided footwear to needy children in selected schools across the country. They also donated toys and books as well as physical labour for minor repairs and general maintenance. Correctional Services also sponsored artwork exhibitions and live performances in all provinces.
- The Department of Energy adopted four schools in the Northern Cape.
- The Department of Home Affairs took this opportunity to intensify the provision of Identity Documents and birth certificates through mobile offices to school communities, using the 104 schools and their communities as the anchor.

## **(ii) PROVINCIAL MONITORING**

### **School Calendar**

The school calendar for 2014 was gazetted (Government Gazette No 35929) in December 2012 and published in national newspapers. The proposed 2015 school calendar was published on 31 March 2013 for public comment.

### **Call Centre**

A total of 11 300 calls were received in the 2012/13 financial year and all of them were resolved jointly with provincial education departments.

A total of 3 500 enquiries were received from the Presidential hotline. The average success rate for resolving the enquiries was 80%. Approximately 600 pieces of correspondence from the general public, parents and teachers were also processed.

The call centre is being upgraded to ensure better service delivery, improved resolution, access to information and enhanced communication.

<b>Complaints Mechanism</b>	<b>Actual achievements</b>
Responding to enquiries that come through the Call Centre.	14 800 cases were resolved by the Call Centre, approximately 11 300 were received through the toll free line while 3 500 came through the Presidential Hotline.
Responding to public queries and correspondence.	Approximately 600 communications from the general public, parents and teachers were processed.

## **(iii) QUALITY LEARNING AND TEACHING CAMPAIGN (QLTC)**

The QLTC was established in an effort to call on individuals and organisations to assume responsibility for improving the quality of education. The main elements of the campaign are to inform citizens about the importance of education and their roles, responsibilities and obligations towards education; mobilise communities to monitor and support schools, teachers and learners; and improve the quality of education for all children, especially the poor, and to demonstrate this improved quality via improved learner achievement.

## QLTC Structures

As part of national and provincial efforts to realise the QLT campaign, all provincial education departments have established functional provincial QLTC Steering Committees under the stewardship of their respective MECs. District and school committees have also been established, however not all of them are fully functional. Furthermore, the QLTC resource document was used by the Quality Coordinating Team (QCT) in the Northern Cape, Eastern Cape and North West provinces to empower structures at all levels on QLTC principles, roles and responsibilities and adherence to non-negotiables (teachers, time and texts). QLTC has contributed significantly to improving interventions in poor-performing districts such as John Taolo Gaetsewe, Mt Frere, Waterberg, Fort Beaufort, Libode and Nkanykude. Quarterly provincial QLTC coordinators' meetings were held to ensure that provincial activities were aligned to national activities.

## NEDLAC Accord and adoption of schools

The total number of schools adopted was 415, this is 58 more schools than the target of 357. The provincial breakdown of schools adopted is as below, although formal documentation relating to the adoption of schools will be refined in the next financial year:

Eastern Cape	71
Free State	32
Gauteng	03
KwaZulu-Natal	25
Northern Cape	68
Mpumalanga	10
Limpopo	41
North West	182
Western Cape	2

## SUB-PROGRAMME: NATIONAL EDUCATION EVALUATION AND DEVELOPMENT UNIT (NEEDU)

The National Education Evaluation and Development Unit (NEEDU) is designed as an evaluation and development institution which is independent of the part of the civil service responsible for the administration of schools.

During the 2012/13 financial year, NEEDU met its targets, as stated in the 2012 ENE. In terms of the 2012 ENE, NEEDU had two performance indicators, namely evaluating 134 schools and 15 district offices across the nine provinces.

A business plan was prepared as part of the process required by the National Treasury to establish NEEDU as a legal and independent entity, with a mandate to provide the Ministry and the public with an authoritative, analytical and accurate account of the state of education in South Africa; in particular, on the status of teaching and learning in all schools.

In order to trace the interactions required for effective curriculum delivery between the four levels of the school system, investigations were undertaken in the national DBE, nine provincial offices, 15 district offices and 133 schools between May and November 2012. Between February and March 2013, an additional 48 schools and six districts were evaluated in three provinces: the Eastern Cape, KwaZulu-Natal and Gauteng. This brought the total number of districts and schools evaluated in the 2012/13 financial year to 21 and 181, respectively. A decision was made to choose the Foundation Phase as the focus for investigation during 2012 and curriculum delivery constituted the primary object of these investigations.

Semi-structured instruments were developed for collecting data on different indicators, including curriculum, assessment, resources, instructional leadership, language, reading, writing and district support. Reports were prepared for every site that the NEEDU team evaluated. Each school visited received a full report of the visit. A composite report consisting of descriptions of the assessment of the provincial and district office, and a summary of the school reports for each

district, was then prepared for each district. After finalisation of the 15 provincial/district reports, the National Report on Teaching and learning in the Foundation Phase was written for the attention of the Minister, the CEM and the public. This report was submitted to the Ministry and released to the public in April 2013.

In the National Report, NEEDU identified the critical factors that inhibit or advance the attainment of sector goals (as expressed in the Delivery Agreement of the Minister and the Action Plan to 2014) as well as those factors that inhibit or advance school improvement, and made focused recommendations for redressing the problem areas that undermine school improvement and the attainment of sector goals.

f. STRATEGIC OBJECTIVES, PERFORMANCE INDICATORS, PLANNED TARGETS AND ACTUAL ACHIEVEMENTS						
Strategic objectives	Programme Performance Indicator	Actual Achievement 2011/12	Planned Target 2012/13	Actual Achievement 2012/13	Deviation from planned target for 2012/13	Comment on variances
Establish a world-class system of standardised national assessments.	A National Report on learner performance in the Annual National Assessments is released.	-	Annual National Report on learner performance in ANA.	The ANA 2012 learner performance report was printed and the Minister released results on 3 December 2012.	None	None.
	Percentage of schools targeted for the provision of exemplars and other tools to support ANA preparation.	-	40%	The DBE produced 680 different exemplars in Mathematics and Languages for Grades 1 to 6 and Grade 9. These exemplars, as well as other ANA support materials, were distributed to schools by PEDs. A total of 22 141 schools received the ANA support materials, which translates to 86%. They can also be found at <a href="http://www.education.gov.za">www.education.gov.za</a> or <a href="http://thutong.doe.gov.za">http://thutong.doe.gov.za</a> .	A positive variance of 46% was achieved.	The strategic partnership of the DBE developing exemplars and the PEDs distributing and advocating utilisation resulted in wider distribution than originally planned.
	Percentage of schools targeted for the provision of exemplars and other tools to support National Senior Certificate preparation.	-	40%	NSC exemplars for 2012/13 were developed in 8 subjects (16 question papers) in Grade 10, where CAPs was being implemented for the first time in 2012. <ul style="list-style-type: none"> <li>• Physical Science</li> <li>• (2 papers)</li> <li>• Mathematics (2 papers)</li> <li>• Life Sciences (3 papers)</li> <li>• Geography (2 papers)</li> <li>• Economics (2 papers)</li> <li>• Music (2 papers)</li> <li>• History (1 paper)</li> <li>• Mathematics Literacy (2 papers).</li> </ul>	The exemplars were provided to PEDs for dissemination to schools.	Actual distribution data resides with PEDs.

f. STRATEGIC OBJECTIVES, PERFORMANCE INDICATORS, PLANNED TARGETS AND ACTUAL ACHIEVEMENTS						
Strategic objectives	Programme Performance Indicator	Actual Achievement 2011/12	Planned Target 2012/13	Actual Achievement 2012/13	Deviation from planned target for 2012/13	Comment on variances
Establish a world-class system of standardised national assessments.	A National Technical Report on learner performance in Grade 12 is released.	-	A National Technical Report on learner performance in Grade 12 is released.	<p>The NSC examination was successfully conducted. The total number of candidates who wrote the NSC was 511 152.</p> <p>A National Technical Report on Learner Performance in the 2012 NSC was compiled.</p> <p>Three other reports were compiled namely:</p> <ul style="list-style-type: none"> <li>o A Schools Performance Report which reflects the achievement of schools offering Grade 12 over a three-year period;</li> <li>o A Schools Subject Report which highlights the performance in key subjects in each school; and</li> <li>o A Diagnostic Report on Learner Performance for the 2012 NSC examinations highlighting areas of weaknesses and suggestions for improvement in teaching and learning.</li> </ul>	Additional reports were produced.	None.

f. STRATEGIC OBJECTIVES, PERFORMANCE INDICATORS, PLANNED TARGETS AND ACTUAL ACHIEVEMENTS						
Strategic objectives	Programme Performance Indicator	Actual Achievement 2011/12	Planned Target 2012/13	Actual Achievement 2012/13	Deviation from planned target for 2012/13	Comment on variances
Strengthen school management and promote functional schools.	Percentage of schools complying with a very basic level of school infrastructure.	55%	92%	<p>The latest available data for this indicator is 55% (School Monitoring Survey: 2011). The School Monitoring Survey is an independent survey that measures progress of the key goals of the education sector as contained in Action Plan to 2014. The context and complex nature of the information to be collected in a sector as large as education, necessitates that the survey be conducted bi-annually.</p> <p>The baseline previously used was determined by using the NEIMS data for 2009 and the 2011/12 levels were determined through the 2011 School Monitoring Survey. The target for 2014 (100%) and the baseline were calculated using 2009 data (77%). Progress indicators have to be updated with the Department of Performance Monitoring and Evaluation to take account of the 2011 data. The Department of Basic Education is consulting DPME to formally update the baseline to 55%.</p>	<p>The School Monitoring Survey was not implemented during the review period. As such, this information was not updated.</p>	<p>The School Monitoring Survey will be conducted in 2013/14, whereafter this information will be updated. While data was not gathered during the reported financial year, national and provincial programmes in the provision and maintenance of infrastructure are ongoing.</p>
	Percentage of learners in schools that are funded at the minimum level.	47%	85%	<p>The latest available data for this indicator is 47% (School Monitoring Survey: 2011).</p>	<p>The School Monitoring Survey, which is the data source for this indicator, was not conducted in 2012.</p>	<p>The School Monitoring Survey will be conducted in 2013/14, whereafter this information will be updated. While data was not gathered during the reported financial year, provincial activities on declaring no-fee schools in order to mitigate poverty to advance learning was ongoing.</p>

<b>f. STRATEGIC OBJECTIVES, PERFORMANCE INDICATORS, PLANNED TARGETS AND ACTUAL ACHIEVEMENTS</b>						
<b>Strategic objectives</b>	<b>Programme Performance Indicator</b>	<b>Actual Achievement 2011/12</b>	<b>Planned Target 2012/13</b>	<b>Actual Achievement 2012/13</b>	<b>Deviation from planned target for 2012/13</b>	<b>Comment on variances</b>
Strengthen school management and promote functional schools.	Percentage of schools that have acquired the full set of financial management responsibilities on the basis of an assessment of their financial capacity.	74%	77%	The latest available data for this indicator is 74% (School Monitoring Survey: 2011).	The School Monitoring Survey, which is the data source for this indicator, was not conducted in 2012.	The School Monitoring Survey will be conducted in 2013/14, whereafter this information will be updated. While data was not gathered during the reported financial year, provincial activities on the allocation of Section 21 functions was ongoing.
	Percentage of 7 to 15-year-olds attending education institutions.	99%	98.4%	This indicator is measured through the annual General Household Survey (GHS). GHS (2011) data for this indicator is 98.8%.	A positive deviation of 0.4% was recorded.	
Strengthen capacity of district offices.	Percentage of children who turned 9 in the previous year who are currently enrolled in Grade 4 (or a higher grade).	61%	63%	This indicator measures grade repetition. The data is sourced from the annual General Household Survey (GHS). GHS (2011) data for this indicator is 79.9%.	A shortfall of 16.9% was noted.	
	Percentage of children who turned 12 in the previous year who are currently enrolled in Grade 7 (or a higher grade).	48%	50%	This indicator measures grade repetition. The data is sourced from the annual General Household (GHS) survey. GHS (2011) data for this indicator is 71.7%.	A positive variance of 21.7% was recorded.	

**g. STRATEGIES TO OVERCOME AREAS OF UNDER-PERFORMANCE**

It was not possible to provide updated data for three of the indicators in Programme 4. The previous reporting was based on the School Monitoring Survey, which also then established new baselines. It is necessary to use the same data source when reporting in subsequent years as well as for purposes of supporting credible planning interventions. The survey is implemented biennially and is scheduled to take place next in 2013/14. Thus updated data was not available for the:

- Percentage of schools complying with a very basic level of school infrastructure.
- Percentage of learners in schools that are funded at the minimum level.
- Percentage of schools that have acquired the full set of financial management responsibilities on the basis of an assessment of their financial capacity.

With regard to infrastructure, it should be noted that while funding was made available to deal with school infrastructure backlogs, provincial education departments were not able to drive school infrastructure projects with the anticipated momentum. Capacity, market and provider constraints were cited as the main challenges in the provision of infrastructure. The involvement of the Presidential Infrastructure Coordinating Commission, as well as the appointment of implementing agencies in different provinces, provide encouraging mechanisms to improve delivery and provision of school infrastructure from 2013 onwards - especially in relation to the eradication of backlogs before 2015 and facilitating emergency arrangements for infrastructure provision.

**h. CHANGES TO PLANNED TARGETS**

None.

i. SUB-PROGRAMME EXPENDITURE

Detail per Programme 4 – Planning, Information and Assessment		2012/13			2011/12		
		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
<b>4.1 Programme Management: Planning, Information and Assessment</b>							
Current payment	2 494	2 253	241	913	768	145	
Payment for capital assets	-	-	-	20	20	-	
<b>4.2 Information Management Systems</b>							
Current payment	28 317	27 845	472	29 977	28 797	1 180	
Transfers and subsidies	1	1	-	33	30	3	
Payment for capital assets	133	123	10	917	912	5	
<b>4.3 Finance and Physical Planning</b>							
Current payment	14 388	13 873	515	16 511	16 318	193	
Transfers and subsidies	5 822 389	5 802 390	19 999	5 678 301	5 311 092	367 209	
Payment for capital assets	2 065 104	859 629	1 205 475	700 149	76 227	62 3922	
<b>4.4 National Assessments and Public Examinations</b>							
Current payments	117 773	116 882	891	122 041	103 806	18 235	
Transfers and subsidies	42 418	42 418	-	18 395	18 394	1	
Payment for capital assets	1 022	520	502	2 130	894	1 236	
<b>4.5 National Education Evaluation and Development Unit</b>							
Current payments	17 066	16 977	89	11 676	6 331	5 345	
Transfers and subsidies	56	55	1	5	5	-	
Payment for capital assets	54	52	2	266	265	1	
<b>4.6 Planning and Delivery Oversight Unit</b>							
Current payments	15 110	14 711	399	10 859	10 734	125	
Transfers and subsidies	50	49	1	40	40	-	
Payment for capital assets	163	95	68	226	189	37	
<b>Total</b>	<b>8 126 538</b>	<b>6 897 873</b>	<b>1 228 665</b>	<b>6 592 459</b>	<b>5 574 822</b>	<b>1 017 637</b>	

## 5.5 PROGRAMME 5: EDUCATIONAL ENRICHMENT SERVICES

### a. PURPOSE

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

### b. LIST OF SUB-PROGRAMMES

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

### c. STRATEGIC OBJECTIVE

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

### d. PROGRAMME OVERVIEW

The Programme: Educational Enrichment Services is responsible for developing programmes and policies to improve the quality of learning in the basic education sector. Schools have an important role to play in promoting the overall well-being of learners because physical and psychological health are important in themselves. In this regard, schools are used as vehicles for promoting access for learners to a range of public services in areas such as health, poverty alleviation, psycho-social support, sport and culture, as per *Action Plan to 2014: Towards the realisation of Schooling 2025*. The Programme contributes to the following sector goal on learner well-being:

#### Action Plan Goal on Learner well-being

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

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

- Health and nutrition
- Safety and enrichment
- Social cohesion and partnerships

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

### e. PROGRAMME SUMMARY AND PERFORMANCE INFORMATION

#### SUB-PROGRAMME: CARE AND SUPPORT IN SCHOOLS

#### (i) HEALTH PROMOTION

#### CARE AND SUPPORT FOR TEACHING AND LEARNING PROGRAMME

Vulnerability is an involuntary state where the survival, care, protection and the rights of children, including the right

to education, are compromised. A large number of children in the Southern African Development Community (SADC) region are made vulnerable by a host of interrelated factors such as poverty, HIV and AIDS, disability, exposure to violence, abuse and neglect. These factors inevitably impact negatively on children's ability to access education, to stay in school and to perform to their full potential. Based on the strong policy mandate that exists internationally and regionally, and to ensure that vulnerable learners realise their right to education, SADC Education Ministers in 2008 adopted the Care and Support for Teaching and Learning (CSTL) Programme. The vision of the CSTL Programme is that the educational rights of vulnerable children in South Africa are realised through schools becoming inclusive centres of learning, care and support.

### Establishment of CSTL structures

To date, six provinces have established provincial task teams as key support structures required for the implementation of CSTL programmes. The three outstanding provinces are KwaZulu-Natal, Eastern Cape and Western Cape. A series of meetings were held with all the provinces at various levels throughout the financial year. A meeting was held with the Western Cape on 12 November 2012. During the meeting, the PEDs indicated that they were still conducting consultations on the implementation of the programme. Eastern Cape held a CSTL conference from 4 to 6 March 2013 with the aim of discussing the establishment of the Provincial Task Team and training on the National Support Pack. Eastern Cape is currently developing an action plan detailing the roll-out of the CSTL Programme.

### National Support Pack for CSTL implementation

Over the financial year, training was conducted on the conceptual framework and implementation guidelines in five provinces. Outstanding provinces are Eastern Cape, Western Cape, North West and KwaZulu-Natal. The DBE has engaged these provinces through a series of meetings and discussions. The details on provinces that have conducted training are shown in the table below. These provinces have formed or strengthened their provincial task teams.

#### Provincial Training on the National Support Pack

Province	Date of training	No. of delegates
Northern Cape	19 – 21 June 2012	20
Limpopo	6 – 8 August 2012	18
Gauteng	4 – 5 and 17 September 2012	22
Mpumalanga	9 – 11 October 2012	25
Free State	15 – 17 October 2012	17

The process of customising the Regional Monitoring, Evaluation and Reporting (MER) Framework for the South African context commenced in September 2012 with the appointment of Centre for Education Policy Development (CEPD) as the consultant. This was made possible through funding from UNICEF. Two project meetings (23 January 2013 and 25 March 2013) were held between the DBE, CEPD and UNICEF to review and discuss the literature review and the project log frame. In particular, the meeting held on 25 March 2013 provided feedback from Monitoring and Evaluation (M&E) experts (UNICEF, UNAIDS and the M&E Directorate) on the log frame and Monitoring and Evaluation Framework. DBE and UNICEF brought to the attention of CEPD the poor quality of deliverables provided. A formal notice in that regard was issued by UNICEF to CEPD. CEPD was granted a no-cost contract extension until June 2013.

## **HIV AND AIDS LIFE SKILLS EDUCATION PROGRAMME**

### **Provincial business plans for 2012/13**

Nine provincial business plans for the 2012/13 financial year were approved by the DBE. The first tranche of provincial allocations were transferred to all provinces in April 2012. Provincial implementation during this financial year significantly improved compared to previous years, largely due to timely planning and approval of procurement processes for educator training and LTSM in most provinces (the exceptions being KwaZulu-Natal, Limpopo and Western Cape). Six provinces reached their quarterly targets as planned.

Monitoring visits were undertaken to support provinces that were underspending (KwaZulu-Natal, Limpopo and Western Cape) and overspending (Eastern Cape, Free State and Mpumalanga) due to accruals from the 2011/12 financial year. This assisted provinces in obtaining roll-overs in order to deliver activities in the 2012/13 financial year business plans. However, implementation and expenditure in KwaZulu-Natal, Limpopo and the Western Cape remained low, despite the meetings held to support provinces to put corrective measures in place to address under-expenditure.

### **Sexual and Reproductive Health (SRH) programmes for learners**

The target for training of educators on sexual and reproductive health for learners was 17 900 for this financial year. The reach of this focal area was consistent during the first three quarters of this financial year (12.18%; 30.01% and 62.74% respectively).

The specific target for the fourth quarter was to reach 3 762 Life Orientation (LO) educators through training on sexual and reproductive health as part of the curriculum. Five thousand five hundred and eighteen (5 518) LO educators received training during the fourth quarter. To date, provinces have cumulatively reached 16 749 LO educators.

The target for distributing LTSM to schools was 1 201 500 sets for the financial year. The reach of this focal area was slow during the first two quarters (1.01% and 1.82% respectively). Significant improvement was noted during the third quarter (70.17%). To date, 1 538 975 sets of LTSM were cumulatively distributed to 8 019 schools. This target was exceeded due to provinces escalating procurement of LTSM, as these were inadequate in schools.

As part of the LTSM, provinces were requested to expedite procurement of first aid kits for quintile 1 and 2 schools that were prioritised for the Integrated School Health Programme (ISHP). The target for the 2012/13 financial year was to procure and distribute 8 500 first aid kits to schools. During the second and third quarters of this financial year, procurement of first aid kits was very slow (5 500 sets cumulatively). This was due to delayed procurement processes in Limpopo, KwaZulu-Natal and the Western Cape. During the fourth quarter, a total of 12 600 sets of first aid kits were distributed to schools.

### **Life Skills Programme alignment to the NSP (2012/16)**

The focus of the life skills programme has been aligned to the National Strategic Plan on HIV, STIs and TB (NSP) 2012/16, through involvement of the Presidency and UNAIDS (to strengthen inclusion of TB) who made presentations at the inter-provincial meeting. DBE participated in South African National AIDS Council (SANAC) meetings to provide input to the NSP. Following the launch of the NSP in December 2011, the Department and other SANAC structures were required to develop a first-year implementation plan that was submitted to SANAC in March 2012. DBE reported on a quarterly basis to SANAC on progress regarding the implementation of Strategic Objectives 1 and 2 of the NSP.

In order to support schools to implement TB prevention programmes as part of the curriculum, the DBE developed TB advocacy material for learners, educators and parents. These will be distributed to provinces to disseminate to schools in the next financial year.

## World AIDS Day Commemoration

A major activity of the HIV and AIDS Life Skills education programme held during the third quarter was the World AIDS Day (WAD) 2012 Commemoration through adjudication of the postcard competition on sexuality education that targeted Grade 10–11 learners. The Care and Support for Teaching and Learning (CSTL) Programme pilot schools were the targeted schools for the competition. However, the postcards were also distributed to all secondary schools for input to strengthen the implementation of the Life Skills Programme.

After adjudication at district and provincial levels, three entries per province (with the exception of North West province) were submitted to DBE for a final round of adjudication. Learners from the Western Cape (1<sup>st</sup> prize), Gauteng (2<sup>nd</sup> prize) and KwaZulu-Natal (3<sup>rd</sup> prize) were awarded prizes by the DBE.

## Monitoring and support to provinces

Provincial implementation during this financial year focused mainly on monitoring of implementation of the Life Skills programme at school level. Thirty-four schools were visited across the country. The following observations were made during the monitoring visits:

- All schools visited were implementing the Life Skills programme. Educators were trained to either teach life skills or to integrate life skills in their other subjects.
- All schools (with the exception of two in Enkangala district, Mpumalanga) had functional peer education programmes.
- All schools (with the exception of two in Capricorn district, Limpopo) had not received LTSM and first aid kits. These schools were selected for distribution of LTSM and first aid kits during the previous financial year, but the bid specifications were not approved in the province. The province targeted these schools for 2012-13.
- Schools in KwaZulu-Natal had beautiful posters that focused on preventing teenage pregnancy, drug and substance use, multiple sexual partners and inter-generational sex. This was noted as best practice and posters were displayed at the inter-provincial meeting held on 6 and 7 December 2012.
- Most of the schools visited had School-Based Support Teams (SBSTs). However, some did not display the SBST's names and contact details. These schools were advised to make circles of care posters and display the names and contact details of the SBST members.

## INTEGRATED SCHOOL HEALTH PROGRAMME (ISHP)

### Monitoring and support to provinces

The DBE supported the provinces with the development of 2012/13 implementation plans through the National Task Team. Five provinces held orientation workshops to familiarise senior officials in the Departments of Basic Education, Health and Social Development on the Integrated School Health Programme (ISHP). Funding to support this process was received from UNICEF.

A training manual for school nurses was developed to assist in the implementation of the ISHP. Master trainers from the Department of Health's Resource Training Centres were trained from 16 to 20 April 2012. Training was supported by provincial and district coordinators of the DBE as well as master trainers of the DOH.

To strengthen implementation of the ISP, the DBE undertook visits to provinces to support the task teams during the School Health Week, monitor schools and raise awareness of the programme. All provinces participated in the School Health Week.

The main focus of the health week entailed the following services:

- Health screening to Grades 1, 8 and 10 learners in quintile 1 schools, as well as Grade 1 learners in quintile 2 schools;
- Health education to Grade 4 learners in quintile 1 schools; and
- Health screening to learners repeating grades or referred by teachers or parents.

The table below reflects a summary of the nature of support provided by the DBE on the implementation of the ISHP:

### ISHP support provided to provinces

Nature of Support	Province	Dates
Planning for ISHP School Health Week	Limpopo	21 August 2012
ISHP task team planning meeting (DOH and DBE)	Eastern Cape	17 September 2012
Monitoring of schools during School Health Week	Eastern Cape	18 September 2012
Presentation of ISHP to Senior Management	Northern Cape	19 September 2012
Monitoring of schools on the implementation of the ISHP	Free State	6-7 November 2012
Monitoring of schools during School Health Week	Northern Cape	12 November 2012
Strategic Planning meeting of task teams on ISHP (provincial and district coordinators)	Eastern Cape	22 November 2012

The target for 2012/13 was to provide health screening to 500 000 learners. During the first three quarters of the period under review, a total of 652 258 (data updated by DOH) learners were screened. The target was exceeded due to a boost provided by School Health Weeks conducted in some provinces. The number of learners reached during this period may have been higher as the above figure excludes statistics from the fourth quarter, which will only be available from DOH in the next financial year.

### Launch of the Integrated School Health Programme

In preparation for the launch of the ISHP, a meeting was held between the Ministers, Deputy Ministers and Directors-General of Basic Education and Health on 10 September 2012 to discuss the implementation of the ISHP. The meeting agreed that sexual and reproductive health (SRH) services should be made available to learners, pending consultation with all key stakeholders in the education system, as a substantive proportion of learners were sexually active.

On 3 October 2012, a meeting was convened between the Minister of Health, the Deputy Minister of Basic Education, the School Governing Body associations, the South African Principals' Association (SAPA) and teacher unions. The meeting agreed that the parent community, per school, will be consulted before the provision of sexual and reproductive health services as this was a sensitive matter. A toolkit would be developed to support SGBs to lead these consultations.

The launch of the ISHP took place at Chokoe Primary School and Chipa Tabane Secondary School, Cullinan, Gauteng on 11 October 2012. The launch was attended by the Minister of Health, the Deputy Ministers of Basic Education, Health and Sport and Recreation, the Directors-General of Basic Education and Health, the Executive Mayor of Tshwane, the European Union Ambassador and 600 invited guests, including members of the local community. In addition, School Governing Body associations, the South African Principals' Association and teacher unions provided messages of support for the ISHP. President JG Zuma provided the keynote address. During the launch, the school health mobiles procured by DOH were showcased and the provision of health screening to Grades 1, 8 and 10 learners as well as health education to Grade 4 learners was observed.

### Development of guidelines

In accordance with the recommendations of the meeting held with SGB associations in October 2012, the draft guidelines to support SGBs in holding consultation meetings with parents on the ISHP and provision of SRH services were developed.

On 18 April 2012, the ISHP was presented to the Heads of Education Department Committee (HEDCOM) and approved for implementation. HEDCOM also highlighted the need for official guidelines for principals and a protocol for the engagement of service providers and health practitioners with schools, as well as a protocol on Inter-Departmental Partnerships.

Guidelines for principals and a protocol for service providers and health practitioners as per the HEDCOM recommendation were developed. The distribution of the guidelines for principals and a protocol for service providers and health practitioners was approved.

### Development of a five-year strategy for the ISHP

Terms of reference were developed to appoint a consultant for the development of a five-year strategy for the ISHP. The development of the strategy is being funded by UNICEF.

A consultant from the University of Cape Town was appointed to develop the strategy document for the ISHP. An inception meeting was held on 17 January 2013 to clarify the requirements of the consultancy. The work plan was approved on 1 March 2013 and monitoring visits in support of strategy development took place in the Eastern Cape on 5 and 6 March 2013 and 7 March 2013 in the Free State.

### Procurement of health screening equipment

Service providers were appointed to deliver scales and snellen charts to North West and KwaZulu-Natal provinces. Delivery of 200 scales and 6 700 snellen charts took place during the first week of December 2012. The provinces were informed of the arrangements and submitted acknowledgements of receipt. The invoices were submitted and paid.

### DEPARTMENT OF BASIC EDUCATION INTEGRATED STRATEGY ON HIV, STIs AND TB, 2012-16

Revisions were carried out on the Results/ Logical Framework and developing a Monitoring and Evaluation Framework, with key inputs from the Joint United Nations Programme on HIV/AIDS (UNAIDS) and the Human Science Research Council.

The strategy was presented to the DBE forums for approval and was adopted in the key senior management meetings listed in the table below:

### DBE Consultations on HIV Strategy 2012/13

STRATEGY CONSULTATION FORA	DATES
HEDCOM	28 August 2012
Broad Management meeting	30 August 2012
Council of Education Ministers	22 November 2012

### Geographic Information Systems (GIS) maps on health, education and poverty indicators

The DBE developed Geographic Information Systems (GIS) maps on health, education and poverty indicators for the nine provinces to assist them in making health interventions where they were most needed. The maps will be used as planning tools for provinces to deliver HIV and AIDS services to targeted districts and schools. GIS wall charts were developed through USAID funding and Edu-Action's technical support. On 5 June 2012, DBE trained nine provincial HIV and AIDS Life Skills Interprovincial Coordinators on the use of GIS. This was achieved through financial support from UNICEF and the technical support of Edu-Action. The DBE also provided capacity to its officials on the use of the maps through a presentation made at the Broad Management meeting held on 30 August 2012. The maps were presented to the KwaZulu-Natal Social Cluster meeting on 30 January 2013.

### Draft Department of Basic Education National HIV and TB Policy

During the 2012/13 financial year, the DBE commenced work on the review of the *1999 National Policy on HIV and AIDS for Learners and Educators in Public Schools and Students and Educators in Further Education and Training Institutions*, a key output of the HIV/AIDS Strategy. Two experts in the fields of HIV and AIDS and TB were recruited in July 2012 through funding from UNESCO and USAID to assist the DBE in developing the Draft Policy.

A series of pre-consultative meetings were held with key Department of Basic Education Directorates and other partners to introduce the review of the policy, solicit input for the policy review and inform stakeholders of the planned policy consultations (one national and three tri-provincial consultations) in 2013:

Draft Policy Pre-Consultation Meetings	Dates
DBE Internal Inception Meeting: Key officials	14 September 2012
Curriculum Policy, Support and Monitoring Branch	13 November 2012
Human Resources Branch	14 November 2012
Strategic Planning Branch	14 November 2012
University of Pretoria	13 November 2012
South African National AIDS Council (SANAC)	14 November 2012

A series of pre-consultative meetings on the Draft Department of Basic Education National HIV and TB Policy were held with key Department of Basic Education Directorates and other partners during the fourth quarter:

Draft Policy Pre-Consultation Meetings	Dates
Joint United Nations Team on HIV/AIDS	4 February 2013
Initial Teacher Development	6 February 2013
EMIS	6 February 2013
Deputy Director-General: Branch S	6 February 2013

To date eight versions of the draft policy have been developed in preparation for the consultative process. The Draft Policy was approved for consultation by the Ministers Management Meeting. National and provincial consultations will be held in the next financial year.

### Piloting of the TB Questionnaire for the Southern African Consortium for Monitoring Educational Quality (SACMEQ) IV Study

As part of the development of the Monitoring and Evaluation Framework of the DBE Integrated Strategy on HIV, STIs and TB, 2012/16, the DBE developed four indicators to measure learner and educator knowledge of TB, as well as understanding of stigma and discrimination of those infected with HIV and TB. Since the Department did not have a data

source to provide information on these TB indicators, the DBE developed a questionnaire targeting Grade 6 learners and their educators for inclusion in the SACMEQ IV study.

The DBE held a planning meeting with the Gauteng Department of Education HIV and AIDS Life Skills Coordinator and respective district coordinators to discuss the TB pilot survey planned in ten selected schools in Gauteng province. These schools were sampled during the 2012 SACMEQ IV pilot for HIV and AIDS questions. The pilot enabled principals, educators and learners to provide meaningful input for the refinement of the TB knowledge questionnaire, in preparation for SACMEQ IV's implementation phase.

## PEER EDUCATION PROGRAMME

### Peer Education Programmes for Learners in South African Schools

The DBE undertook significant work in finalising, printing and disseminating the *Guidelines for the Implementation of Peer Education Programmes for Learners in South African Schools* through financial support from USAID. A training manual was also developed to provide capacity to national, provincial and district officials managing the implementation of peer education programmes in schools.

Between June and October 2012, the DBE provided one national and three district cluster training sessions on the guidelines. The aim of the training was to develop the capacity of national, provincial and district education officials who were managing the implementation of peer education programmes in schools and to harmonise different peer education approaches across schools to optimise their effectiveness. A transversal team of national and provincial officials within the Care and Support for Teaching and Learning Programme participated in the training.

The table below outlines participation in the peer education training:

Peer Education Training on Guidelines	Officials	Dates
National and Provincial officials (National Training)	60	3 – 4 July 2012
Western Cape & Eastern Cape district cluster	66	5 – 6 September 2012
Free State, Northern Cape and North West district cluster	60	11 – 12 September 2012
Gauteng, Mpumalanga and Limpopo district cluster	79	16 – 17 October 2012
KwaZulu-Natal district cluster	62	30 – 31 October 2012

### Implementation of Pilot Peer Education Programmes in four provinces

The DBE, through the technical support of Link Community Development (LCD) and financial support from USAID, finalised the implementation of Phase 2 of the pilot peer education programme. A total of 142 pilot schools and 12 control schools located within four provinces (KwaZulu-Natal, Free State, North West and Mpumalanga) were targeted. Two learner age cohorts, ten to 13 years and 14 to 19 years, were targeted for the implementation of the pilot peer education programmes.

A total of 120 schools were visited through Link Community Development during the close-out period as reflected in the table below:

Pilot Peer Education Programmes	Schools Visited	Dates
Free State	30	May – July 2012
North West	26	May – July 2012
Mpumalanga	27	May – July 2012
KwaZulu-Natal	37	May – July 2012

The DBE, through provincial and district officials, monitored a total of 35 school visits for the implementation of Pilot Peer Education Programmes in four provinces (KwaZulu-Natal, Free State, Mpumalanga and North West). Challenges delaying the close-out period were caused by USAID budget discrepancies with Link Community Development. The monitoring revealed that Life Orientation educators play a pivotal role in driving peer education programmes in schools. It is critical to accommodate older learners in the selection process of peer educators (including Grade 12 learners) as younger learners struggle with serving as peer educators and conversing about sex. Supervision, training and support of peer educators on a continuous basis are critical for effective implementation of the programme.

A meeting with LCD and USAID was held on 24 October 2012 to discuss the Pilot Peer Education close-out report and its key findings. The findings were shared with HIV and AIDS Provincial Life Skills Coordinators during an interprovincial meeting held at DBE on 6 and 7 December 2012. This assisted in closing gaps with the provinces and extracting major lessons and best practices learnt from the pilot project.

### Development of nine provincial implementation plans to cascade peer education training to schools

During the fourth quarter, the DBE supported provinces to develop implementation plans to cascade training on the peer education implementation guidelines to schools. All provinces have developed implementation plans. In addition, a draft school monitoring tool was developed for finalisation in the next quarter. Training in schools will commence in the following financial year.

## ALCOHOL AND DRUG USE PREVENTION AND MANAGEMENT PROGRAMME

### National Strategy for the Prevention and Management of Alcohol and Drug Use among Learners in Schools

The Draft National Strategy for the Prevention and Management of Alcohol and Drug Use among Learners in Schools was revised and presented to School Safety and HIV and AIDS Life Skills Coordinators on 4 June 2012 at the HIV and AIDS Life Skills interprovincial meeting. Feedback from provinces was incorporated into Draft Seven.

A revised draft was tabled at Senior Management (8 March 2013), the Ministerial Management Meeting (15 March 2013) and HEDCOM (19 March 2013) for approval.

### Monitoring Visits on the Implementation of the Drug Strategy in CSTL pilot schools

Monitoring visits to the CSTL pilot schools were conducted during the year. The aim of the visits was to monitor progress made in the implementation of both the CSTL and Alcohol and Drug Use Programmes in these schools.

The following school monitoring visits were undertaken:

- **Eastern Cape Province:** Bisho High School and Bergsig Special School, 19 and 20 September 2012 respectively;
- **Free State Province:** Sehlabeng High School and Tlotlanang Combined School, 17 September 2012;
- **North West Province:** Vuka Primary School, Matale Middle School and Realogile Special School, 6 September 2012; Puo Phaa Secondary School was monitored on 25 September 2012;
- **Northern Cape Province:** Tetlanyo High School, 11 September 2012; !Xunhwesa Combined School and Barkly West Secondary School, 12 September 2012;
- **Mpumalanga Province:** Sitintile High School and Kamhola Secondary School, 22 November 2012;
- **KwaZulu-Natal Province:** Witterklip Secondary School, Southlands Secondary School, Fundokuhle Secondary School, Nkabini Primary School, and Langalake Secondary School, 27 and 28 November 2012.

#### Key Observations:

- Enabling Environment – Schools have developed policies that address violence in schools, crime, and alcohol and drug use by learners. Provinces distributed guidelines on formulating school policies to all schools.
- Primary Prevention – Alcohol and Drug Abuse has been integrated into the Life Orientation learning area of the curriculum. Non-governmental organisations such as GOLD, loveLife and SANCA ran awareness activities.
- Early Detection – All schools had functional school-based support teams. Schools visited were linked to local police stations. The local police assisted the schools with searches and seizures.
- Treatment Care and Support – The majority of schools reported that there were no major incidents of alcohol and drug use. However, they work in partnership with SANCA and other local treatment centres to access treatment.

#### National Report on Implementation of Alcohol and Drug Use Prevention Programme for 2012/13

A progress report on the implementation of the alcohol and drug use prevention programme in the nine provinces for 2011/12 was developed.

All provinces highlight the fact that schools were taking seriously the challenge of alcohol and drug use, prevention and management. Signboards, school rules and regulations declared schools as alcohol, drug and weapon-free zones. Learners were taught about the harmful effects of alcohol, drugs and other substance use through the Life Orientation learning area. Principals, educators and school governing bodies have been trained on the latest drugs, early warning systems, drug testing and random search-and-seizure in partnership with local police and other non-governmental organisations.

The report concludes by highlighting that the National Strategy for the Prevention and Management of Alcohol and Drug Use among Learners in Schools will assist in streamlining and standardising provincial interventions. There is a need to appoint provincial focal persons and for provinces to develop provincial integrated plans in line with the National Strategy.

#### Database of service providers for treatment, care and support

On 24 January 2013, the DBE convened a meeting with the Department of Social Development to discuss the revision of a database of treatment, care and support service providers. It was agreed that the Department would co-brand the treatment database booklet with the Department of Social Development and would fund the printing and distribution of the booklet to all schools. The WHO was approached for financial support in this regard. DBE is awaiting receipt of the revised treatment database from the Department of Social Development.

#### (ii) NATIONAL SCHOOL NUTRITION PROGRAMME

The National School Nutrition Programme aims to foster better education by enhancing children's active learning capacity. The NSNP aims to address barriers to learning associated with hunger and malnutrition by providing nutritious meals to learners on all school days.

#### School Feeding

For the 2012/13 financial year, the programme targeted a total of 8 892 088 learners in quintile 1 – 3 primary and secondary schools nationally. By the end of the review period, the National School Nutrition Programme (NSNP) had reached a total of 9 159 773 learners in 21 400 quintile 1 – 3 primary and secondary schools as well as identified special schools. This figure was verified by Provincial Education Departments (PEDs) in their reports for the quarter ending 31 March 2013.

### **Limpopo Section 100(1)(b) Intervention**

Limpopo PED received special attention during the year. National officials were assigned to work in the province, where they verified and captured invoices to reduce the backlog of service provider payments. This led to improvement of expenditure levels from 72% at the end of the third quarter to 93% at the end of March 2012. However, some districts did not submit claims for fuel and honoraria for the entire 2011/12 financial year, which contributed to the under-expenditure.

The intervention picked up irregularities where service providers claimed meal costs higher than those provided for in the business plan. Irregularities were corrected through verification of each service provider's claims against appointment letters as well as service level agreements. To ensure that such irregularities were not carried into the next financial year, a meeting was held with service providers informing them about the feeding costs for primary and secondary schools.

### **Eastern Cape Section 100(1)(b) Intervention**

During the review period, the focus was on finalisation of the jointly developed action plan as well as ensuring its implementation and the fulfilment of the mandate "To ensure that the NSNP model, which resumed in April 2012, is sustained, and that all learners in the targeted no-fee schools and special schools, benefit from the programme".

Several meetings were held with the NSNP managers in the province. Areas of focus included establishing systems of financial management, accountability, compliance and control; procurement of cooking equipment and eating utensils for quintile 3 primary schools; full implementation of the NSNP in line with the 2012/13 business plan (inclusive of school feeding, nutrition education and food production); strengthening capacity to support and monitor the programme at all levels; dealing with the perennial problem of accruals; and to ensure that NSNP meets compliance requirements, including among others, the Occupational Health and Safety Act.

### **Programme Monitoring and Implementation**

Officials from the DBE undertook support and monitoring visits to 155 schools in all provinces. The purpose of these visits were to monitor and support programme implementation at the school, district and provincial levels. These visits were also used as an opportunity to collect data on Special Schools as the DBE was conducting a Situation Analysis Study to establish the feasibility of expanding the programme to these schools.

Limpopo and the Eastern Cape received special attention from the DBE as per the Section 100 (1)(b) intervention. General findings were that the NSNP was implemented effectively in Limpopo. It was discovered that learners in the majority of the schools disliked lentils and split beans. On the days that this food was served learners did not eat, and this resulted in wastage and stockpiling of these food items. The province was advised to replace those food items with pilchards or milk. Programme implementation has stabilised in the Eastern Cape. Funds were transferred to schools as planned. However, non-availability of eating utensils in some schools reportedly caused learners in these schools to bring their own eating utensils to school.

The challenge of non-delivery or late delivery of fresh vegetables and fruits was identified in the majority of schools in the Free State, indicating non-compliance with the menu. In the majority of schools in Gauteng, stockpiling of breakfast porridge persists. This challenge was discussed with district and provincial officials and action plans to address it were developed. At the beginning of the third quarter, schools in three districts (i.e. Umkhanyakude, Sisonke and Vryheid) in KwaZulu-Natal were faced with the problem of non-delivery of food by the newly appointed service providers. The problem has been addressed and feeding in these schools resumed. Best practices observed during these monitoring visits include the serving of learners in classrooms under the supervision of educators; food gardens with a variety of produce such as spinach and bananas, as well as collaboration with non-governmental organisations in the development of food gardens.

## NSNP Awards

During the third quarter, distribution of equipment to 24 schools that were nominated for the NSNP Best School Awards 2011/12 was finalised. The hand-over ceremony was held at Tsembalethu Primary School (Mpumalanga), the overall winner for the 2011/12 financial year. The 2012/13 Best Schools Awards will be held in October 2013. The Department received a letter of commitment from Tiger Brands Foundation (TBF) to award the winning school with a kitchen or a dining hall. The DBE and TBF will investigate ways of attracting more schools and districts to participate in the awards. Additional equipment will also be distributed to a school that will be opened by the Deputy President and the Minister in April 2013.

## Soya Improvement Project

Soya is used as a protein source in NSNP meals and therefore the quality served to learners is of much concern for the DBE. In the third quarter of the review period, the DBE held meetings on improving the quality of soya mince/chunks with 12 manufacturers identified during the monitoring visits. It was agreed that the soya would be fortified with micro-nutrients after consultations between manufacturers and the Department of Health.

The review of the soya specifications was finalised. The DBE compiled a database of soya manufacturers who produce quality soya, and these manufacturers will be closely monitored to ensure compliance. A specifications document – *Food Specification for products marketed to the National School Nutrition Programme* – has also been finalised describing the final soya mince/chunks specifications, which include fortification with micro-nutrients and an exemplar of packaging that complies with all aspects of the new Labelling Act. The document will be uploaded on the DBE website for easy access by the manufacturers, service providers and other stakeholders.

Steps have been taken to ensure that service providers comply with the soya specifications to improve the quality of meals in Gauteng. This will ensure that only the approved soya manufacturers/suppliers are recommended. The schools visited in the province indicated that learners were beginning to appreciate the soya mince meals. A manufacturer who was producing good soya for Gauteng but poor-quality soup for Limpopo and Mpumalanga was instructed to correct this practice. The provincial managers were copied in the communiqué with the manufacturer and the product has since improved. Appointments to meet a number of Limpopo and Mpumalanga manufacturers and new ones in Gauteng, Limpopo and Mpumalanga have been secured for the next financial year to ensure compliance.

## CAPACITY-BUILDING WORKSHOPS

### Financial Management Workshops

For the period under review, three capacity training workshops on financial management were conducted in the Western Cape (one) and Free State (two). The purpose of the workshops was to assist the Provincial Education Departments (PEDs) with the transfer of funds to schools model and to strengthen the financial management guidelines. The participants ranged from school principals, programme coordinators, school governing bodies (SGBs) and financial clerks.

The guidelines and process plan for financial management for schools were developed and finalised. The DG's submission to conduct these workshops was approved and negotiations with identified FET colleges to assist with training workshops were also finalised. A consolidated training schedule was finalised for roll-out in 2013/14.

## Meal Planning and Preparation Workshops

Over the 2012/13 financial year, a total of 284 workshops were conducted by provinces focusing on NSNP implementation, food production and financial management, against a target of 39 workshops.

A training plan with targeted districts and identified training partners was developed, discussed and agreed upon with officials from provincial departments during the inter-provincial meeting held in July 2012. Two training workshops were conducted for volunteer food handlers and educators in the Thabo Mofutsanyane district, Free State, and one in the Overberg district, Western Cape. The focus areas included food safety and preparation, hygiene, nutrition education (which provided skills and knowledge on storage requirements), portion sizes and personal hygiene. It is anticipated that meals in schools in the targeted districts will improve when monitoring commences in the new financial year.

## NUTRITION EDUCATION

### Educational materials and lesson plans (Toolkit)

The Nutrition Education Toolkit is intended to support teaching and learning in classrooms. A Teacher's Guide on Nutrition Education was drafted and is being internally reviewed. A draft Parents' Guide was developed and is being finalised. The Toolkit (which includes lesson plans, the Teacher's and Parents' Guides and a DVD on healthy eating) will be finalised in the first quarter of the next financial year.

### National Nutrition Week

The purpose of the National Nutrition Week (NNW) is to raise awareness of healthy eating and physical activity as a way of living healthily. The theme for 2012 was "I am High on Life, I eat, learn and play for Health". The event was successfully celebrated in eight provinces: Eastern Cape, Free State, Limpopo, KwaZulu-Natal, Mpumalanga, Northern Cape, North West and Western Cape. The DBE, in partnership with Nestlé SA, celebrated in two schools. The first celebration was held at Makhambane Primary School, uMkhanyakude district, KwaZulu-Natal, on 10 October 2012; and the second was hosted by Nyorwe Primary School, Bojanala district, in North West, on 12 October 2012.

Nestlé SA donated gifts (skipping ropes, pencil cases, bottled water, ready-to-drink Milo as well as fruit) to every learner at the selected schools. As part of the promotional material, the DBE procured backpacks and stationery. Nutrition Education charts were also procured and laminated. Industrial theatre was presented at both schools, with the cast portraying the importance of healthy eating and physical exercise. The DBE and Nestlé SA also jointly developed the Healthy Kids resource file to be used in schools. The resource file was presented to educators and parents/SGBs on the day of celebration in both schools.

## PARTNERSHIPS

### Home Grown School Feeding (NEPAD)

A South African case study on the NSNP was finalised by the New Partnership for Africa's Development (NEPAD) and the Partnership for Child Development (PCD) in the Eastern Cape and Mpumalanga (in six schools per province). The draft report on the study was submitted for comment to DBE. A shortened version of the report, that was submitted to DBE for review, will be incorporated into a source book to be published by NEPAD, entitled *Rethinking School Feeding*. The latter will contain a summary of all the case studies on school feeding conducted in various countries around the world.

### Tiger Brands Foundation (TBF)

The Tiger Brands Foundation (TBF) and the Centre for Social Development in Africa (CSDA), University of Johannesburg, released the findings of an evaluation of the impact of the TBF breakfast feeding programme on children in six pilot schools in Alexandra Township, Johannesburg on 8 March 2013. The anthropometric measurements showed that there was improvement in the nutritional status across all learners in the six schools for height-for-age and for body mass index (BMI)-for-age (the relationship between weight and height). Results for stunting (low height-for-age) showed a statistically significant improvement. A decrease in the number of both wasted and overweight children was statistically significant. One of the key recommendations include supporting the sustainability of the breakfast programme through training as well as financial support.

The TBF has extended the breakfast programme to 27 schools in the Lady Frere district, Eastern Cape. Plans are underway to introduce the breakfast programme in selected schools in Northern Cape from May 2013. The TBF has established five administration posts at the head office in Rivonia as well as appointed six provincial project coordinators to oversee the breakfast programme in the Eastern Cape, Gauteng, KwaZulu-Natal, Limpopo, Mpumalanga and Western Cape from the beginning of 2013.

### Lwazi II (CSIR)

The final report of the pilot phases was presented to the DBE by CSIR. Phase 3 of the telephone-based application was piloted in Free State, Eastern Cape, Limpopo and Mpumalanga. The project ended in January 2013.

The project revealed both negative and positive views about the NSNP. The negative reports include issues such as the shortage of eating utensils in North West, unhygienic cooking facilities in Mpumalanga and poor quality of soya nationwide. National and provincial departments have addressed these challenges.

Positive reports include the serving of balanced meals on time. The highlight of the project was that minimal resources were used to get feedback from the beneficiaries (learners).

### Nestlé South Africa

As part of the Memorandum of Agreement signed on 20 August 2012 with Nestlé SA, the nomination forms for the Nestlé Community Nutrition Awards 2013 were received and distributed to the districts for nomination for the schools category (food gardens). The closing date is 19 April 2013. The project will continue in the new financial year.

### (iii) SOCIAL COHESION, COMMUNITY MOBILISATION AND GENDER EQUITY IN EDUCATION

There is a strong interconnection between learner well-being and learner performance. The Department recognises that, to make gains in improving learner achievement, learning and teaching has to take place in a healthy and supportive environment where all learners can realise their full potential. Thus, our system looks at the holistic development of the learner. It not only works towards cognitive development but also towards building an empowered, fair and inclusive citizenry with sound values. To this end, the Social Cohesion and Equity in Education Directorate aims to improve learner performance, retention and well-being by promoting a culture of rights and responsibilities, gender inclusivity and social cohesion in our public schools. The Directorate focused on the following:

#### Learner Pregnancy

The DBE focuses on providing knowledge and life skills to keep girl learners at school. Information sessions about the dangers of unprotected sex often leading to teenage pregnancy were an integral part of the information session. The DBE has used the GEM/BEM clubs as well as the GEM/BEM Jamborees to provide life skills that include issues of sexuality, pregnancy risks and gender empowerment. The DBE has also distributed the *Speak Out Against Abuse* booklet to the GEM/BEM clubs and Jamborees. Thus far, approximately 1 000 learners have received booklets and life skills information.

## GEM/BEM Conferences

The GEM/BEM clubs are the Department's vehicle for engaging learners on matters of concern to the teaching and learning environment. They are also an excellent platform to provide peer assistance to learners. The Gauteng West District held its first annual GEM/BEM conference in the Broederstroom Alfa conference centre, in which approximately 97 learners participated. This was the first GEM/BEM club to take forward the resolutions from the national GEM/BEM conference of 2008. The major resolution of the conference highlighted the need for district support of GEM/BEM activities in schools. Another conference was held in Mpumalanga from 11 to 14 December 2012, with the same objective. Seventy-seven learners participated in this conference.

## GEM/BEM Jamborees

In this financial year, the Department explored a novel way of providing skills and information to secondary school learners through the GEM/BEM Jamborees. The GEM/BEM Jamborees is a partnership programme with the Department of Higher Education and Training, SAQA and the Setas. The core focus of the Jamborees is to promote career guidance and life skills among secondary school learners. Two jamborees were held in Mpumalanga and in the Free State. The jamborees catered for approximately 1 000 learners in the two provinces (500 each). These jamborees provided a raft of much needed information for secondary school learners, including information on subject choices and career advice to assist learners to make informed decisions about their future. The programme also provided life skills information that focused largely on prevention of youth-at-risk behaviour that could lead to teenage pregnancy, drug abuse, HIV infection and gender-based violence.

A comprehensive report of the jamborees was prepared that captured recommendations and valuable input from our partners in DHET & SAQA.

## Nkosi Albert Luthuli Oral History Competition

Each year the Department participates in the national commemoration of anniversaries of events of historical significance. One of the highlights of the programme is the Nkosi Albert Luthuli Young Historians' Competition. The competition is an attempt to make history alive by encouraging learners to unearth their own local histories and appreciate the unsung heroes and heroines in their midst. The competition is part of the broader legacy-building component of the social cohesion programme which aims to promote a collective consciousness among schools and communities.

In 2012, a total of 646 learners and 87 educators participated in the competition. The Northern Cape had the highest number of participants (201), followed by Free State (167). The final competition involved 63 learners and 24 educators nationally.

Following the successes of the national finals in 2012, there was an added emphasis on teacher and learner development to support the effective implementation of the programme. Hence, negotiations are underway involving South African History Online and the University of Cape Town's Centre for Popular Memory. The latter has an Oral History accredited module and has rolled this out to interested educators and Subject Advisors in the Western Cape. The DBE met with the Centre for Popular Memory about the possibility of implementing the accredited module in all the provinces through a series of provincial workshops. Educators would be able to submit a portfolio of evidence as part of the requirements of the UCT Oral History Certificate Course.

The guidelines for the 2013 programme were finalised and distributed to provincial coordinators for dissemination. The guidelines included the themes for the 2013 Oral History Competition. Given that this is the centenary year of the 1913 Women's Anti-Pass march in Bloemfontein as well as the 1913 Natives Land Act, these have been incorporated into the oral history competition for learners. The Nkosi Albert Luthuli Oral History booklet was developed, printed and distributed by provinces. The booklet serves as an important resource for provincial oral history workshops for the 2013 Competition. The booklet is also an assistive tool for learners conducting oral history research projects.

## National Action Plan (NAP) to combat racism, xenophobia, sexism and related intolerance in Basic Education

Racism and discrimination continue in many of our schools and communities. The Department embarked on a long-term programme to eradicate any form of discrimination in our schools. The Department developed a draft of the National Action Plan to combat racism, xenophobia, sexism and related intolerance in basic education (NAP). The draft was circulated within the Department and revised based on comments received. The draft provides a base document that a service provider will be commissioned to complete for a consultative process with key stakeholders.

### Building Social Cohesion in education

Research shows that schools are a reflection of their communities and that a human rights culture and social cohesion in school communities are fundamental to the promotion of sustained educational success. Any attempt to improve the quality of education in schools and increase learner achievement has to consider how to leverage the agency of communities to maximise school success. Social cohesion programmes can serve to counter the social ills that plague our schools and unlock the social identity binaries in our school communities that were inherited from apartheid and are entrenched by continuing inequalities.

The Department conducted phased-in implementation of the draft social cohesion toolkit in selected schools and districts. Phased-in implementation of the social cohesion toolkit was conducted in three districts in KwaZulu-Natal in October. Three districts and 90 schools participated in the training. The purpose of the phased-in implementation is to familiarise school communities with the social cohesion toolkit. Feedback from the participants served to further enrich the toolkit. A stakeholder meeting was held with the national associations for SGBs and teacher unions to discuss the DBE programmes on social cohesion, which include an important training component for SGBs and Representative Councils of Learners (RCLs). This component utilises the “Values in Action” manuals to empower SGBs and RCLs on the constitutional values that underpin the Department’s social cohesion project.

### Orientation Workshops

Orientation workshops on the Social Cohesion toolkit were conducted in Gauteng and the Free State in the fourth quarter.

The table below shows details of these workshops.

Province	District	Date	Number of Schools	Number of Participants
Gauteng Province	Johannesburg East	26 March 2013	35	58
		27 March 2013		25
Free State Province	Fezile Dabi	16 March 2013	14	48
	Thabo Mofutsanyane	16 March 2013	21	259
		19 March 2013	6	29
<b>Total</b>			<b>76</b>	<b>419</b>

A total of 76 schools from Gauteng and Free State were engaged in the application of different Social Cohesion tools such as the Baseline, Time line, Consciousness Dial, Tolerance Barometer, Case Study and Twinning Tools. The principals, SGBs, educators, RCLs, teacher unions, local councillors, community members and interfaith groups also participated in social dialogues. During these social dialogues, participants were able to interact and share views and ideas regarding a number of social issues that they encounter as a community.

The process was aimed at getting inputs from the participants as well as determining the success level of applying the different tools to activate social capital and promote social cohesion. Comments from participants on each tool were captured as evidence to shape the Final Social Cohesion Toolkit.

### Young Citizens Action Programme (Y-CAP)

The Department has been collaborating with Afrika Tikkun and Heartlines in their Young Citizens Action Programme (Y-CAP). Although of limited reach, this is an important platform that galvanizes learners to use their agency to become active citizens by addressing a social problem in their school or community. In this financial year, a total of 937 learners participated in the programme nationally.

Through the Youth Citizens Action Programme (YCAP), some of South Africa's most vulnerable children are empowered to develop into well-adjusted, productive members of society. The programme challenges Grade 10 learners to actively demonstrate what it means to be a good citizen. Competing schools have to develop a concept project to address a challenge within their school or community and then actually implement it. The registration forms and the toolkit for 2013, were sent to schools in the reporting period and some of the school teams, through special assistance from educators, district officials and the provincial coordinator, began the research work.

### Moot Court Competition

The third National Schools Moot Court Competition started in January 2013 and will culminate in the final completion in August 2013. The Moot Court Competition aims at creating greater awareness of the Constitution of the Republic of South Africa and the values that it upholds. The Schools Moot Court provides learners with an opportunity to see the Constitution in action as they participate in a simulated constitutional court case. It also encourages learners to explore the possibility of joining the legal profession. Practicing attorneys, advocates, magistrates, law graduates, law clinics, university lecturers and law students provide assistance to the learners participating in the competition. This competition also reaches out to schools that are located in the most remote areas of our provinces.

In preparation for the National Schools Moot Court Competition, registration of school teams started and information booklets indicating the purpose and nature of the competition, time frames, rules of entry and other important details were sent to the provinces. The Gauteng province held its first district officials' workshop on 13 November 2012. Other provinces were expected to submit dates for their planned workshops. Lists of legal firms that availed themselves to assist participating school teams through the case were circulated to the provinces.

Moot Court workshops were conducted by volunteers from the legal profession. The first round of workshops will be completed in April 2013. Norton Rose Attorneys will also conduct *pro bono* workshops in Johannesburg, Cape Town and Durban.

Secondary schools were invited to select a team of two learners, preferably one male and one female, to participate in the first phase of the competition. A fictional problem statement involving a constitutional issue is provided for argument. Learners are expected to write two short essays setting out the supporting and opposing sides of the case. The essays will be evaluated by a panel of legal experts. Each province will identify and select learners to participate in the provincial oral elimination rounds between May and June 2013.

There was a significant increase in the participation of schools in the Moot Court programme. This was attributed to comprehensive Moot Court workshops conducted throughout the country with learners and educators. More than 1 060 learners and educators have been exposed to the Constitution and the basic rules of participating in a Moot Court competition.

### Moot Court workshops conducted

PROVINCE	DISTRICT/VENUE	DATE	TARGET GROUP
Gauteng	Krugersdorp District Office	6 Feb 2013	47 participants
North West	Vryburg district	9 Feb 2013	23 learners, 7 educators, 4 officials
KwaZulu-Natal	Umlazi district	13 Feb 2013	100 learners, 50 educators
Gauteng	All districts, Norton Rose Building, Sandton	15 Feb 2013	160 learners, 24 educators, 13 officials
North West	Mafikeng District Office	16 Feb 2013	15 learners, 10 educators
North West	Rustenburg Palladium House	16 Feb 2013	8 learners, 4 educators
KwaZulu-Natal	Nkodibe High School, Mtubatuba	20 Feb 2013	34 learners, 11 educators
LP	Vhembe district	20 Feb 2013	62 participants
KwaZulu-Natal	Manguzi Resource Centre/ KwaNgwanase	21 Feb 2013	28 participants
KwaZulu-Natal	Madadeni, Newcastle	21 Feb 2013	150 learners, 15 educators
KwaZulu-Natal	Ntokozweni Primary School, Ngwavuma	22 Feb 2013	7 learners, 3 educators, 1 officials
KwaZulu-Natal	Uthukela district, Ladysmith	22 Feb 2013	179 learners, 46 educators, 5 officials
North West	Dr Kenneth Kaunda district	23 Feb 2013	29 participants
Western Cape	Cape Town	23 Feb 2013	Learners, educators
Eastern Cape	Kwanobuhle, loveLife Centre	26 Feb 2013	Learners, educators
Free State	Fezile Dabi, QwaQwa	27 Feb 2013	Learners, educators
Mpumalanga	Valencia Combined, Ehlanzeni district	12 March 2013	19 learners, 13 educators
Mpumalanga	Bohlabela district, Bushbuckridge	12 March 2013	13 learners, 6 educators
Mpumalanga	Nkangala district, Middleburg	14 March 2013	8 learners, 6 educators
Mpumalanga	Gert Sibande district, Ermelo	14 March 2013	32 learners, 16 educators
KwaZulu-Natal	Umngeni Circuit	14 March 2013	60 participants

### Bill of Responsibilities, Human Rights & Democracy Building Programme

The implementation of the Bill of Responsibilities, a programme that is premised on the Bill of Rights in the Constitution, is entrenched in the curriculum through the Life Orientation subject. Implementation is also progressing through various activities and partnerships, the major partnerships being LeadSA and NICSA.

The DBE worked very closely with the National Planning Commission to advocate for its programmes. The National Development Plan for the country contains the content in relation to values and school children, as shown in the table below. The Bill of Responsibility is included in Chapter 15 of the National Development Plan and this represents a great opportunity to take forward our programmes as a Department:

Proposal	Activity
Bill of Responsibilities	Ongoing campaign
Preamble to the Constitution	All schools should be required to recite the Preamble of the Constitution at assembly, in a language of their choice.
Teachers living values and rewarded	Teachers should have continuous school-based professional development and teacher support programmes must be instituted to develop teachers' content and pedagogical knowledge necessary for teaching values in their learning areas and across the curriculum.
	Pre-service teacher education should develop syllabuses that promote internalising democratic values in the curriculum, and encourage inspirational leadership qualities in the trainee teacher, and the understanding that actions speak louder than words.
Value policy to be developed for each school	All schools should use the Constitution and the Bill of Responsibilities to develop and implement a school value policy and broadly communicate it. The process is as important as the outcome, because it will help the school and its community (education department officials, school governing bodies and parents) develop a common understanding of what values are embedded in the Constitution and the national curriculum.

### Gender Empowerment and Equity Programmes

Seven hundred and fifty *Speak Out* booklets and 50 *Speak Out* posters were distributed during the January to March 2013 period. Revision of the *Speak Out* booklet, *A handbook for learners on how to prevent sexual abuse in public schools*, is underway under the aegis of UNICEF and the DBE, and a service provider to assist in this activity was appointed.

## SUB-PROGRAMME: MOBILISATION AND PARTNERSHIPS IN EDUCATION

### (i) SPORT AND ENRICHMENT

#### South African Schools Choral Eisteddfod (SASCE)

Action Plan 2014 concerns an education system that is responsive to the holistic development of the learner. Research studies have shown that musical training helps develop brain areas involved in language and reasoning, among many other benefits for children. Hence, music is an integral part of the overall education offered to learners in the system.

The Department of Basic Education has through the years encouraged schools across the country to hone their musical skills and knowledge and showcase them at the national South African Schools Choral Eisteddfod (SASCE). The National Eisteddfod provides an opportunity for learners to participate in an activity that encourages team work and builds discipline, providing a valuable opportunity to enhance their overall development.

Music is a refined skill and requires particular expertise. There is a shortage of trained music experts in our public education system. Hosting an Eisteddfod of quality requires a particular standard. Hence, the DBE conducted a series of development workshops for conductors and adjudicators in all provinces. This approach ensured that a greater pool of trained educators would participate in the programme. In 2012, a new adjudication system was introduced to SASCE in an attempt to ensure that the programme was on a par with international standards. This system is based on individualised adjudication as opposed to the traditional method of assessment by a group or panel of adjudicators. Such a system is anticipated to produce results of high quality.

Farm schools, given their disadvantaged context, often do not participate in SASCE. In 2012, with the support of UNICEF, the Department introduced training camps for selected farm schools to prepare them to participate. The farm schools' workshops were conducted in six provinces over three weekends, from 11 May to 3 June 2012. The training camp programme included training not only in music skills and knowledge but also training in social and leadership skills for learners. The support from UNICEF ensured that the camps were successfully implemented.

Seven provinces hosted their provincial competitions within the initially scheduled time in preparation for the National SASCE. Six of the seven provinces (Western Cape excepted) featured farm schools' training camps and attendance by senior delegations. The KwaZulu-Natal event was attended by the Premier, Education MEC and Head of Department. Gauteng held its provincial event from 26 to 29 June 2012 in Krugersdorp. Limpopo was unable to hold its provincial event due to financial constraints.

The South African Schools Choral Eisteddfod took place at the Rhema Church Ministries in Randburg, Johannesburg from 3 to 6 July 2012. All provinces, except Limpopo, participated in this national event.

The National Eisteddfod was supported by a wide range of sponsors, including: UNICEF, NACMA (National Choral Music Achievement Awards), Via Afrika Publishers, Department of Arts and Culture, loveLife and the Afro Tenors.

### **National School Sport League Tournament**

The National School League Tournament that took place from 1 April to 4 April 2012 at the High Performance Centre in Pretoria. The Local Organising Committee comprising the Gauteng Department of Education and the Department of Sports and Recreation South Africa (SRSA)-Gauteng, worked tirelessly to ensure the success of the event. The event comprised Football (Girls and Boys under-14, 18 and LSEN) and Netball (under-14, 18 and LSEN). The event was hosted with the support of UNICEF, SuperSport and SRSA. The Code Committees and Federations ran the technical aspect of the competition. A total of 650 learners and 120 educators and coaches attended the event.

### **Educator Physical Education capacity-building workshops**

Preparations for the Physical Education workshops were presented to the Stakeholder forum from 14 to 16 February 2013. Stakeholders present included School Governing Bodies, teacher unions, partners in school sport, and district and provincial school sport officials. The synopsis of this accredited training, which would be conducted by the Embury Institute and Sportec, was presented. UNICEF is funding the course. A total of 50 Foundation Phase educators per province will be trained in Physical Education implementation.

Training commenced in Gauteng, North West and KwaZulu-Natal (22 February), Mpumalanga (1 to 3 March 2013), North West (8 to 10 March 2013), Mpumalanga (8 to 10 March 2013), Gauteng (15 to 17 March 2013), Northern Cape (21 to 25 March 2013), Limpopo (21 to 25 March 2013) and Free State (21 to 25 March 2013).

**(ii) SAFETY IN EDUCATION**

**Implementation of the Partnership Protocol between the DBE and SAPS.** The Department acknowledges that fear and violence are detrimental to the holistic development of the learner. School Safety is a critical requirement for the achievement of educational outcomes and integral to our vision for quality basic education. In pursuit of safer schools, the Ministers of DBE and SAPS signed a Collaborative Partnership Protocol on 11 March 2011. The partnership acknowledges that the prevention of crime and violence in schools is a shared responsibility. This project is in its second phase of implementation.

By the end of this year, 16 838 schools nationally were linked to police stations and had established Safe School Committees. Progress was made to support those schools that had yet to implement the protocol. Refocused workshops, with support from SAPS, were conducted in the Eastern Cape, Western Cape and the North West Province.

**Review of the Hlayiseka Early Warning System and development of a national school safety framework**

Feedback from the provinces regarding the implementation of the toolkit indicated that many schools experienced challenges. The Department embarked on a review of the Hlayiseka Early Warning System toolkit and will incorporate it into a comprehensive National School Safety Framework. Discussions were held between the Department, the Centre for Justice and Crime Prevention (CJCP) and UNICEF on 22 January and 31 January 2013 to map out the process. UNICEF agreed to support the process financially and work will be completed in the next financial year.

Research has shown that bullying often creates vulnerability to violence. The Department therefore focused on developing manuals on the prevention and management of bullying in schools as well as on positive discipline and classroom management. Master trainers in each province will be trained on the manuals and are expected to cascade knowledge to clusters of schools. Trainers from three provinces (Eastern Cape, Free State and Gauteng) were trained and the remaining provinces will be trained in the next financial year. It is envisaged that the national roll-out of training of master trainers will commence in April 2013. The expectation is that provincial master trainers will conduct school-based training and include relevant district officials, principals, SMT members, SGB members, teachers and learners.

A total number of 119 master trainers were trained in the reported period.

Province	Venue	Number of Master Trainers trained
Eastern Cape	Provincial Department of Education	38
Free State	Jim Fouche Secondary School	63
Gauteng	Modishi-Lekashu Primary School	18

**(iii) PARTNERSHIPS**

To respond to the call made in the National Development Plan for inter-sectoral cooperation to improve educational outcomes, working with various partners, DBE put in place an Education Collaboration Framework (ECF). It followed a multi-stakeholder Education Dialogue convened in December 2012, in which business played a key role. The ECF will implement targeted programmes, including district and systemic change interventions and innovation projects.

Since committing and signing the NEDLAC Accord on Basic Education and Partnerships with Schools in July 2011, the DBE has entered into partnerships with over 100 businesses.

The aim of the Partnerships Unit is to mobilise South Africans to support education through effective public-private partnerships that assist the DBE to provide quality education. The DBE emphasises the need for strategic and sustainable partnerships with the private and public sectors as well as communities at large. The Partnerships Unit also serves as an entry point for business, communities, volunteer groups and others that wish to engage the DBE or contribute to public education.

A database of DBE partners was developed that includes areas of partner support and partner contact details. The partnership database is continuously updated and maintained with relevant information.

The *94+ Projects for Madiba* which was initiated in the first quarter was implemented in the second quarter in July 2012. The main activity was to mobilise private and public partners to support the 94 schools identified by the Minister. The main objective was to use the opportunity presented by the goodwill that surrounded Nelson Mandela's 94<sup>th</sup> birthday to mobilise support from various sectors of society to address the lack of resources that hamper the right to education of young children in many schools that serve the poor.

The DBE arranged a successful Ministerial meeting with key partners on 10 April 2012 to garner support for the objectives of the *94+ Projects for Madiba* project. The meeting was jointly hosted with the Nelson Mandela Foundation and was attended by approximately 120 key partners from the private sector, media and state-owned enterprises.

Pledges of support were received during and after the Ministerial meeting and were followed up and confirmed. The DBE visited the identified schools to facilitate the partnerships and to ascertain the scope of support needed by the schools. DBE staff were co-opted into the broader Project Management Team and were tasked with the implementation of pledged support at various schools in Gauteng as well as project administration. The provincial reach of the project covered 27 schools in the Eastern Cape, six in the Free State, nine in Gauteng, 17 in KwaZulu-Natal, 11 in Limpopo, ten in Mpumalanga, six in North West, five in Northern Cape and two in the Western Cape.

The *94+ Projects for Madiba* was a great success and benefited the schools identified, impacting on the learning experience of approximately 65 000 learners enrolled at these schools.

### **New partnerships established**

In this financial year, the Department grew and strengthened its partnership with Massmart Walmart. The partnership was extended to support for the National School Nutrition Programme (NSNP), Early Childhood Development (ECD) and Information Communication and Technology (ICT in Education). Massmart Walmart has committed to contribute 100 converted and fully-fitted container kitchens to the NSNP during the 2013/14 financial year. The designs of the kitchens were updated and approved. Massmart Walmart donated 45 'Tools to Play' sets and provided training for ECD practitioners. This contribution will assist the DBE to address the challenge of mainly rural schools with pre-Grade R learners. The DBE is working with the PEDs to distribute the 'Tools to Play' and facilitating the training of ECD practitioners. Massmart Walmart contributed 35 'Interactive Smart Boards', specifically for use in full-service schools that cater for learners with special educational needs (LSEN). This contribution will assist learners who do not have the means through assistive devices to freely move between classrooms and the school buildings. Approximately 180 schools and an estimated 17 000 learners between Grades R and 12 will benefit from this partnership.

The DBE arranged bursaries for the top 2012 Matric learners (3 learners per province and 27 in total) from the ETDP SETA and the National Economic Education Trust (NEET). Each bursary covers tuition fees to the value of R35 000, books to the value of R1 000, reasonable accommodation costs and a monthly stipend to each student.

The Department of Basic Education has longstanding partnerships with ABSA and Nedbank, who contributed 600 sets of school uniforms and stationery to schools in Tembisa and Atteridgeville.

Paardekraal Primary School in Sunrise Park, Boitekong township near Rustenburg was the only school in an area where, as a result of new admissions following Implats building a mass housing development, the school had to accommodate a total of 1 404 students in a facility only designed for 900 learners. Implats, together with the Department of Basic Education and the Impala Bafokeng Trust, funded and built the new Sunrise View Primary and Secondary School in Rustenburg. The Primary School opened its doors in January 2013 and enrolled 800 pupils. The secondary school is under construction and was scheduled for completion later in 2013. During the construction phase some 300 jobs were created in the local community.

The Industrial Development Corporation (IDC) approved a revised Corporate Social Investment strategy to support the mandate and efforts of the DBE and focus towards all-inclusive school intervention initiatives. This initiative will target 20 schools across the country in support of the NEDLAC Accord on Basic Education and Partnerships with Schools signed in 2011. This approach will contribute to effective teaching and learning and improve the quality of basic education in the targeted schools.

The focus of IDC's support for the 20 schools will be on the overall functionality of schools, which forms part of the Whole School Development (WSD) programme entailing:

- Governance and management
- Leadership development
- Quality of teaching and learning
- Educator development – knowledge and implementation of curriculum
- School safety, security and discipline
- Learner support systems in Mathematics, Science, counseling, etc.
- Motivation and team-building
- Extra and co-curricular activities, e.g. sports, social and environmental clubs
- Parental volunteerism – gardening and feeding schemes
- Maintenance of school structures
- Infrastructure development

The IDC intervention in the schools will proceed over three to five years, depending on the needs of each school. This partnership will benefit 20 very needy schools and an estimated 24 000 learners.

The adopted schools are as follows:

Province	Name of School	Location/District
Eastern Cape	Tholang Siwali Mariazell Senior	Matatiele Lusikisiki Matatiele
Free State	Kgabareng Ngwate	Viljoenskroon Edenville
Gauteng	Moses Maren Zikhethele	Eikenhof Devon
KwaZulu-Natal	Bizimali Welabasha	Nkandla Empangeni
Limpopo	Tshivhase Phagamang	Thohoyandou Bochum
Mpumalanga	Makhosana Manzini Letlhasedi	Mkhuhlu Bushbuckridge
North West	Setswakgosing Boithaopo Glen Cowie	Morokweng Village Vryburg Greater Sekhukhune
Northern Cape	Nametsegang Monwabisi	Kuruman De Aar
Western Cape	Atlantis Thandokhulu	Atlantis Mowbray

The 2012 National Teaching Awards (NTA) were held on 7 March 2013. The Directorate: Partnerships mobilised support by means of sponsorship of event costs and prizes from a number of DBE partners, as follows:

Name	Contribution
Telkom Foundation	Event Costs, Title Sponsor
SABC	Broadcast
ETDP SETA	Finalists' Travel Costs and Advocacy, Bursaries
Independent Newspaper Group (IOL)	Media
Via Afrika Publishers	Advocacy and Prizes
Liberty Group	Prizes
Vodacom Foundation	Event Costs
Paarl Media	Event Costs
Nedbank Foundation	Prizes + Car
Gallagher Convention Centre	Event Costs
Industrial Development Corporation	Event Costs
Sangari SA	Prizes
Macmillan Publishers	Prizes
Oxford Publishers	Prizes
NB Publishers	Prizes
Nestlé	Prizes

The DBE has a partnership with SuperSport Let's Play. SuperSport Let's Play aims to add value to the existing sport and physical education programmes in the target schools. Such programmes are structured to teach basic movement and coordination as well as develop sporting skills, age-specific activities and regular monitoring of physical development. Let's Play operates through close relationships with activation partners and the DBE ensures that all activities are curriculum-aligned.

The overall goal of the programme is the transformation of the school and school community. The initiative offers a unique opportunity to mitigate violence in schools and seeks to use sport as a vehicle to transform schools and school communities into child-friendly environments.

This partnership was extended in the third quarter with Philips SA and Hitachi Construction Machinery SA sponsorships that will add value to the DBE/SuperSport partnership.

Philips SA has developed solar-powered LED lighting that offers reliable, efficient and cost-effective lighting solutions. These 'light centres' – each of which can illuminate 1000m<sup>2</sup> (equivalent to a soccer field) – have the potential to transform urban and rural life in areas of South Africa that do not have access to the power grid or where the grid is unreliable. Philips allocated a number of the light centres to identified rural schools.

Hitachi Construction Machinery SA are adding immense value to the project by ensuring surface clearing at schools where necessary, thereby providing the initial 'playing surface' at the identified schools. Hitachi will also assist with the installation of the Philips light centres and the transportation of equipment and tools.

The project is being implemented in 43 schools in all provinces. Schools were identified by the PEDs, facilitated by the DBE. The first beneficiaries of this initiative were:

- Kgwaredi Primary School and Thabanaswana Primary School, Limpopo
- Dumisa Primary School and Mzabalazo Secondary School, KwaZulu-Natal.

Infrastructure for the light centres and clearing of the sportsfields in Gauteng and Mpumalanga will commence during the second week of April 2013.

#### **(iv) GRANT IMPLEMENTATION, MONITORING AND REPORTING**

All business plans have been approved in each of the four conditional grants – NNSP, HIV and AIDS Life Skills, Dinaledi Schools as well as the Technical Secondary Schools Recapitalisation Grant – and funds will be released as per the payment schedule in the Division of Revenue Bill. The Education Infrastructure Grant is a Schedule 4(a) conditional grant. Thus, for this grant, the requirement is for actual project lists that would have to be gazetted.

#### **Portfolio Committee on Basic Education**

A detailed presentation was made to the Portfolio Committee on Basic Education on 26 March 2013. The presentation outlined the plans for, and upscaled support to, implementing directorates for more effective and efficient use of available resources.

#### **Conditional Grant Frameworks and allocations**

The DBE submitted inputs to National Treasury for the finalisation and gazetting of conditional grant frameworks.

Presentations and inputs were made at the following inter-provincial workshops in support of conditional grant implementation:

- NNSP, July 2012 and October 2012
- HIV and AIDS Life Skills, 4–6 June 2012
- Dinaledi Schools, 31 October 2012 and 30 January 2013
- Technical Secondary Schools Recapitalisation Grant, 22 October 2012
- Education Infrastructure Grant, 13–14 March 2013.

### Quarterly performance reports

All quarterly performance reports for the entire 2012/13 financial year for all conditional grants were submitted on time, as follows:

- 15 August 2012 – First Quarter
- 15 November 2012 – Second Quarter
- 15 February 2013 – Third Quarter
- 15 May 2013 – Fourth Quarter

### Monitoring

Monitoring of the Technical Secondary Schools Recapitalisation Grant was conducted in February 2013 in North West, Free State, Northern Cape and Limpopo provinces.

### National Treasury Sectoral DORA workshop

The DBE coordinated all provinces, in all conditional grants, for an orientation and empowerment workshop at National Treasury for all implementers on 19 March 2013.

<b>f. STRATEGIC OBJECTIVES, PERFORMANCE INDICATORS, PLANNED TARGETS AND ACTUAL ACHIEVEMENTS</b>							
<b>Strategic objectives</b>	<b>Programme Performance Indicator</b>	<b>Actual Achievement 2011/12</b>	<b>Planned Target 2012/13</b>	<b>Actual/Achievement 2012/13</b>	<b>Deviation from planned target for 2012/13</b>	<b>Comment on variances</b>	
Strengthen and promote functional schools.	Number of public ordinary schools participating in the South African Schools Choral Eisteddfod.	-	9 758	A total of 8 842 schools were reported by PEDs to have participated in the SASCE at district, provincial and national level (provincial reporting).	A shortfall of 916 was recorded.	The recorded shortfall is attributed to challenges in obtaining data from PEDs on preliminary events held at district and provincial levels together with the non- participation of Limpopo due to financial constraints.	
	Number of learners that are provided with meals in the National Schools Nutrition Programme.	8 850 208	8 892 088	As at the beginning of the 2013 academic year, 9 159 773 learners were fed a nutritious meal daily (provincial Reports).	A positive variance of 267 685 was achieved.	The increase can be attributed to the increase in learner numbers in four Limpopo, North West, Western Cape and Eastern Cape.	
Strengthen partnerships with all stakeholders, resulting in education becoming a societal priority.	Number of public ordinary schools linked to their local police station.	8 871	18 000	Cumulatively 16 838 schools were linked to police stations in the country (database of linked schools).	A shortfall of 1 162 was recorded.	This programme was implemented collaboratively with PEDs. The level of engagement and resources dedicated by PEDs to this activity had an impact on the achievements.	
	Number of public ordinary schools participating in school sport leagues.	9 745	5 000	A total of 7 612-schools were reportedly registered in leagues (provincial reporting).	A positive variance of 2 612 was achieved.	More schools were registered due to the collaboration between the DBE and the Department of Sport and Recreation South Africa. The launch of the Magnificent Wednesday by both Ministers inspired many schools to register for leagues.	
	Number of learners undergoing health screening.	256 268	500 000	A total of 652 258 learners in schools in all provinces underwent screening (according to DOH reports).	A positive variance of 152 258 was reported.	The ISHP was implemented in collaboration between the DBE (schools) and the DOH (professional services). The DOH provided extensive resources to the ISHP.	

<b>f. STRATEGIC OBJECTIVES, PERFORMANCE INDICATORS, PLANNED TARGETS AND ACTUAL ACHIEVEMENTS</b>						
<b>Strategic objectives</b>	<b>Programme Performance Indicator</b>	<b>Actual Achievement 2011/12</b>	<b>Planned Target 2012/13</b>	<b>Actual/Achievement 2012/13</b>	<b>Deviation from planned target for 2012/13</b>	<b>Comment on variances</b>
Strengthen partnerships with all stakeholders, resulting in education becoming a societal priority.	Number of schools benefiting from the Adopt-a-school programme linked to the NEDLAC Accord on Basic Education (under the auspices of the QLTC).	477	357	A total of 415 schools are benefiting from the programme.	A positive variance of 58 was achieved.	Implementation of the 94+ Schools for Madiba project contributed to the increased achievement.

**g. STRATEGY TO OVERCOME AREAS OF UNDER-PERFORMANCE**

The South African Schools Choral Eisteddfod (SASCE) is one of the school enrichment programmes coordinated by the DBE. The management of the Eisteddfod at national level is done by DBE, including the collection of the name lists of the learners that participate at this level. PEDs are responsible for all the activities of the Eisteddfod within their jurisdiction. With regard to the collection of registration forms, PEDs have not been able to fully collect from schools and districts. As a result, the final counting does not reach the set target. For the next financial year, the data collection systems will be strengthened, which will include a compulsory minimum package of information for each event held at local, district and provincial level. This will include signed attendance registers, programmes and photographic records. Also, higher levels of advocacy with partners to encourage registration, participation and the accuracy of data capturing will be emphasised.

The project to link schools to police stations is in its second phase of implementation. Where schools have as yet not been linked, progress was made to support those schools to implement the protocol. Refocused workshops and support from SAPS are ongoing. Refocused workshops have already been held in Eastern Cape, Western Cape, Mpumalanga, North West and Gauteng, with similar interventions planned for the remaining provinces.

**h. CHANGES TO PLANNED TARGETS**

None.

i. SUB-PROGRAMME EXPENDITURE

Detail per Programme 5 – Education Enrichment Services						
Detail per sub-programme	2012/13			2011/12		
	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
<b>5.1 Programme Management: Educational Enrichment Services</b>						
Current payment	3 088	3 023	65	3 684	3 495	189
Transfers and subsidies	-	-	-	-	-	-
Payment for capital assets	-	-	-	30	30	-
<b>5.2 Partnership in Education</b>						
Current payment	11 866	11 542	324	13 068	12 315	753
Transfers and subsidies	5	4	1	7	7	-
Payment for capital assets	14	9	5	127	103	24
<b>5.3 Care and support in Schools</b>						
Current payment	16 031	15 679	352	15 933	14 862	1 071
Transfers and subsidies	50	50	-	1 605	1 602	3
Payment for capital assets	159	149	10	110	77	33
<b>5.4 Grant Implementation, Monitoring and Reporting</b>						
Current payments	17 613	17 124	489	16 911	12 388	4 523
Transfers and subsidies	5 424 307	5 403 571	20 736	5 058 636	5 046 632	12 004
Payment for capital assets	71	49	22	136	128	8
<b>Total</b>	<b>5 473 204</b>	<b>5 451 200</b>	<b>22 004</b>	<b>5 110 247</b>	<b>5 091 639</b>	<b>18 608</b>

## 6. SUMMARY OF FINANCIAL INFORMATION

### 6.1 Departmental receipts

Departmental receipts	2012/2013			2011/2012		
	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	10 291	5 929	4 362	9 200	12 148	(2 948)
Transfers received		501	(501)			
Fines, penalties and forfeits					2	(2)
Interest, dividends and rent on land	3	446	(443)	3	100	(97)
Sale of capital assets	-	-	-	-	-	-
Financial transactions in assets and liabilities	500	1 153	(653)	50	481	(431)
<b>Total</b>	<b>10 794</b>	<b>8 029</b>	<b>2 765</b>	<b>9 253</b>	<b>12 731</b>	<b>(3 478)</b>

## 6.2 Programme expenditure

Appropriation per programme		2012/13			2011/12		
		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
<b>APPROPRIATION STATEMENT</b>							
<b>1. Administration</b>							
	Current payment	292 407	288 088	4 319	257 857	255 195	2 662
	Transfers and subsidies	12 310	12 279	31	11 457	11 041	416
	Payment for capital assets	18 168	16 961	1 207	15 524	12 355	3 169
<b>2. Curriculum Policy, Support and Monitoring</b>							
	Current payment	1 416 781	1 398 167	18 614	1 507 388	1 414 101	93 287
	Transfers and subsidies	382	380	2	240	18	222
	Payment for capital assets	585	359	226	341	203	138
<b>3. Teacher, Education HR and Institutional Development</b>							
	Current payment	183 516	140 585	42 931	134 795	91 466	43 329
	Transfers and subsidies	679 698	679 694	4	449 515	449 513	2
	Payment for capital assets	405	298	107	643	561	82
<b>4. Planning, Information and Assessment</b>							
	Current payment	195 148	192 541	2 607	191 977	166 754	25 223
	Transfers and subsidies	5 864 914	5 844 913	20 001	5 696 774	5 329 561	367 213
	Payment for capital assets	2 066 476	860 419	1 206 057	703 708	78 507	625 201
<b>5. Educational Enrichment Services</b>							
	Current payment	48 598	47 368	1 230	49 596	43 060	6 536
	Transfers and subsidies	5 424 362	5 403 625	20 737	5 060 248	5 048 241	12 007
	Payment for capital assets	244	207	37	403	338	65
	<b>Total</b>	<b>16 203 994</b>	<b>14 885 884</b>	<b>1 318 110</b>	<b>14 080 466</b>	<b>12 900 914</b>	<b>1 179 552</b>

## 6.3 Transfer payments, excluding public entities

None.

## 6.4 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
Education Labour Relations Council (ELRC)	The main functions of the Council are to negotiate agreements on matters of mutual interest and to settle disputes between parties in the Council.	Nil	–	Refer to the Accounting Officer's report for the achievements of ELRC.
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.	CPTD Project funding R7 200 000	R2 278 915	Refer to the Accounting Officer's report for the achievements of SACE.
Umalusi	Umalusi is responsible for developing and maintaining a sub-framework of qualifications for general and further education and training: NQF Levels 1 - 4.	R 42 330 000	R89 057 858	Refer to the Accounting Officer's report for the achievements of Umalusi.

## 6.5 Conditional grants and earmarked funds paid

### Conditional Grant: Technical Secondary School Recapitalisation

<b>Department to whom the grant has been transferred</b>	All Provincial Departments of Education
<b>Purpose of the grant</b>	To improve conditions of technical schools and modernise them to meet the teaching requirements of learners in the technical subject fields and increase the number of suitably qualified and technically skilled graduates from these schools.
<b>Expected outputs of the grant</b>	44 new workshops to be built to support the technical subject offerings; 260 existing workshops to be refurbished, upgraded and re-designed to comply with safety laws and regulations; Equipment, machinery and tools to be bought, delivered and installed at 328 workshops; and 2 276 technical school teachers to be trained in subject content delivery.
<b>Actual outputs achieved</b>	23 of 44 (66%) new workshops built to support the technical subject offerings; 143 of 260 (88%) existing workshops refurbished, upgraded and re-designed to comply with safety laws and regulations and minimum industry standards; Equipment, machinery and tools bought, delivered and installed at all 328 (100%) projected workshops; and All 2 276 (100%) technical schools teachers trained in subject content delivery and new practical teaching methodologies.
<b>Amount per amended DORA</b>	R209 million: 2012/13. Due to a roll-over approval of 48 million for five Provinces (Eastern Cape: R3 million, Gauteng: R24 million. KwaZulu-Natal: R2 million, Limpopo: R9 million, North West: R10 million), the adjusted allocation for the year was R258 million.
<b>Amount transferred (R'000)</b>	R199 million from Department of Basic Education and R84 million from National Treasury and roll-overs.

<b>Reasons if amount as per DORA not transferred</b>	R10,680 million for Limpopo withheld due to late appointment of service providers for construction and refurbishment of workshops.
<b>Amount spent by the PED (R'000)</b>	R191 million (78%) actual spending as at 31 March 2013. R248 million (93%) aggregate spending (inclusive of commitments worth R57 million).
<b>Reasons for the funds unspent by the PED</b>	R76 million was not paid on time and therefore accrued to the next financial period. This was due to delays in delivery, work in progress and building retention values. R19 million was not committed due to savings realised and poor supply chain administration.
<b>Monitoring mechanism by the transferring department</b>	Monthly and quarterly reporting, quarterly budget monitoring meetings, bi-annual grant steering committee meetings, school visits and annual evaluation visits.

### Conditional Grant: National School Nutrition Programme (NSNP)

<b>Department to whom the grant has been transferred</b>	Provincial Departments of Education
<b>Purpose of the grant</b>	To provide nutritious meals to targeted learners
<b>Expected outputs of the grant</b>	Provide nutritious meals to 8 892 088 learners in quintile 1-3 primary and secondary, as well as identified special schools.
<b>Actual outputs achieved</b>	<p>9 159 773 learners were provided with nutritious meals throughout nine provincial departments.</p> <p>782 community-based cooperatives and SMMEs were contracted by the programme to supply food to schools.</p> <p>The programme engaged the services of 54 125 Volunteer Food Handlers (VFH) to prepare and serve meals. They received a monthly stipend of R720 for each of the 12 months.</p> <p>700 new vegetable gardens were targeted and a total number of 5 197 vegetable gardens were established.</p> <p>Partnerships: Three projects were implemented: Tiger Brands Foundation (TBF) - implemented a breakfast programme at GP, KZN, LP MP and WC. CSIR - piloted the Lwazi II project, which assisted the NSNP to monitor the implementation of the programme through a telephone system. DWA - provided schools with water tanks to harvest water.</p> <p>The programme targeted 69 workshops on Meal Planning and Preparation, Food Production and Financial Management. A total of 351 workshops were conducted.</p> <p>The National Nutrition Week was celebrated in Eastern Cape, Free State, KwaZulu-Natal, Mpumalanga, Limpopo, North West, Northern Cape and Western Cape.</p>
<b>Amount per amended DORA</b>	R 4 906 464 (2012/13)
<b>Amount transferred (R'000)</b>	R 4 906 464 (2012/13)
<b>Reasons if amount as per DORA not transferred</b>	-
<b>Amount spent by the PED (R'000)</b>	R 4 948 515 (100.85%)
<b>Reasons for the funds unspent by the PED</b>	-
<b>Monitoring mechanism by the transferring department</b>	A target of 150 monitoring visits to schools and districts was achieved for 2012/13 and quarterly reports from provincial departments were assessed before submission to National Treasury. An evaluation of the NSNP grant by the Grant Management Directorate was conducted.

### Conditional Grant : HIV and AIDS Life Skills Education Programme

<b>Department to whom the grant has been transferred</b>	All Provincial Departments of Education		
<b>Purpose of the grant</b>	<ul style="list-style-type: none"> <li>To support South Africa's HIV prevention strategy by increasing sexual and reproductive knowledge, skills and appropriate decision-making among learners and educators.</li> <li>To mitigate the impact of HIV and TB by providing a caring, supportive and enabling environment for learners and educators.</li> <li>To ensure the provision of a safe, rights-based environment in schools that is free of discrimination, stigma and any form of sexual harassment/abuse.</li> <li>To reduce the vulnerability of children to HIV, TB and STI infections, with a particular focus on orphaned and vulnerable children.</li> </ul>		
<b>Expected outputs of the grant</b>	<ul style="list-style-type: none"> <li>Master trainers trained in the integration of sexual and reproductive health (SRH) and TB programmes into the school curriculum.</li> <li>Educators trained to implement SRH and TB programmes for learners and to protect themselves from HIV and TB.</li> <li>School Management Teams (SMTs) trained to develop policy implementation plans focusing on keeping young people in school; ensuring that SRH and TB education is implemented for all learners in schools; and ensuring access to SRH and TB services.</li> <li>Co-curricular activities on SRH and TB implemented in schools.</li> <li>Care and support programmes implemented for learners and educators.</li> <li>Curriculum Assessment Policy Statements (CAPS) compliant material, including material for learners with barriers to learning, printed and distributed to schools.</li> <li>Advocacy and social mobilisation events hosted with learners, educators and school communities to review and change societal norms and values on SRH and TB, to advocate for the Intergrated School Health Programme and improve understanding of the transformative nature of education.</li> <li>Monitoring and support visits conducted at district and school levels.</li> </ul>		
<b>Actual outputs achieved</b>		<b>Target</b>	<b>Achieved</b>
	Advocacy: Schools	357 276	344 854 learners and educators
	Advocacy: School communities	175 000	151 793 community members
	Master trainers	2 160	1 640
	Life Orientation	17 900	17 087
	Integration into curriculum	7 320	3 957
	Peer education: Establishment of functional peer education programmes	40 930	81 387
	Peer education: Learner pregnancy	15 700	36 559
	Peer education: Drug prevention	46 050	68 461
	Care & support: Establishment of School-Based Support Teams	9 492	16 487
	Care & support: Policy implementation plans	6 871	3 444
	Care & support: Identification and referral of OVCs	90 030	155 237
	LTSM: schools	13 500	13 685
	LTSM: Sets targeted for distribution	1 201 500	1 784 892
	First aid kits:	8 500	11 973
	Monitoring visits	4 100	6 958
<b>Amount per amended DORA</b>	R208, 665 million		
<b>Amount transferred (R'000)</b>	R202, 677 million		

<b>Reasons if amount as per DORA not transferred</b>	Delayed approval of bid specifications, non-approval of training activities by the Head of Administration and delayed payment of activities from June to December 2012 (Limpopo).
<b>Amount spent by the PED (R'000)</b>	R185,255 million
<b>Reasons for the funds unspent by the entity</b>	<p>Overall, expenditure for Free State (79.34%), Gauteng (66.99%) and Limpopo (41.99%) provinces was very low. This is due to payment of activities conducted during the second and third quarters that could not be effected by the end of January 2013. Expenditure for these activities will be reflected in the April/May 2013 cash flow statements. These include payment for 816 286 sets of LTSM that were delivered to schools in the Western Cape in January-March 2013.</p> <p>Expenditure for Free State province was low. This was due to non-approval of activities in the 2012/13 business plans. The province cancelled teacher training planned for 18-19 February 2013.</p> <p>The first tranche for Gauteng was withheld due to utilising the HIV and AIDS Life Skills Education funds on non-grant-related activities (2009/10 and 2010/11). The withheld tranche was released together with the second tranche in August 2012. The province was supported to put measures in place to minimise the risk of spending grant funds on other activities and to expedite implementation of activities in the approved business plan.</p>
<b>Monitoring mechanism by the transferring department</b>	The DBE visited provinces that were underspending (LP, KZN and FS) to discuss under-expenditure. In addition, the fourth tranche for KZN, LP and WC was delayed and provinces were requested to submit proof of commitments that funds would be spent by end March 2013. LP was the only province that did not request a roll-over of withheld funds, in order to honour activities in the approved business plan for 2013/14. In addition, under-expenditure was raised at the inter-provincial meetings and DDG/S sent letters to her counterparts in the provinces to raise the issue of recurring under-expenditure.

### Conditional Grant : Dinaledi Schools

<b>Department to whom the grant has been transferred</b>	All Provincial Departments of Basic Education
<b>Purpose of the grant</b>	The purpose of the conditional grant is to promote Mathematics and Physical Science teaching and learning; to improve learners' performance in the two subjects in line with the <i>Action Plan 2014</i> ; and to improve teachers' content knowledge of Mathematics and Physical Sciences.
<b>Expected outputs of the grant</b>	<ul style="list-style-type: none"> <li>• Address textbook shortages by ensuring that each learner in Grades 8, 9, 10, 11 and 12 has 7 textbooks.</li> <li>• Provide mobile Science laboratories to 300 Dinaledi schools that do not have access to laboratories.</li> <li>• Provide Mathematics kits for 500 Dinaledi schools.</li> <li>• Provide 300 ICT laboratories in Dinaledi schools.</li> <li>• Install television sets to receive educational TV Broadcasts to 500 Dinaledi schools.</li> <li>• Provide 50 computers in each of the 500 schools.</li> <li>• Provide Mathematics, Physical Science and English FAL teaching and learning software to 500 Dinaledi schools.</li> <li>• Train 2 000 teachers in content knowledge in Mathematics, Physical Science and English First Additional Language.</li> <li>• Distribute a diagnostic tool to assess, measure and address learning and teaching deficiencies in Mathematics and Physical Sciences to 500 Dinaledi schools.</li> <li>• Develop capacity of principals in 90 Dinaledi schools that achieved below 60% pass rate in the 2010 National Senior Certificate examinations.</li> <li>• Train and support Grade 8, 9 and 10 learners in 500 Dinaledi schools to participate in Mathematics and Physical Science Olympiads.</li> </ul>

<b>Actual outputs achieved</b>	<ul style="list-style-type: none"> <li>• 162 schools received textbooks/revision books.</li> <li>• 31 schools received labs. 136 science kits procured.</li> <li>• 12 000 kits, 20 760 calculators and 60 emulators were provided.</li> <li>• 46 rooms were refurbished.</li> <li>• 111 TV sets were procured.</li> <li>• 370 PCs, 256 laptops, 12 servers, 198 data projectors, 62 screens, 102 interactive projectors, 1 air conditioning unit procured.</li> <li>• 171 units/licences were procured.</li> <li>• 1062 teachers were trained</li> <li>• 51 schools received the tools.</li> <li>• 150 principals trained.</li> <li>• 7 schools as well as 62 teachers and 8 017 pupils were trained.</li> </ul>
<b>Amount per amended DORA</b>	R99,700 million
<b>Amount transferred (R'000)</b>	R95,633 million
<b>Reasons if amount as per DORA not transferred</b>	Due to extremely low spending in Limpopo, the third and fourth tranches were withheld. Roll-over of R4.38 million was requested and orders placed by the province have been supplied to the Dinaledi Unit.
<b>Amount spent by the PED (R'000)</b>	R 86,238 million
<b>Reasons for the funds unspent by the PED</b>	<ul style="list-style-type: none"> <li>• Understaffing.</li> <li>• Changes in senior management administration.</li> <li>• Late approval of the Business Plan.</li> <li>• Lack of service providers for some goods and services.</li> <li>• Slow procurement process.</li> <li>• Reluctance by some service providers to supply goods – wanted payment in advance.</li> <li>• Western Cape underspending was due to delays caused by their policy of central procurement for the schools. Tenders were called for that took longer to finalise.</li> </ul>
<b>Monitoring mechanism by the transferring department</b>	Visits to provincial head offices were conducted to assist officials with business planning for 2013/14 and site inspections to Dinaledi schools were made to at least two schools per province, visited in February and March 2013. A monitoring tool was developed and approved by DBE's planning department and a formal schedule for site visits has been approved by DG.

### Conditional Grant : Education Infrastructure Grant

<b>Department to whom the grant has been transferred</b>	All nine provinces
<b>Purpose of the grant</b>	The purpose of the grant is to help accelerate construction, maintenance, upgrading and rehabilitation of new and existing infrastructure in education, enhance capacity to deliver infrastructure and to address damage to infrastructure caused by floods in January and February 2011.
<b>Expected outputs of the grant</b>	<ul style="list-style-type: none"> <li>• New schools and additional libraries and laboratories constructed</li> <li>• Existing school infrastructure upgraded and rehabilitated</li> <li>• New and existing schools maintained</li> <li>• Number of work opportunities created</li> </ul>
<b>Actual outputs achieved</b>	The Department uses the Infrastructure Reporting Model (IRM) to report on the grant. A total of 598 projects were handed over in the 2012/13 financial year. A total of 10 200 units were delivered, consisting of 634 ablution facilities, 2 570 new or additional classrooms, 2 hostels, 10 administration facilities, 31 water projects, 6 multi-purpose centres, 7006m <sup>2</sup> of fencing and 60 new or replacement schools.
<b>Amount per amended DORA</b>	R5 822, 389 million
<b>Amount transferred (R'000)</b>	R5 802, 390 million or 99.7% was transferred to PEDs in the 2012/13 financial year.
<b>Reasons if amount as per DORA not transferred</b>	A total of R20 million was withheld from the Northern Cape and KwaZulu-Natal. These two provinces forfeited the allocation due to lack of progress in the implementation of the HR Strategy.
<b>Amount spent by the PED (R'000)</b>	The allocated budget for the 2012/13 financial year was R5 822, 389 million and an adjustment/ roll-over for Eastern Cape increased the allocation to R5 871, 763 million. A total of R5 609, 839 million or 96% of the adjusted budget was spent by PEDs.
<b>Reasons for the funds unspent by the PED</b>	The following were identified as challenges to provision of infrastructure in the programme: insufficient capacity to deliver infrastructure; a large number of projects at retention; poor adoption of best practice approaches and methodologies to infrastructure planning; inadequate maintenance planning and implementation.
<b>Monitoring mechanism by the transferring department</b>	Monitoring visits after every two quarters of the financial year. Deployment of ASIDI Provincial Coordinators to do site inspections on selected projects.

### Conditional Grant : School Infrastructure Backlogs

<b>Department to whom the grant has been transferred</b>	Department of Basic Education
<b>Purpose of the grant</b>	The purpose of this Schedule 7 grant is for the eradication of school infrastructure backlogs and provision of basic water, sanitation and electricity to schools.
<b>Expected outputs of the grant</b>	<p>Eradication and replacement of 496 (50) inappropriate schools, including 395 mud schools.</p> <p>1 307 (188) schools provided with water.</p> <p>536 (354) schools provided with sanitation.</p> <p>1 434 (164) schools provided with electricity.</p>

<b>Actual outputs achieved</b>	<p>17 new schools have been built.</p> <p>107 schools were provided with basic water.</p> <p>192 schools were provided with basic sanitation.</p> <p>131 schools were provided with electricity.</p>
<b>Amount per amended DORA</b>	R2 065, 000 million
<b>Amount transferred (R'000)</b>	N/A
<b>Reasons if amount as per DORA not transferred</b>	N/A
<b>Amount spent by the PED (R'000)</b>	R859, 628 million
<b>Reasons for the funds unspent by the PED</b>	<ul style="list-style-type: none"> <li>• The budget was made available during the 2010 Mini-Budget. There was insufficient time to align the planning and budget cycles “Alignment Model” for the 2011/12 implementation. This resulted in an attempt to concurrently undertake planning and implementation. This resulted in low expenditure in the first year (Y0) of the grant 2011/12.</li> <li>• Capacity in most of the implementing agents is not sufficient to meet the requirements of the programme.</li> <li>• Professional Service Providers are stretching their resources thinly between the ASIDI programme and other infrastructure programmes resulting in delayed deliverables and lack of sufficient attention to details.</li> <li>• Majority of the ASIDI backlogs are in the remote rural areas where access to the sites is difficult due to the terrain and poor road conditions. This resulted in difficulty in delivering materials to sites. Roads are inaccessible during the rainy season. This resulted in delays to construction progress and extension of time claims from contractors.</li> <li>• The contractors experienced shortage of building materials which resulted in construction delays due to long lead time deliveries.</li> <li>• Eskom has been extremely slow in relocating power lines where they were in the way of construction and general electrification of the schools. This resulted in delays to construction progress and extension of time claims from contractors.</li> <li>• Due to poor performance four of DBSA's contractor's contracts were terminated and one of the contractors was liquidated, affecting 29 of the schools. The process of replacing the contractors is lengthy and has resulted in delayed progress and missing of completion targets.</li> </ul>
<b>Monitoring mechanism by the transferring department</b>	<p>The implementing agents (IA) will develop, implement and maintain a Plan to Monitor Construction Quality (PMcq) which their appointed professional service providers will monitor regularly as prescribed in the plan.</p> <p>DBE has Provincial Coordinators (PCs) who are independent evaluators of progress and quality of work on-site. The PCs also:</p> <ul style="list-style-type: none"> <li>• Audit progress payment certification by the IA and</li> <li>• Construction quality management reports by the IA.</li> </ul>

## 6.6 Earmarked funds received

The DBE receives earmarked funds for:

- Kha Ri Gude Mass Literacy Programme;
- Integrated Quality Management System;
- National Education and Development Unit;
- Systemic Evaluation;
- Workbooks;
- National Schools Nutrition Programme;
- School Infrastructure Backlogs Indirect Grant.

The above funds were structured as part of Vote 15.

## 6.7 Donor Funds

<b>Name of donor</b>	European Union
<b>Full amount of the funding</b>	122 680 000 EURO
<b>Period of the commitment</b>	2010-2015
<b>Purpose of the funding</b>	<p>The programme purpose is to strengthen fundamental elements of the General Education and Training Programme that are key to improving the quality of education delivery at primary school level. In particular, the PrimEd SPSP will strengthen delivery with respect to the following focal areas of the Government's General Education and Training Programme:</p> <ul style="list-style-type: none"> <li>• Expanding access to quality Early Childhood Development (ECD) opportunities, especially for poor communities;</li> <li>• Effective implementation of the curriculum;</li> <li>• Attracting and ensuring appropriately qualified and competent teachers in all learning areas at all levels, with special focus on scarce skills.</li> </ul>
<b>Expected outputs</b>	<ul style="list-style-type: none"> <li>• Faster roll-out of appropriate Reception Year provision;</li> <li>• More effective teaching and learning of literacy and numeracy, particularly for learners from poor schools and communities;</li> <li>• Accelerated provision of adequate and appropriate learning and teaching support materials to the poorest primary schools;</li> <li>• An improved initial teacher education system that attracts and delivers higher numbers of capable Foundation Phase primary school teachers, particularly teachers who are able to teach in the indigenous languages.</li> </ul>
<b>Actual outputs achieved</b>	<p>The target set of 69% for reception year provision was far exceeded. Grade R provision stood at 91% in 2010 already.</p> <p>In terms of LTSM, the Department has made tremendous progress in the development and distribution of LTSM (workbooks). The DBE has developed workbooks for Grades R-9, in Languages, Mathematics and Life Skills. The workbooks include:</p> <ul style="list-style-type: none"> <li>• Home Language workbooks for Grades 1-6;</li> <li>• Mathematics workbooks for Grades 1-9;</li> <li>• Life Skills workbooks for Grades 1-3;</li> <li>• First Additional Language (FAL) workbooks for Grades 1-6;</li> <li>• Grade R workbooks containing Life Skills, Mathematics and Home Language exercises.</li> </ul> <p>In terms of the initial teacher education system, the target set of 18 for the number of institutions involved in offering Foundation Phase programmes was exceeded by 2. There are 20 institutions offering Foundation Phase programmes. Furthermore the target number of students enrolled for initial teacher education programmes in the Foundation Phase has been far exceeded with the target being 6900 and 12 468 students being enrolled as early as 2010.</p>
<b>Amount received in current period (R'000)</b>	R304 000 000.00
<b>Amount spent by the department (R'000)</b>	R300 914 054.76
<b>Reasons for the funds unspent</b>	The unspent amount of R3 085 945.24 was due to system problems with the banking details of North West Provincial Government for services rendered to Basic Education for the Annual National Assessment in 2012.
<b>Monitoring mechanism by the donor</b>	An EU Monitoring Committee has been established to monitor the grant on a quarterly basis. Detailed reports have to be submitted for the disbursement of tranches.

## 6.8 Capital investment, maintenance and asset management plan

The DBE contracted the finance, design, construction, operation and maintenance of office accommodation as part of a Public Private Partnership (PPP). The PPP agreement provides for the security, maintenance, cleaning and catering arrangements of the Department of Basic Education. A single unitary payment, paid on a monthly basis to the Private Party, covers the services mentioned above as well as the construction cost of the building itself.



# PART C GOVERNANCE

## 1. INTRODUCTION

Commitment by the Department to maintain the highest standards of Governance is fundamental to the management of public finances and resources. Users request assurance that the Department comprises of good governance structures which should be in place to effectively, efficiently and economically utilize the state resources, which is funded by the tax payer.

The corporate governance frameworks/procedures below form the main pillars of the Department's corporate governance arrangements, which are based on legislation as well as best practice:

## 2. RISK MANAGEMENT

The Department views enterprise risk management as imperative for successful delivery on its mandate and its obligation to deliver value to stakeholders. The Department further recognises that identifying, understanding and managing risk in an enterprise wide context will ensure accountability and sustainability, and that the management of enterprise risk will compel the Department to address negative events in a proactive and timely manner, while exploiting the possible opportunities posed by certain future uncertainties. The Department executes enterprise risk management with the full support of the Director General, Deputy Directors General, management and all subsequent levels of management to manage any uncertainties or risks that may affect the achievement of its objectives. A Fraud prevention plan was approved by the Accounting Officer. This is facilitated through continuous enterprise risk management processes (eg. awareness sessions, risk assessments, follow-ups), as well as the definition of clear risk management roles and responsibilities.

The Department views the value add of the oversight role of the Risk Management Committee (RMC) as vital for ensuring the quality, integrity and reliability of its risk management processes and risk responses. The following table indicates the members of the RMC and the number of meetings attended:

No	Name of member	Date appointed	Position	Number of Meetings Attended
1.	Mr B Soobrayan	N/A	Accounting Officer	1
2.	Mr Froneman	15.10.2012	Chairperson	3
3.	Mr S Padayachee	26.01.2012	Member	1
4.	Mr T Kojana	26.01.2012	Member	2
5.	Ms M Samuels	26.01.2012	Member	2
6.	Ms N Molalekoa	26.01.2012	Member	4

## 3. FRAUD AND CORRUPTION

The Department monitored the successful implementation of its Fraud Prevention Plan. Employees are encouraged to possess strong ethical values.

## 4. MINIMISING CONFLICT OF INTEREST

The Department ensures the following management processes are implemented to minimize conflicts of interest:

- All senior managers are required to complete a Declaration of Interest form on appointment.
- All members of the Departmental Bid Evaluation and Bid Adjudication Committees are required to complete a declaration of Interest Form prior to the adjudication and evaluation of each bid/tender.

## 5. CODE OF CONDUCT

The Department of Basic Education subscribes to the Public Service Code of Conduct.

## 6. HEALTH, SAFETY AND ENVIRONMENTAL ISSUES

The health, safety and environmental issues form part of the Public Private Partnership (PPP) agreement with the Private Party.

## 7. INTERNAL CONTROL UNIT

In accordance with the requirements of the PFMA, and best practice, the Department has a fully resourced internal audit function. The Internal Audit function performed its audits according to the approved Internal Audit coverage plan. The Plan was based on high risk areas and requests by Management. A Chief Audit Executive (Director level) was appointed on a contract basis to provide guidance and support to the Internal Audit function.

## 8. REPORT OF THE AUDIT COMMITTEE (AC) FOR THE YEAR ENDED 31 MARCH 2013

### 8.1. Overview

We are pleased to present our final report for the financial year ended 31 March 2013.

### 8.2. Audit Committee Members and Attendance

The Audit Committee consists of the members listed below. It meets as frequently as mandated by its approved Charter and as often as it deems necessary. During the period under review, four meetings were convened as per its charter.

Attendance of the Audit Committee meetings was as follows:

No	Name of member	Date appointed	Position	Number of Meetings Attended
1.	Mr S Sithole	19.05.2012	External Chairperson	4 out of 4
2.	Mr F Froneman	19.05.2012	External Member	3 out of 4
3.	Mr B. Soobrayan	N/A	Accounting Officer	4 out of 4
4.	Mr Ledwaba	19.05.2012	External Member	4 out of 4
5.	Ms G Modise	19.05.2012	Member	4 out of 4
6.	Mr B Mpanza	08.03.2012	Member	2 out of 4

### 8.3. Audit Committee Responsibility

The Audit Committee reports that it has complied with all its responsibilities in terms of section 38(1)(a) and sections 76 (4) (d) and 77 of the Public Finance Management Act (PFMA) as well as with Treasury Regulations 3.1. It has adopted appropriate formal terms of reference as the Audit Committee Charter, has regulated its affairs and discharged its responsibilities in compliance thereof.

## 8.4. The effectiveness of internal Control

In accordance with the PFMA, the Internal Audit Directorate provides the Audit Committee and management with assurance that the Department's internal controls are appropriate and effective. This is achieved by means of the Department's risk management process, as well as the identification of corrective actions and suggested enhancements to the controls and processes.

With the exception of the reported deficiencies and deviations by the Auditor General, the Audit Committee can report that system of internal control over financial reporting for the period under review was adequate, effective and efficient.

## 8.5. Governance

### 8.5.1. Risk Management

A formal risk assessment was undertaken by the Department for the year ended 31 March 2013. The Internal Audit Directorate utilised the results of this assessment to prepare its annual operating audit plan. The Committee monitored the significant risks faced by the Department. The Committee acknowledges that emerging risks were not addressed on the risk assessments as stated by the Auditor General of South Africa's final management letter. The Committee acknowledges that risk management within the Department requires intervention with regards to systems to be in place to alert management on emerging risks. The Department implements a risk management strategy, which includes a fraud prevention plan. The committee is satisfied that the fraud and risk management system is adequate and effective.

## 8.6. Submission of in-year Management and quarterly Reports in terms of PFMA and the Division of Revenue Act

With the exception of the matters raised by the Auditor General of South Africa, The Audit Committee is satisfied with the content and quality of quarterly reports prepared and issued by the Accounting Officer and management during the year under review.

## 8.7. Evaluation of financial statements

### 8.7.1. The Audit Committee:

- reviewed and discussed, with the Auditor General of South Africa and the Accounting Officer that the audited Annual Financial Statements to be included in the annual report;
- reviewed the Auditor General of South Africa's management letter and Management's response thereto;
- reviewed significant adjustments resulting from the audit;
- notes that there were no changes in the accounting policies and practices;
- reviewed the Department's compliance with the legal and regulatory provisions; and
- is satisfied with the submission and quality of interim financial statements prepared by the Department.

### 8.7.2 The AGSA report:

The Audit Committee concurs with and accepts the Auditor General of South Africa's conclusions on the annual financial statements and is of the opinion based on the information and explanations given by management, internal auditors and discussions with Auditor General of South Africa on the results of their audit and the status in addressing the matters raised, that internal accounting controls need strengthening and improvement to ensure that the financial records may

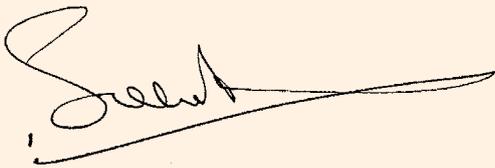
be relied upon for preparing the annual financial statements and accountability for assets and liabilities is maintained. The audited statements should be accepted and read together with the report of the Auditor General of South Africa.

## 8.8. Annual Performance Review

The Audit Committee is also unable to express an opinion as to whether the Department will achieve its performance objectives.

## 8.9. Appreciation

The Audit Committee expresses its appreciation to the Accounting Officer, senior management team and the Auditor General of South Africa for their contributions during the year under review.

A handwritten signature in black ink, appearing to read 'Sithole', with a long horizontal stroke extending to the right.

**Mr S Sithole**

**Chairperson of the Audit Committee**

**Date: 20 September 2013**



# **PART D**

# **HUMAN RESOURCE MANAGEMENT**

## 1. LEGISLATION THAT GOVERNS HR MANAGEMENT

According to Chapter I, Part III J.3 of the Public Service Regulations, 2001, as amended, the Annual Report shall include such information on planning, service delivery, organisation, job evaluation, remuneration, benefits, personnel expenditure, the utilisation of consultants, affirmative action, recruitment, promotions, termination of services, performance management, skills development, injury on duty, labour relations, leave and discharge due to ill-health, as the Minister determines. In this regulation 'consultant' means a natural or juristic person or a partnership who or which provides in terms of a specific contract on an *ad hoc* basis any of the following professional services to a department against remuneration received from any source:

- (a) the rendering of expert advice;
- (b) the drafting of proposals for the execution of specific tasks;
- (c) the executing of a specific task which is of a technical or intellectual nature, but excludes an employee of a department.

According to Chapter I, Part III J.4 of the Public Service Regulations, 2001, as amended, the Minister shall determine from time to time the format in which the information referred to in regulation III J.3 is to be included in the annual report.

According to Chapter I, Part III D.1 of the Public Service Regulations, 2001, as amended, an executing authority shall:

- (a) Assess the human resources necessary to perform the Department's functions, with particular reference to:
  - i) The number of employees required;
  - ii) The competencies which those employees must possess;
  - iii) The capacities in which employees shall be appointed.
- (b) Assess existing human resources by race, gender and disability as well as by occupational category, organisational component and grade with reference to their
  - i) Competencies;
  - ii) Training needs;
  - iii) Employment capabilities.
- (c) Plan for the recruitment, retention, deployment and development of human resources accordingly.

HR Management complies with the above regulatory framework and more importantly supports the Department of Basic Education in achieving its strategic objectives by ensuring a continuous supply of appropriately qualified, highly skilled, and competent employees.

## OTHER LEGISLATIVE AND POLICY FRAMEWORKS

Other legislative and policy frameworks that are adhered to are:

- (a) Public Service Act, 1994 (section 7 (3)(b)), as amended;
- (b) Public Service Regulations, 2001 (Part III B & D of Chapter I), as amended;
- (c) Employment Equity Act, 1998 (Act 55 of 1998);
- (d) Skills Development Act, 1998 (Act 97 of 1998);
- (e) Labour Relations Act, 1995 (Act 66 of 1995), as amended;
- (f) Public Finance Management Act, 1999 (Act 1 of 1999), as amended;
- (g) Treasury Regulations, 2001;
- (h) White Paper on Affirmative Action, 1998;
- (i) Occupational Health and Safety Act, 1993 (Act 85 of 1993);
- (j) The Basic Condition of Employment Act, 1997 (Act 75 of 1997);
- (k) Collective Agreements - PSCBC Resolutions 7 and 8 of 2002 and other relevant collective agreements, ELRC Collective Agreements.

## 2. INTRODUCTION

In order for the Department of Basic Education to achieve its objectives and priorities there is a need for integrated Human Resource Management that will facilitate the achievement of departmental strategic objectives. The Department therefore has to ensure that it:

- Optimises the use of its human resources;
- Has adequate human resources that are competent and capable of meeting its objectives;
- Is able to predict and manage surpluses and shortages of staff;
- Obtains the quality and quantity of staff required to fulfil its diverse functional requirements;
- Develops a representative, multi-skilled, flexible and diverse workforce, which enables the organisation to respond rapidly to a changing environment.

Furthermore HR management and planning is:

- holistic in its approach, linked with strategic planning and budget processes;
- built around service needs and the skills required to deliver quality service;
- responsive to change variables such as the economic, technological, political;
- mandates;
- supportive of continuous learning and development.

The key priority for the year under review was to fill vacancies that had arisen as a result of the finalisation of the organisational structure. The DBE filled the two key posts of Deputy Directors - General for Finance and Administration, and Planning, Information and Assessment. Other key SMS posts that were filled were the Director: Financial Services, Director: Labour Relations, Director: Strategic Planning and Secretarial Support, Director: Educator Labour Relations and Conditions of Service, Director: UNESCO, Director: Business Process Management and Director: Examinations and Assessment in Schools. Interviews for the key post of Chief Director: Legal and Legislative Services and Director: Internal Audit were conducted during the period under review. Advertisements were placed for the key posts of Chief Director: Curriculum Implementation and Monitoring, Chief Director: Human Resource Management and IT, Chief Director: Curriculum and Quality Enhancement Programmes, Director: QLTC, Director: Provincial and District Planning, Implementation and Monitoring Support, Director: School Level Planning, Director: Technical Support in the DG's Office, Director: Research Coordination, Monitoring and Evaluation, Director: Strategic Planning and Reporting and Director: Donor Grant Management. The filling of the key posts has helped to bolster systems and processes in the Department and alleviate much of the capacity constraints experienced while the reconfiguration process was underway.

The Department's recruitment strategy of placing advertisements on the Intranet of the DBE, the DPSA website and in the national newspapers yielded the results expected. However, there were isolated instances where the DBE had to headhunt suitable candidates as the process did not attract skilled and competent candidates. In this regard, the DBE complied with all requirements for the appointment of individuals.

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

The Department complies with all requirements of the DPSA in terms of its performance management framework. Performance bonuses are awarded for outstanding performance and to motivate officials to strive for excellence, while poor performance is closely monitored for developmental purposes.

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

The only challenges experienced as far as human resource management and administration is concerned is the achievement of 2% for the employment of officials who have a disability and gender equity. The DBE indicates in all its advertisements that it is our intention to promote representivity (race, gender, disability) and candidates whose transfer, promotion or appointment will promote such representivity will receive preference. However, there are very few applications indicating disability.

Furthermore, the gender requirement of 50% females to 50% males has been exceeded in terms of the overall appointments in the DBE. However, to achieve this in the SMS echelon is difficult as the majority of the males in this echelon are in the age group 40 to 49 years, and only with the resignation or retirement of these individuals will the DBE be able to accomplish this target. The DBE is nevertheless preparing females in the middle management echelons for senior management positions by ensuring they attend management courses.

### 3. HUMAN RESOURCE OVERSIGHT STATISTICS

#### 3.1. Personnel-related expenditure

The following tables summarise the final audited personnel-related expenditure by programme and by salary bands. In particular, it provides an indication of the following:

- amount spent on personnel.
- amount spent on salaries, overtime, homeowner's allowances and medical aid.

**Note:** During 2012/13 a total of R12,675 million was spent on remuneration for examiners and moderators, R19,176 million on workbooks, R1,175 million on interns and R217 000 on Systemic Evaluation. These amounts were excluded from the personnel expenditure tables as these officials were remunerated on a claim per task basis. Their inclusion in the following tables would give a false reflection of personnel numbers and costs in the tables. An amount of R427 000 from donor funds was included as personnel expenditure.

**Table 3.1.1 Personnel expenditure by programme – 31 March 2013**

Programme	Total Expenditure (R'000)	Personnel Expenditure (R'000)	Training Expenditure (R'0000)	Professional and Special Services Expenditure (R'000)	Personnel Expenditure as a % of total expenditure	Average personnel cost per employee (R'000)
Programme 1	317 328	95 012	463	2 581	29.94	370
Programme 2	1 398 906	39 712	112	2 517	2.84	529
Programme 3	820 577	53 238	88	2 930	6.49	375
Programme 4	6 813 394	72 999	304	874	1.07	424
Programme 5	5 451 200	31 433	153	141	0.58	398
<b>Total</b>	<b>14 801 405</b>	<b>292 394</b>	<b>1120</b>	<b>9 043</b>	<b>1.98</b>	<b>403</b>

**Table 3.1.2 Personnel costs by salary band – 31 March 2013**

Salary band	Personnel Expenditure (R'000)	% of total personnel cost	No. of employees	Average personnel cost per employee (R'000)
Lower skilled (Levels 1-2)	0	0.00	0	0
Skilled (Level 3-5)	5 042	1.72	31	163
Highly skilled production (Levels 6-8)	57 422	19.65	277	207
Highly skilled supervision (Levels 9-12)	157 519	53.87	340	463
Senior and Top management (Levels 13-16)	72 411	24.76	77	940
<b>Total</b>	<b>292 394</b>	<b>100.00</b>	<b>725</b>	<b>403</b>

**Table 3.1.3 Salaries, Overtime, Home Owner's Allowance and Medical Aid by programme**

Programme	Salaries		Overtime		Home Owner's Allowance (HOA)		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	72 896	76.72	1 999	2.10	1 457	1.53	2 693	2.83
Programme 2	30 270	76.22	1 062	2.67	753	1.90	1 001	2.52
Programme 3	40 986	76.99	546	1.03	585	1.10	1 328	2.49
Programme 4	55 774	76.40	810	1.11	1 180	1.62	1 820	2.49
Programme 5	25 706	81.78	27	0.09	378	1.20	671	2.13
<b>Total</b>	<b>225 632</b>	<b>77.17</b>	<b>4 444</b>	<b>1.52</b>	<b>4 353</b>	<b>1.49</b>	<b>7 513</b>	<b>2.57</b>

**Table 3.1.4 Salaries, Overtime, Home Owner's Allowance and Medical Aid by salary band**

Salary Bands	Salaries		Overtime		Home Owner's Allowance (HOA)		Medical Aid	
	Amount (R'000)	Salaries as a % of personnel costs	Amount (R'000)	Overtime as a % of personnel costs	Amount (R'000)	HOA as a % of personnel costs	Amount (R'000)	Medical Aid as a % of personnel costs
Lower Skilled (Level 1-2)	0	0.00	0	0.00	0	0.00	0	0.00
Skilled (Level 3-5)	4 506	89.37	1 285	25.49	126	2.50	110	2.18
Highly skilled production (Levels 6-8)	42 483	73.98	1 096	1.91	1 738	3.03	2 878	5.01
Highly skilled supervision (Levels 9-12)	121 295	77.00	2 063	1.31	2 076	1.32	3 672	2.33
Senior Management (Level 13-16)	57 348	79.20	0	0.00	413	0.57	853	1.18
<b>Total</b>	<b>225 632</b>	<b>77.17</b>	<b>4 444</b>	<b>1.52</b>	<b>4 353</b>	<b>1.49</b>	<b>7 513</b>	<b>2.57</b>

## 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 key variables:

- programme
- salary band
- critical occupations.

The vacancy rate reflects the percentage of posts that are not filled.

**Table 3.2.1 Employment and vacancies by programme**

Programme	Number of posts on approved establishment	Number of posts filled	Vacancy Rate	Number of employees additional to the establishment
Programme 1	320	257	19.69	0
Programme 2	96	75	21.88	13
Programme 3	168	142	15.48	0
Programme 4	190	172	9.47	0
Programme 5	88	79	10.23	0
<b>Total</b>	<b>862</b>	<b>725</b>	<b>15.89</b>	<b>13</b>

**Table 3.2.2 Employment and vacancies by salary band**

Salary band	Number of posts on approved establishment	Number of posts filled	Vacancy Rate	Number of employees additional to the establishment
Lower skilled (Levels 1-2)	0	0	0	0
Skilled (Levels 3-5)	35	31	11.43	0
Highly skilled production (Levels 6-8)	318	277	12.89	0
Highly skilled supervision (Levels 9-12)	414	340	17.87	13
Senior management (Levels 13-16)	95	77	18.95	0
<b>Total</b>	<b>862</b>	<b>725</b>	<b>15.89</b>	<b>13</b>

**Table 3.2.3 Employment and vacancies by critical occupations**

Critical occupation	Number of posts on approved establishment	Number of posts filled	Vacancy Rate	Number of employees additional to the establishment
Educators	79	79	0	0
<b>Total</b>	<b>79</b>	<b>79</b>	<b>0</b>	<b>0</b>

### 3.3. Job Evaluation

Within a nationally determined framework, executing authorities may evaluate or re-evaluate any job in their organisations. In terms of the Regulations all vacancies on salary levels 9 and higher must be evaluated before they are filled. The following table 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 3.3.1 Job evaluation by salary band**

Salary band	Number of posts on approved establishment	Number of Jobs evaluated	% of posts evaluated by salary bands	Posts upgraded		Posts downgraded	
				Number	% of posts evaluated	Number	% of posts evaluated
Lower Skilled (Levels 1-2)	0	0	0.00	0	0.00	0	0.00
Skilled (Levels 3-5)	35	9	25.71	9	25.71	0	0.00
Highly skilled production (Levels 6-8)	318	1	0.31	1	0.31	0	0.00
Highly skilled supervision (Levels 9-12)	414	0	0.00	0	0.00	0	0.00
Senior Management Service Band A	55	0	0.00	0	0.00	0	0.00
Senior Management Service Band B	28	0	0.00	0	0.00	0	0.00
Senior Management Service Band C	11	0	0.00	0	0.00	0	0.00
Senior Management Service Band D	1	0	0.00	0	0.00	0	0.00
<b>Total</b>	<b>862</b>	<b>10</b>	<b>1.16</b>	<b>10</b>	<b>1.16</b>	<b>0</b>	<b>0.00</b>

The following table provides a summary of the number of employees whose positions were upgraded due to their posts 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 3.3.2 Profile of employees whose positions were upgraded due to their posts being upgraded**

Beneficiary	African	Asian	Coloured	White	Total
Female	3	0	0	1	4
Male	6	0	0	0	6
<b>Total</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>10</b>
Employees with a disability					0

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.

**Table 3.3.3 Employees with salary levels higher than those determined by job evaluation by occupation**

Occupation	Number of employees	Job evaluation level	Remuneration level	Reason for deviation
Highly skilled supervision (Levels 9-12)	1	12	13	Demotion in rank
Senior management (Levels 13-16)	1	14	15	Scarce Skills Recruitment
Percentage of total employed				0.28

The following table summarises the beneficiaries of the above in terms of race, gender, and disability.

**Table 3.3.4 Profile of employees who have salary levels higher than those determined by job evaluation**

Beneficiary	African	Asian	Coloured	White	Total
Female	1	0	0	0	1
Male	1	0	0	0	1
<b>Total</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>
Employees with a disability	0	0	0	0	0

<b>Total number of employees whose remuneration exceeded the grade determined by job evaluation in 2012/13</b>	<b>2</b>
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### 3.4. 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.

**Table 3.4.1 Annual turnover rates by salary band**

Salary Band	Number of employees at beginning of period-April 2012	Appointments and transfers into the department	Terminations and transfers out of the department	Turnover rate
Lower skilled ( Levels 1-2)	0	0	0	0
Skilled (Levels 3-5)	42	10	1	2.38
Highly skilled production (Levels 6-8)	231	52	27	11.69
Highly skilled supervision (Levels 9-12)	333	45	29	8.71
Senior Management Service Bands A	46	1	7	15.22
Senior Management Service Bands B	23	7	2	8.70
Senior Management Service Bands C	6	1	0	0.00
Senior Management Service Bands D	1	0	0	0.00
<b>Total</b>	<b>682</b>	<b>116</b>	<b>66</b>	<b>9.68</b>

**Table 3.4.2 Annual turnover rates by critical occupation**

Critical Occupation	Number of employees at beginning of period-April 2012	Appointments and transfers into the Department	Terminations and transfers out of the Department	Turnover rate
Educators (Level 10)	21	0	1	4.76
Educators (Level 12)	66	0	2	3.03
<b>Total</b>	<b>87</b>	<b>0</b>	<b>3</b>	<b>3.45</b>

(5 Educators appointed to Public Service posts within the Department.)

**Notes:** The CORE classification, as prescribed by the DPSA, should be used for completion of this table. The table that follows identifies the major reasons why staff left the Department.

**Table 3.4.3 Reasons why staff left the Department – 31 March 2013**

Termination Type	Number	% of total Resignations
Death	2	3.03
Resignation	10	15.15
Expiry of contract	31	46.97
Dismissal – operational changes	0	0.00
Dismissal – misconduct	2	3.03
Dismissal – inefficiency	0	0.00
Discharged due to ill-health	0	0.00
Retirement	3	4.55
Transfer to other Public Service Departments	17	25.76
Other – Severance Package	1	1.51
<b>Total</b>	<b>66</b>	<b>100.00</b>
Total number of employees who left as a % of total employment		9.10

**Table 3.4.4 Promotions by critical occupation**

Occupation	Employees 1 April 2012	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
Educators (Level 10)	21	3	0.00	11	52.38
Educators (Level 12)	66	2	0.00	25	37.88
<b>Total</b>	<b>87</b>	<b>5</b>	<b>0.00</b>	<b>36</b>	<b>41.38</b>

**Table 3.4.5 Promotions by salary band**

Salary Band	Employees 1 April 2012	Promotions to another salary level	Salary bands promotions as a % of employees by salary level	Progressions to another notch within a salary level	Notch progression as a % of employees by salary bands
Lower skilled (Levels 1-2)	0	0	0.00	0	0.00
Skilled (Levels 3-5)	42	0	0.00	19	45.24
Highly skilled production (Levels 6-8)	231	13	5.63	112	48.48
Highly skilled supervision (Levels 9-12)	333	22	6.61	107	32.13
Senior Management (Level 13-16)	76	9	11.84	44	57.89
<b>Total</b>	<b>682</b>	<b>44</b>	<b>6.45</b>	<b>282</b>	<b>41.35</b>

### 3.5. Employment Equity

**Table 3.5.1 Total number of employees (including employees with disabilities) in each of the following occupational categories as at 31 March 2013**

Occupational category	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Legislators, senior officials and managers	30	4	6	7	17	4	4	5	77
Professionals	134	9	14	22	106	7	14	34	340
Technicians and associate professionals	0	0	0	0	0	0	0	0	0
Clerks	77	1	1	3	169	5	2	19	277
Service and sales workers	0	0	0	0	0	0	0	0	0
Skilled agriculture and fishery workers	0	0	0	0	0	0	0	0	0
Craft and related trades workers	0	0	0	0	0	0	0	0	0
Plant and machine operators and assemblers	0	0	0	0	2	0	0	0	2
Elementary occupations	20	1	0	0	8	0	0	0	29
<b>Total</b>	<b>261</b>	<b>15</b>	<b>21</b>	<b>32</b>	<b>302</b>	<b>16</b>	<b>20</b>	<b>58</b>	<b>725</b>
Employees with disabilities	5	0	0	2	2	0	0	2	11

**Table 3.5.2 Total number of employees (including employees with disabilities) in each of the following occupational bands on 31 March 2013**

Occupational bands	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management (Levels 15-16)	2	0	2	2	2	1	0	1	10
Senior Management (Levels 13-14)	28	4	4	5	15	3	4	4	67
Professionally qualified and experienced specialists and mid-management	134	9	14	22	106	7	14	34	340
Skilled technical and academically qualified workers, junior management, supervisors, foremen and superintendents	77	1	1	3	169	5	2	19	277
Semi-skilled and discretionary decision-making	20	1	0	0	10	0	0	0	31
Unskilled and defined decision-making	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>261</b>	<b>15</b>	<b>21</b>	<b>32</b>	<b>302</b>	<b>16</b>	<b>20</b>	<b>58</b>	<b>725</b>

**Table 3.5.3 Recruitment**

Occupational bands	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management (Levels 15 – 16)	0	0	0	0	0	0	0	0	0
Senior Management (Levels 13 – 14)	0	0	0	0	0	0	0	0	0
Professionally qualified and experienced specialists and mid-management	7	0	0	0	9	1	0	2	19
Skilled technical and academically qualified workers, junior management, supervisors, foremen and superintendents	5	0	0	0	14	0	0	1	20
Semi-skilled and discretionary decision-making	0	0	0	0	0	0	0	0	0
Unskilled and defined decision-making	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>23</b>	<b>1</b>	<b>0</b>	<b>3</b>	<b>39</b>
Employees with disabilities	0	0	0	0	0	0	0	0	0

**Table 3.5.4 Promotions**

Occupational bands	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management	0	0	1	1	0	0	0	0	2
Senior Management	4	0	0	0	1	0	0	2	7
Professionally qualified and experienced specialists and mid-management	5	0	1	0	11	1	1	3	22
Skilled technical and academically qualified workers, junior management, supervisors, foremen and superintendents	4	0	0	0	7	1	0	1	13
Semi-skilled and discretionary decision-making	0	0	0	0	0	0	0	0	0
Unskilled and defined decision-making	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>13</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>19</b>	<b>2</b>	<b>1</b>	<b>6</b>	<b>44</b>
Employees with disabilities	0	0	0	0	0	0	0	0	0

**Table 3.5.5 Terminations**

Occupational Band	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management	0	0	0	0	0	0	0	0	0
Senior Management	3	1	0	1	0	0	1	3	9
Professionally qualified and experienced specialists and mid-management	9	0	1	6	6	0	2	5	29
Skilled technical and academically qualified workers, junior management, supervisors, foremen and superintendents	4	0	0	0	22	0	0	1	27
Semi-skilled and discretionary decision-making	0	0	0	0	1	0	0	0	1
Unskilled and defined decision-making	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>16</b>	<b>1</b>	<b>1</b>	<b>7</b>	<b>29</b>	<b>0</b>	<b>3</b>	<b>9</b>	<b>66</b>
Employees with Disabilities	0	0	0	0	0	0	0	1	1

**Table 3.5.6 Disciplinary action**

Disciplinary action	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Misconduct	2	0	0	0	0	0	0	0	2

**Table 3.5.7 Skills development**

Occupational category	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Legislators, senior officials and managers	9	0	0	1	1	0	3	1	15
Professionals	55	3	5	3	49	4	6	12	137
Technicians and associate professionals	13	0	0	0	28	1	2	1	45
Clerks	23	0	0	0	59	0	0	8	90
Service and sales workers	6	0	0	0	7	0	0	0	13
Skilled agriculture and fishery workers	0	0	0	0	0	0	0	0	0
Craft and related trades workers	0	0	0	0	0	0	0	0	0
Plant and machine operators and assemblers	0	0	0	0	1	0	0	0	1
Elementary occupations	4	0	0	0	2	0	0	0	6
<b>Total</b>	<b>110</b>	<b>3</b>	<b>5</b>	<b>4</b>	<b>147</b>	<b>5</b>	<b>11</b>	<b>22</b>	<b>307</b>
Employees with disabilities	2	0	0	0	0	0	0	1	3

### 3.6. Performance Rewards

To encourage good performance, the Department 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.

**Table 3.6.1 Performance rewards by race, gender and disability**

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	69	261	26.44	2 453	36
Asian Male	7	21	33.33	440	63
Coloured Male	7	15	46.67	273	39
White Male	9	32	28.13	322	36
African Female	93	302	30.79	2 411	26
Asian Female	10	20	50.00	522	52
Coloured Female	4	16	25.00	153	38
White Female	26	58	44.83	681	26
<b>Total</b>	<b>225</b>	<b>725</b>	<b>31.03</b>	<b>7 255</b>	<b>32</b>

**Table 3.6.2 Performance rewards by salary band for personnel below Senior Management Service**

Salary Band	Beneficiary Profile			Cost		
	Number of beneficiaries	Number of employees	% of total within salary bands	Total Cost (R'000)	Average cost per employee (R'000)	Total cost as a % of the total personnel expenditure
Lower Skilled (Levels 1-2)	0	0	0.00	0	0	0
Skilled (Levels 3-5)	1	31	3.23	8	8	0.16
Highly skilled production (Levels 6-8)	93	277	33.57	1 178	13	2.05
Highly skilled supervision (Levels 9-12)	93	340	27.35	3 520	35	2.23
<b>Total</b>	<b>187</b>	<b>648</b>	<b>28.86</b>	<b>4 706</b>	<b>25</b>	<b>2.14</b>

**Table 3.6.3 Performance Rewards by critical occupation**

Critical Occupation	Beneficiary Profile			Cost	
	Number of beneficiaries	Number of employees	% of total within occupation	Total Cost (R'000)	Average cost per employee (R'000)
Educators (Level 10)	12	17	70.59	296	25
Educators (Level 12)	21	62	33.87	1 133	54
<b>Total</b>	<b>33</b>	<b>79</b>	<b>41.77</b>	<b>1 429</b>	<b>43</b>

**Table 3.6.4 Performance related rewards (cash bonus) by salary band for Senior Management Service**

Salary Band	Beneficiary Profile			Cost		
	Number of beneficiaries	Number of employees	% of total within salary bands	Total Cost (R'000)	Average cost per employee (R'000)	Total cost as a % of the total personnel expenditure
Band A	24	46	52.17	1 335	56	3.41
Band B	11	21	52.38	1 045	95	5.02
Band C	3	9	33.33	169	56	1.56
Band D	0	1	0.00	0	0	0.00
<b>Total</b>	<b>38</b>	<b>77</b>	<b>49.35</b>	<b>2 549</b>	<b>67</b>	<b>3.52</b>

### 3.7. Foreign Workers

The tables below summarise the employment of foreign nationals in the Department in terms of salary band and major occupation.

**Table 3.7.1 Foreign workers by salary band**

Salary Band	1 April 2012		31 March 2013		Change	
	Number	% of total	Number	% of total	Number	% Change
Lower skilled	0	0.00	0	0.00	0	0.00
Highly skilled production (Levels 6-8)	0	0.00	0	0.00	0	0.00
Highly skilled supervision (Levels 9-12)	0	0.00	0	0.00	0	0.00
Contract (Levels 9-12)	3	75.00	3	100.00	0	0.00
Contract (Levels 13-16)	1	25.00	0	0.00	1	25.00
<b>Total</b>	<b>4</b>	<b>100.00</b>	<b>3</b>	<b>100.00</b>	<b>1</b>	<b>25.00</b>

**Table 3.7.2 Foreign workers by major occupation**

Major Occupation	01 April 2012		31 March 2013		Change	
	Number	% of total	Number	% of total	Number	% Change
Highly skilled supervision (Levels 9-12)	3	75.00	3	100.00	0	0.00

### 3.8. 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 3.8.1 Sick leave**

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)	Number of days with medical certificate
Lower Skills (Levels 1-2)	0	0.00	0	0.00	0	0	0
Skilled (Levels 3-5)	82	75.61	17	3.61	5	28	62
Highly skilled production (Levels 6-8)	1 212	70.87	213	45.22	6	644	859
Highly skilled supervision (Levels 9 -12)	1 243	80.13	196	41.61	6	1 995	996
Top and Senior management (Levels 13-16)	246	75.20	45	9.56	5	739	185
<b>Total</b>	<b>2 783</b>	<b>75.53</b>	<b>471</b>	<b>100.00</b>	<b>6</b>	<b>3 406</b>	<b>2 102</b>

**Table 3.8.2 Disability leave (temporary and permanent)**

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)	Number of days with medical certificate
Lower skilled (Levels 1-2)	0	0.00	0	0.00	0	0	0
Skilled (Levels 3-5)	0	0.00	0	0.00	0	0	0
Highly skilled production (Levels 6-8)	39	100.00	5	33.33	8	17	39
Highly skilled supervision (Levels 9-12)	130	100.00	8	53.33	16	198	130
Senior management (Levels 13-16)	53	100.00	2	13.34	27	144	53
<b>Total</b>	<b>222</b>	<b>100.00</b>	<b>15</b>	<b>100.00</b>	<b>15</b>	<b>359</b>	<b>222</b>

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 3.8.3 Annual Leave**

Salary Band	Total days taken	Number of Employees using annual leave	Average per employee
Lower skilled (Levels 1-2)	0	0	0
Skilled (Levels 3-5)	376	31	12
Highly skilled production (Levels 6-8)	5 404	277	20
Highly skilled supervision (Levels 9-12)	5 804	340	17
Senior management (Levels 13-16)	1 676	77	22
<b>Total</b>	<b>13 260</b>	<b>725</b>	<b>18</b>

**Table 3.8.4 Capped leave**

Salary Band	Total days of capped leave taken	Number of Employees who took capped leave	Average number of days taken per employee	Total number of capped leave available at 31 December 2012	Number of Employees as at 31 December 2012 who have capped leave credits	Average capped leave per employee as at 31 December 2012
Highly skilled production (Levels 6-8)	2	1	2	1 948	50	39
Highly skilled supervision (Levels 9-12)	32	6	5	6309	115	55
Senior management (Levels 13-16)	35	3	12	2 671	37	72
<b>Total</b>	<b>69</b>	<b>10</b>	<b>7</b>	<b>10 928</b>	<b>202</b>	<b>54</b>

The following table summarises payments made to employees as a result of leave that was not taken.

**Table 3.8.5 Leave payouts**

Reason	Total Amount (R'000)	Number of Employees	Average per employee (R'000)
Leave payout for 2011/12 due to non-utilisation of leave for the previous cycle	139	2	70
Capped leave payouts on termination of service for 2012/13	799	4	200
Current leave payout on termination of service for 2012/13	517	37	14
<b>Total</b>	<b>1 455</b>	<b>43</b>	<b>34</b>

### 3.9. HIV/AIDS & Health Promotion Programmes

**Table 3.9.1 Steps taken to reduce the risk of occupational exposure**

Units/categories of employees identified to be at high risk of contracting HIV & related diseases (if any)	Key steps taken to reduce the risk
Not applicable.	First aid kit
	HTC Campaign
	Distribution of pamphlets, booklets and leaflets

**Table 3.9.2 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 one employee to promote health and wellness. The budget for health and wellness is incorporated in the Directorate: Training and Social Responsibility.
3. Has the department introduced an Employee Assistance or Health Promotion Programme for your employees? If so, indicate the key elements/ services of this Programme.	Yes		To assist employees with task-related and personal problems Substance abuse Incapacity Counseling Employees with financial difficulties Traumatic events
4. Has the department established (a) committee(s) as contemplated in Part VI E.5 (e) of Chapter 1 of the Public Service Regulations, 2001? If so, please provide the names of the members of the committee and the stakeholder(s) that they represent.	Yes		Each Branch is represented on the committee. Ms T Khoza, Mr J Matjeni, Mr D Maphoto, Mr D Ntloana, Ms J Mtombeni, Ms E Mnisi, Mr S Masokameng
5. Has the department reviewed its employment policies and practices to ensure that these do not unfairly discriminate against employees on the basis of their HIV status? If so, list the employment policies/practices so reviewed.	Yes		Leave Policy Employee Assistance Programme Policy Recruitment Policy Bereavement Policy
6. Has the department introduced measures to protect HIV-positive employees or those perceived to be HIV-positive from discrimination? If so, list the key elements of these measures.	Yes		HIV and AIDS Policy HIV and AIDS Workplace programme Condom distribution and HTC Campaign
7. Does the department encourage its employees to undergo Voluntary Counseling and Testing? If so, list the results that you have you achieved.	Yes		Through information sharing, pre-test counseling and HTC Campaign.
8. Has the department developed measures/indicators to monitor & evaluate the impact of its health promotion programme? If so, list these measures/ indicators.	Yes		<ul style="list-style-type: none"> <li>• Number of people who attended Voluntary Counseling and Testing Campaign</li> <li>• Number of people who attended health screening</li> <li>• Number of people who attended support groups</li> <li>• Number of people who attended post-test counseling</li> <li>• Information session and distribution of booklets and pamphlets on HIV and AIDS</li> </ul>

## 3.10. Labour Relations

**Table 3.10.1 Collective agreements**

Subject Matter	Date
None	–

The following table summarises the outcome of disciplinary hearings conducted within the Department for the year under review.

**Table 3.10.2 Misconduct and disciplinary hearings finalised**

Outcomes of disciplinary hearings	Number	% of total
Correctional counseling	0	0.00
Verbal warning	0	0.00
Written warning	0	0.00
Final written warning	1	50.00
Suspended without pay	0	0.00
Fine	0	0.00
Demotion	0	0.00
Dismissal	1	50.00
Not guilty	0	0.00
Case withdrawn	0	0.00
<b>Total</b>	<b>2</b>	<b>100.00</b>

**Table 3.10.3 Types of misconduct addressed at disciplinary hearings**

Type of misconduct (based on annexure A)	Number	% of total
Alleged sexual harassment	1	100.00
<b>Total</b>	<b>1</b>	<b>100.00</b>

**Table 3.10.4 Grievances lodged**

	Number	% of total
Number of grievances resolved	1	100.00
Number of grievances not resolved	0	0.00
<b>Total number of grievances lodged</b>	<b>1</b>	<b>100.00</b>

**Table 3.10.5 Disputes lodged**

	Number	% of total
Number of disputes upheld	0	0.00
Number of disputes dismissed	0	0.00
<b>Total number of disputes lodged</b>	<b>0</b>	<b>0.00</b>

**Table 3.10.6 Strike actions**

Total number of persons working days lost	0
Total cost working days lost	0
Amount (R'000) recovered as a result of no work, no pay	0

**Table 3.10.7 Precautionary suspensions**

Number of people suspended	0
Number of people whose suspension exceeded 30 days	0
Average number of days suspended	0
Cost (R'000) of suspension	0

### 3.11. Skills development

This section highlights the efforts of the Department with regard to skills development.

**Table 3.11.1 Training needs identified**

Occupational Category	Gender	Number of employees as at 1 April 2012	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	28	0	11	1	6
	Male	48	0		1	7
Professionals	Female	150	0	55	1	31
	Male	183	0		1	26
Clerks	Female	167	0	59	1	32
	Male	64	0		1	29
Plant and machine operators and assemblers	Female	2	0	2	1	3
	Male	0	0		0	
Elementary occupations	Female	15	0	4	1	3
	Male	15	0		1	3
Sub -Total	Female	362	0	0	0	0
	Male	320	0		0	0
<b>Total</b>		<b>682</b>	<b>0</b>	<b>131</b>	<b>9</b>	<b>140</b>

**Table 3.11.2 Training provided for the reporting period**

Occupational Category	Gender	Number of employees as at 1 April 2012	Training provided within the reporting period			
			Learnerships	Skills Programmes & other short courses	Other forms of training	Total
Legislators, senior officials and managers	Female	28	0	7	0	4
	Male	48	0		0	3
Professionals	Female	150	0	32	1	17
	Male	183	0		1	17
Clerks	Female	167	0	40	1	21
	Male	64	0		1	21
Plant and machine operators and assemblers	Female	2	0	1	0	1
	Male	0	0		0	0
Elementary occupations	Female	15	0	2	0	1
	Male	25	0		0	1
Sub-Total	Female	362	0	0	0	0
	Male	320	0		0	0
<b>Total</b>		<b>682</b>	<b>0</b>	<b>82</b>	<b>4</b>	<b>86</b>

### 3.12. Injury on duty

The following table provide basic information on injury on duty.

**Table 3.12.1 Injury on duty**

Nature of injury on duty	Number	% of total
Required basic medical attention only	2	66.67
Temporary Total Disablement	1	33.33
Permanent Disablement	0	0.00
Fatal	0	0.00
<b>Total</b>	<b>3</b>	<b>100.00</b>

### 3.13. Utilisation of Consultants

**Table 3.13.1 Report on consultant appointments using appropriated funds**

Project Title	Total number of consultants that worked on project	Duration Work days	Contract value in Rand
Appointment of a service provider to conduct audit on capacity of Teacher Centres	19	137	R2 376 390
Appointment of a service provider to conduct audit of cooking equipment and eating utensils in quintile 1-3 Secondary Schools and quintile 1 Primary Schools in the Eastern Cape Department of Education	9	90	R1 995 499
ASIDI	53	7 305	R133 339 948
Total number of projects	Total individual consultants	Total duration Work days	Total contract value in Rand
3	81	7 532	R137 711 837

**Table 3.13.2 Analysis of consultant appointments using appropriated funds, in terms of Historically Disadvantaged Individuals (HDIs)**

Project Title	Percentage ownership by HDI groups	Percentage management by HDI groups	Number of consultants from HDI groups that work on the project
<b>ASIDI</b>	Bigen Africa	35%	27%
	Batseta Engineering Services	100%	100%
	PD Naidoo & Associates Consulting Engineers	67%	74%
	Bham Tayob Khan Matunda Inc Quantity Surveyors	75%	75%
	Indigo Khulani	100%	100%
	Aurecon	21%	43%
	Core Focus	44%	44%
	Deloitte Consulting	28%	55%

**Table 3.13.3 Report on consultant appointments using donor funds**

Project Title	Total number of consultants that worked on project	Duration Work days	Donor and Contract value in Rand
None	None	n/a	n/a
Total number of projects	Total individual consultants	Total duration Work days	Total contract value in Rand
None	None	n/a	n/a

**Table 3.13.4 Analysis of consultant appointments using donor funds, in terms of Historically Disadvantaged Individuals (HDIs)**

Project Title	Percentage ownership by HDI groups	Percentage management by HDI groups	Number of consultants from HDI groups that work on the project
None	None	n/a	n/a



# **PART E**

# **FINANCIAL INFORMATION**

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

### 1. General review of the state of financial affairs

The original allocation for the Department that was included in the Estimates of National Expenditure 2012 for the financial year increased by 15.08%, which amounts to R2 123.528 million. The original allocation of R16 343.578 million in the Main Appropriation decreased to R16 203.994 million in the Adjusted Estimates. Included in the R16 203.994 million are transfer payments to the Public Entities (4.40%), conditional grants to provincial education departments (69.40%), the remainder of transfers and subsidies (0.07%) and the specifically and exclusively appropriated School Infrastructure Backlogs Indirect Grant (12.78%). The balance of the Adjustment Estimates consists of earmarked funds, including workbooks for literacy and numeracy, the Kha Ri Gude Mass Literacy Campaign (9.17%), compensation of employees, projects and operational expenditure (4.18%).

The decrease of R139.584 million was made up as follows in R'000:

Roll-overs	104 715
Other adjustments	
- Higher personnel remuneration increases	5 701
Declared savings	
Underspending on the School Infrastructure Backlogs Indirect Grant	(250 000)
<b>Total</b>	<b>(139 584)</b>

The total expenditure for the financial year was R14 885.884 million, which represents a spending rate of 91.34%. When unspent earmarked amounts and the School Infrastructure Backlogs Indirect Grant as well as withheld conditional grants are excluded, a spending rate of 99.68% was achieved.

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

	<b>Expenditure</b>
Compensation of Employees	258 774
Departmental Operations	376 238
Departmental Earmarked Funds	1 451 027
<b>Specifically and exclusively appropriated:</b>	
• School Infrastructure Backlogs Indirect Grant	859 629
<b>Transfers to Public Entities:</b>	
• National Student Financial Aid Scheme	671 912
• Umalusi	42 330
<b>Conditional Grants to Provinces for:</b>	
• Education Infrastructure	5 802 390
• National School Nutrition Programme	4 906 464
• HIV and AIDS	202 677
• Technical Secondary School Recapitalisation	198 689
• Dinaledi Schools	95 633
Other Transfers	20 121
<b>Total expenditure</b>	<b>14 885 884</b>

***Important policy decisions and strategic issues***

The Department amended the Curriculum and Assessment Policy Statements for Natural Sciences and Technology in the Intermediate Phase and Senior Phase as National Education policy, due to the sequencing of the content which did not cater for multi-grade teaching. Furthermore, the German and Serbian home and second additional languages Grades R-12 were added to CAPS.

In providing support to schools, the Department developed and promulgated a policy on the Organisation, Roles and Responsibilities of Education Districts. This policy will provide the following:

- A uniform nomenclature that establishes a common basis for district norms and standards across all nine provinces;
- Norms for district and circuit size which must be applied in a manner that takes into account local circumstances and which makes educational sense; and
- A framework within which Provincial Education Departments (PEDs) can provide district offices with the necessary roles, delegated authority, functions, resources and skills to enable them to perform their core functions, with additional support for districts where the educational needs are high.

The National Norms and Standards for School Funding were amended in order to update the national table of targets for the school allocation within the 2013 MTEF. These amendments also provide for the equalisation of the school allocations to all no-fee schools, irrespective of their quintile ranking.

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

In strengthening planning processes at district and school level, the Minister held meetings with District Directors. These meetings provided a strategic platform for the systemic overview of interventions to improve learner performance. More

attention was paid to district and school-level processes and strategies to ensure improved learner performance. Generic District Improvement Plan and School Improvement Plan templates were developed and distributed to provinces. Eleven Eastern Cape districts received CDs with ANA exemplars, Grade 12 examiners' reports, question papers, memoranda, study guides and self-study materials.

The Deputy Minister hosted the Africa Region launch of the 2012 UNESCO Education for All Global Monitoring Report (GMR), on 16 October 2012 in Soweto. The launch was attended by officials from over 34 African countries. The GMR is launched in strategically selected countries according to the relevance of the topic of that particular year. The Director-General of UNESCO, Ms Irina Bokova, chose South Africa to host the Africa Regional launch of the GMR, in light of the unique efforts made by the government of South Africa in education in general and in skills development for youth in particular. The 2012 Report examined how skills development programmes can improve young people's opportunities for decent jobs and better lives.

The Minister led a delegation to the 18<sup>th</sup> Conference of Commonwealth Education Ministers (CCEM) in Mauritius. South Africa was asked to provide comments on a Scoping Paper that related to some of the resolutions taken at the conference. Comments and inputs were submitted during October 2012.

The Deputy Minister attended the Education World Forum in London and presented a keynote address on South African assessment tools applied in the monitoring and evaluating of performance in the South African education system. The Deputy Minister also attended the Third International Summit on the Teaching Profession (ISTP) in Amsterdam, where South Africa had observer status.

The Deputy Minister hosted a workshop with provincial representatives and managers of the 140 Teacher Centres in the country. The objective of the workshop was to discuss ways in which Teacher Centres could strengthen their support to teachers at local level as indicated in the Integrated Strategic Planning Framework for Teacher Education and Development (ISPFTED). The auditing and strengthening programme of Teacher Centres was initiated.

During the 2012/13 financial year, NEEDU accomplished the following:

- In order to trace the interactions required for effective curriculum delivery between four levels of the school system, investigations were undertaken in the Department, as well as all provincial offices, 21 district offices and 181 schools evaluated in the Eastern Cape, KwaZulu-Natal and Gauteng. The Foundation Phase was chosen as the focus for investigation during the reporting period and curriculum delivery constituted the primary object of these investigations.
- Semi-structured instruments were developed for collecting data on different indicators, including curriculum, assessment, resources, instructional leadership, language, reading, writing and district support.
- Reports were prepared for every site that the NEEDU team evaluated. First, each school received a full report of the visit. A composite report consisting of descriptions of the assessment of the provincial and district offices, and a summary of the school reports for each district, were prepared. After finalisation of the 15 provincial/district reports, the national report on *Teaching and Learning in the Foundation Phase* was presented to the Minister, the CEM and the public. The report was released to the public in April 2013.

The US government, through USAID, partnered with the DBE to implement the School Capacity Innovation Programme (SCIP). This programme seeks to improve primary grade reading outcomes by building teacher effectiveness and strengthening classroom and school management.

The Department printed and distributed QLTC resource documents in ten official languages to all nine provinces and national offices of the social partners. The regional QLTC structure was launched in Gauteng in collaboration with the Office of the Gauteng MEC to find ways to strengthen the roll-out of QLTC in the province.

In ensuring that the communities and the society as a whole participate in the education of learners, the Adopt-a-School programme linked to the NEDLAC Accord on Basic Education was introduced. To date, 415 schools have been adopted, exceeding the Department's target of 357 schools in the 2012/13 reporting period.

The Department hosted the Education Research Indaba to deepen the capacity and dialogue between national and provincial education departments and the research community in order to promote research utilisation as well as advance evidence-based planning and practice.

The school calendar for 2014 was finalised and published in Government Gazette No. 35929 during December 2012 as well as in national newspapers and in *The Teacher* during February and April 2013. The proposed 2015 school calendar was published for public comment in *City Press* and *Rapport* during March 2013.

The Technology for Rural Education Project was launched in the Eastern Cape in partnership with the Department of Science and Technology and the Eastern Cape Education Department to promote the use of technology in improving education in rural schools. The project benefited 27 schools in Cofimvaba, including an agricultural school.

In promoting safety in schools, the Department, in collaboration with the South African Police Service, linked 16 838 schools with local police stations and established the Safe School Committees. A National Database has been set up and school-based information has been captured.

Negotiations for the implementation of the Quality Management System for school-based educators are at an advanced stage. This system of performance evaluation and accountability is a review of the current Integrated Quality Management System. Principals will be able to manage the performance of their schools through their work plans.

The establishment of the steering committee implementing the intergovernmental protocol signed by the DBE with the Department of Home Affairs, Department of Social Development and the South African Social Security Agency (SASSA), enabled data from the Learner Unit Record Information and Tracking System (LURITS) to be matched and verified against the National Population Register (NPR), the National Integrated Social Information System and the Social Pension System.

The Government Notice to amend the national per-learner target allocations for 2013 as well as the declaration of a proportion of learners to attend no-fee schools in 2013 was published in the Government Gazette on 8 March 2013. These amendments also provide for the equalisation of the school allocation to all no-fee schools, irrespective of their quintile ranking. The Minister reaffirmed her determination that 60% of public school learners be in no-fee schools during 2013. However, this target was already exceeded by approximately 16.8% in 2012. For the 2013 academic year, the national target allocation which caters for non-personnel and non-capital expenditure in schools has been increased to R1 010 per learner for schools in quintiles 1, 2 and 3, while the no-fee threshold has been set at R926 per learner.

The Department continued with the supply of workbooks to all public (ordinary and special) schools for the 2013 academic year. Each subject workbook for Grades 1-9 is printed in a set of two volumes. Volume 1 includes work to be covered in the curriculum from January to June, and Volume 2, contains work to be covered from July to December.

The Kha Ri Gude Mass Literacy Campaign continued contributing towards the government's outcome of improved quality of Basic Education by providing access to basic education to those South African adults who were either denied learning opportunities in their childhood or for whom the learning provided was of such poor quality that little or no literacy was achieved. During the review period, a total of 669 815 learners participated in the programme. The learner target of 630 990 was exceeded by 38 825 learners due to additional funds from the EPWP incentive grant. The project continued to create short-term jobs. SAQA, through its moderation and verification processes, will determine the pass rate for the 2012 learners, which is expected to exceed 80%.

The Department distributed 15 000 Grade R resource packs to district offices for Grade R classes. These resource packs were made available in all official languages. Furthermore, 9 000 Grade R workbooks in all official languages were distributed to all Grade R learners in public schools. Universities were selected to develop programmes and guidelines for offering the new Level 6 qualification for Grade R practitioners, in partnership with the Department of Higher Education and Training.

With regard to the Department's commitment to providing well-qualified teachers who are able to teach in nationally identified priority areas, the number of bursaries awarded increased from 11 455 to 11 715 in 2012. The introduction of a district-based recruitment programme which targeted learners coming from rural and poor communities (quintile 1-3 schools) assisted those learners to access Funza Lushaka bursaries. The districts were directly involved in identifying and forecasting their needs to enhance the recruitment of quality bursary applicants from the districts. In the reporting period, 1 173 bursaries were awarded to students through the district-based recruitment programme.

To broaden the recruitment strategy, the Department entered into an agreement with the Independent Schools Association of Southern Africa (ISASA) on a Mathematics and English programme where interns were placed in selected independent schools for the duration of their training to enrich their teaching experience. These Independent schools have a number of well-qualified and experienced mentors to support and guide the interns. Twenty students were recruited through the programme in 2012 for 2013.

A total of 3 547 bursary beneficiaries were expected to graduate at the end of 2012. Only 2 797 completed their degrees and are available for immediate placement. About 750 bursars did not complete their studies or are taking supplementary examinations.

The Department held discussions with the Department of Higher Education and Training, 16 universities providing the ACE programme, social partners and donors on the impact of the Advance Certificate in Education: School Leadership (ACE: SL). The discussion was intended to map a way forward on the findings of the research conducted on ACE: SL, the development of an Advance Diploma in Education in line with the new qualification framework and the extent to which the ACE programme improved learner outcomes (including Grade 12 results). The research, and a quantitative study that was undertaken, involved the analysis of the Grade 12 results from 2006 to 2010 and extended the longitudinal approach focusing on the secondary schools.

The IQMS project continued to achieve the required outcomes. Schools in rural areas and farm schools benefited tremendously from the project through the visits made by external moderators. The reports on IQMS implementation show that teachers are no longer being allocated scores without undergoing an evaluation. Scores from provinces showed credible supporting evidence. The improvement of accountability levels in the majority of schools remains a challenge. In the 2012/13 financial year the target of schools to be visited was 8 000. By the end of the reporting period, 11 501 schools had been visited, including all schools in the Eastern Cape.

The 2012 Annual National Assessments (ANA) results gave the Department a measured picture of levels of performance at primary schools in Literacy and Numeracy at the key transitional stages of Grades 3 and 6 for the first time in our country. The results provided an important baseline in relation to the 2014 targets. The Department's initiative to use the ANA to monitor the levels and quality of learning outcomes has taken root and has provided empirical evidence to use in planning further interventions. In September 2012, the Department administered Language and Mathematics tests to more than 7 million learners at the level of Grades 1-6 and Grade 9 in more than 20 000 schools.

Learners were tested in the foundational skills of literacy and numeracy to diagnose the levels and quality of learning outcomes in basic education. The results show that, while learner performance in literacy varied from "satisfactory" to "good", the same could not be said about performance in numeracy, particularly at the Senior Phase (Grade 9). Since Grade 9 results were released for the first time, they will enable the Department to establish an objective national benchmark with which to measure Language and Mathematics achievement levels at the end of the Senior Phase.

The Department has continued with its commitment to eradicate mud schools through the Accelerated School Infrastructure Delivery Initiative (ASIDI). The ASIDI programme, together with the provincial infrastructure programme, forms the backbone of the Strategic Integrated Project 13, (SIP 13) and the National School Built Programme of the Presidential Infrastructure Coordinating Committee (PICC). The ASIDI programme planning was undertaken and the programme is steadily gaining momentum and getting back on schedule. Of the 49 inappropriate schools projects implemented since 2011, 17 have reached practical completion and were handed over and 32 will be completed in the 2013/14 financial year. 1 120 water supply projects, 741 sanitation projects and 916 electricity provision projects are at various stages of completion.

The ASIDI programme was faced with a number of challenges that contributed to a lag in achievement of targets. These include the liquidation of contractors, a situation that was unforeseeable, poor performance by some contractors and the impact that adverse weather had on projects, especially in the Eastern Cape. Work was halted at many sites for several days due to wet weather and this was compounded by the poor state of the roads to the sites.

The SA-SAMS was enhanced to align with the new CAPS policy in terms of the security and inclusion of roles and responsibilities on the system. The system was enhanced to align with EMIS data requirements as informed by the surveys, Screening Identification Assessment and Support (SIAS) module based on the revised policy, ANA requirements, and the LURITS system. Four major patches were released during the reporting period which responded positively to the major requirements of the education system.

The Department, in partnership with Nestlé SA, celebrated the National Nutrition Week (NNW) in KwaZulu-Natal and North West provinces. The purpose of the NNW is to raise awareness on healthy eating and physical activity/exercise as a way of living healthily. The theme for 2012 was *"I am High on Life, I eat, learn and play for Health"* and the event was successfully celebrated in all provinces. Nestlé SA donated gifts (skipping ropes, pencil cases, bottled water, ready-to-drink Milo as well as fruit for each learner at the selected schools). The Department and Nestlé SA jointly developed the Healthy Kids Resource File to be used by educators as resource material. In recognition of best practices, the Department awarded 24 NSNP Best Schools with cooking equipment. The Department, in partnership with the Tiger Brands Foundation, will in future nominate more schools and districts to participate in the Awards.

The Department has developed a training manual on the prevention and management of bullying in schools. Master training in the Free State, Gauteng and Eastern Cape was completed. Further training of master trainers will be rolled out to all provinces.

The South African Schools Choral Eisteddfod continued to attract more school participation. For the reporting period, 183 schools, comprising 6 624 learners and 401 educators, participated in this national event, which has grown in quality and quantity.

In ensuring that stakeholders participate in education, the Department initiated a partnership with Orlando Pirates Football Club and Acer Computers. This partnership is anchored in the Orlando Pirates Learning Centres, which are situated in soccer stadiums across the country. The first Learning Centre was opened on 18 October 2012 at the Orlando Stadium and is providing classes six days a week.

The National School Violence Study (NSVS) by the Centre for Justice and Crime Prevention (CJCP) commenced in September 2012 and was completed in December 2012. The results of the research were launched in April 2013. The study will shape the development of the National School Safety Framework. The National School Safety Framework (NSSF) will provide standard operational guidelines for provinces to implement more detailed plans at a provincial and local level. The NSSF document has incorporated bullying and cyber-bullying, gender-based violence, and alcohol and substance abuse.

The Council for Science and Industrial Research (CSIR) and the Department entered into a partnership to conduct a pilot project, LWAZI II, which is a telephone-based application/monitoring system that provides feedback (by learners and educators) and real time reporting on feeding in schools. The Department and provinces addressed the challenges encountered by schools.

The Annual Moot Court competition remains one of the highly successful flagship programmes of the Department, in partnership with the University of Pretoria and the Law Society of South Africa. The University of Venda and the University of the Western Cape continue to be important contributors, assisting learners and educators in unpacking the case study and the subtle legal issues involved, about which debating school teams mount legal arguments in a simulated court. The main object of the competition is not for learners to compete but to orientate them to pertinent issues around our constitutional democracy and the practical application of constitutional law.

The Department commemorated World AIDS Day (WAD) 2012 through the adjudication of the postcard competition on sexuality education that targeted Grade 10-11 learners. The Care and Support for Teaching and Learning (CSTL) Programme pilot schools were the targeted schools for the competition. However, the postcards were also distributed to all secondary schools for input to strengthen the implementation of the Life Skills programme.

The scope of the Health Screening Programme for Grade 1 learners was expanded to an *Integrated School Health Programme* that focuses on Grades 1, 4, 8 and 10 learners, including learners repeating grades and those in special schools. In 2012/13 the programme focused on quintile 1 schools. The plan is to incrementally make the services available to all learners in the schooling system over the next five years.

The Department's longstanding partnership with BMW South Africa resulted in BMW SA supporting the National School Nutrition Programme by means of resourcing some schools with vegetable tunnels in Gauteng, North West, Limpopo and Mpumalanga provinces. This partnership between the Department and BMW SA has been extended to ICT in Education, by means of the Computer Applications Technology (CAT), which forms part of the curriculum of the basic education schooling system.

The Department implemented a successful school improvement programme "*The 94+ Projects for Madiba*", covering 104 projects across all provinces. To date 98 schools have already benefited from the project which raised an estimated R40 million in sponsorship for schools in provinces.

The Department, in partnership with the Nelson Mandela Centre of Memory and Breadline Africa, handed mobile libraries over to the following schools:

- MC Weiler Primary School, Gauteng – 22 November 2012
- Amandla Primary School, Mpumalanga – 29 November 2012
- Kebinelang Middle School, North West – 30 November 2012.

#### *Publication and dissemination of education information*

During the reporting period the Department developed and published two standards, namely SC010 Master List of Institutions and SC012 for Publication of Education Statistics.

The *Education Statistics South Africa 2011*, which is based on data collected via the 2011 SNAP Survey for Ordinary Schools and Special Needs Education (SNE) (includes both independent and public ordinary schools) and the 2011 Annual School Survey for Early Childhood Development, was published in March 2013.

The ASS and SNAP 2013 census instruments were designed and disseminated to provinces for utilisation. The Department's EMIS participated in South African Statistical Quality Assessment Framework (SASQAF) self-assessment in collaboration with Stats SA, in which data was declared to be of level 3 (good acceptable statistics) by the Statistician-General.

**Legal and Legislative matters**

During the period under review, 16 court cases were instituted against the Department. Thirteen of the 16 court cases were finalised as follows:

Granted in favour of the Department	Withdrawn	Granted against Department	Settled	Partial success
4	1	2	5	1

The 23 cases instituted against the Department (16 new plus seven outstanding cases from the 2011/12 financial year) can be broadly categorised into the following categories: Section 100 (1)(b) cases, National Catalogue, Examination-related cases, Procurement, and Challenges to administrative decisions. The numbers per category were as follows:

Section 100(1)(b)	National Catalogue	Examination cases	Procurement	Challenges to administrative decisions	Total
7	2	2	6	6	23

The Department dealt with the following prominent cases in this reporting period:

**Section 27 vs. Minister of Basic Education**

The applicant in this matter claimed that the failure to supply textbooks to public schools constitutes a breach of learners' right to basic education. The matter was heard in court on 17 May 2012. It was ruled that textbooks should be delivered in Limpopo by 15 June 2012 and that a catch-up plan for Grade 10 should be implemented. The same organisation then subsequently applied to court for an order to (1) declare that there was non-compliance with the first court order; (2) that the court direct the Department to deliver books for 2012 to all public schools in Limpopo Province; (3) that the court direct the Department to conduct an independent verification of the delivery of textbooks to schools in Limpopo Province; (4) that the court order the Department to compile a catch-up plan for Foundation Phase learners in Limpopo Province; (5) that the catch-up plan for learners in Grade 10 be extended to 2013; (6) that the Department be directed to deliver textbooks for 2013 to public schools in Limpopo by 9 January 2013 and (7) that the Department pay the cost of the application.

The applicant was granted orders 1, 6 and partially 7 (as the Department only had to pay 50% of their costs).

**Centre for Child Law vs. MEC for Education Eastern Cape**

The applicant in this matter applied to court for the following orders: (1) that the Respondents implement the 2012 educator post establishment in the Eastern Cape Province; (2) that the 2012 post establishment be implemented in full by appointing educators to all vacant posts declared in the 2012 educator establishment for public schools in the Eastern Cape Province on a permanent basis; (3) that temporary educators be appointed pending the permanent appointment of educators in vacant posts against the 2012 educator establishment; (4) that the salaries of permanent educators approved by the Eastern Cape Department of Education be paid and (5) directing that the 2013 post establishment be declared by not later than 30 August 2012.

The case was heard on 26 July 2012. A settlement agreement was reached with the applicant on all the issues but one. The remaining issue that was argued in court related to the appointment of non-educators at schools and filling of all such vacancies. The ECDoE indicated that there was a moratorium on the filling of such vacancies imposed on the Department by the provincial treasury. Judgment was delivered on 3 August 2012, when the court ruled that there could be no moratorium on the filling of non-educator posts as the posts had been budgeted.

#### ***Equal Education vs. Minister of Basic Education and Others***

The applicant brought an application in two parts. They requested (in part A) an order that emergency relief be provided to two rural storm-damaged public schools situated in the Eastern Cape. These schools were badly damaged by a storm during 2011. The Eastern Cape Department of Education (ECDoE) failed to provide the necessary relief, hence the application. This part of the case will be settled out of court as the ECDoE indicated that the necessary measures and steps would be taken to provide relief to the two schools. The applicant requested (in part B of the application) an order that the Minister be directed to promulgate regulations on norms and standards for school infrastructure in terms of section 5A of the South African Schools Act. The case was settled out of court on the basis that the Department would promulgate regulations.

#### ***Fedsas vs. Minister of Basic Education***

The applicant brought an application requesting the court to set aside the regulations in terms of section 38A of the SASA. This matter was settled out of court. The regulations were withdrawn on the basis that further consultation would be sought and the Act strengthened to include some of the issues contained in the regulations.

#### ***New Generation Publishers vs. Minister of Basic Education***

The applicant brought an application to court in two parts. In part A of the application an interim interdict was sought to stop the Department from releasing reports to publishers pertaining to Grade 11 English Accounting and that the books for Grade 11 English Accounting not be included in the National Catalogue pending the finalisation of the case. In part two of the application the applicant sought an order that the decision of the LTSM screening committee to disqualify the applicant's book be reviewed and set aside. The matter in dispute was as follows: The Department issued terms of reference calling on publishers to make submissions to the Department for Grade 11 and Grade 4-6 for inclusion in the National Catalogue. One of the requirements was that the submissions must be anonymous, meaning that the publishers should not include the author or publishers' names on the submission. Failure to comply with the requirement would lead to the disqualification of the publisher's submission. The applicant included its name on the preface page of the book and the book was consequently disqualified by the screeners. The application was dismissed with costs.

As part of the monitoring process, monthly reports are received from Provincial Education Departments to monitor litigation that might have a national impact.

#### ***Spending trends***

The under-expenditure of R1 318.110 million in the Department's programmes and per economic classification, measured against allocations after virement, was as follows, in R'000:

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**Per programme**

Programme	Under-expenditure	Percentage
Administration	5 557	1.72
Curriculum Policy, Support and Monitoring	18 842	1.33
Teachers and Education Human Resources Development and Management	43 042	4.98
Planning, Information and Assessment	1 228 665	15.12
Educational Enrichment Services	22 004	0.40
<b>TOTAL</b>	<b>1 318 110</b>	<b>8.87</b>

**Per economic classification**

	Unspent	Percentage
Compensation of Employees	6 551	2.47
Departmental Operations	44 512	10.60
Departmental Earmarked Funds	20 837	1.42
<b>Specifically and exclusively appropriated:</b>		
• School Infrastructure Backlogs Indirect Grant	1 205 475	58.4
<b>Conditional Grants to Provinces for:</b>		
• Education Infrastructure	19 999	0.34
• HIV and AIDS	5 988	2.87
• Technical Secondary Schools Recapitalisation	10 680	5.10
• Dinaledi Schools	4 067	4.08
Other Transfers	1	0.01
<b>Total expenditure</b>	<b>1 318 110</b>	<b>8.87</b>

Actions taken to minimise recurrence of the above include the ongoing monitoring of expenditure on a monthly basis, whereby responsible managers are requested to provide progress reports on projects. The Minister is also kept informed on spending levels in terms of the Public Finance Management Act. The Department's spending is also monitored and discussed at senior management meetings. The reprioritisation of activities, falling within the Department's objectives, is also considered when necessary.

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

**Virement**

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

Programme	Name	Programme	Name	Amount
1	Administration	5	Educational Enrichment Services	400
2	Curriculum Policy Support and Monitoring Administration	1	Administration	760
2	Curriculum Policy Support and Monitoring	4	Planning, Information and Assessment	104
2	Curriculum Policy Support and Monitoring	5	Educational Enrichment Services	7
3	Curriculum Policy Support and Monitoring, Teachers and Education Human Resources and Institutional Development	1	Administration	2 190
3	Teachers and Education Human Resources and Institutional Development	2	Curriculum Policy Support and Monitoring	220
3	Teachers and Education Human Resources and Institutional Development	5	Educational Enrichment Services	570
4	Planning, Information and Assessment	1	Administration	650
5	Educational Enrichment Services	1	Administration	86

Savings were mainly realised on funds provided for compensation of employees due to vacant posts. However, most key posts were filled later in the financial year. These savings were mainly shifted towards Programme 1: Administration to defray expenditure on unforeseen and unavoidable expenditure in respect of the provincial interventions, audit fees as well as on communication services for, among others, the announcement of the Annual National Assessments as well as the National Senior Certificate results. Funds were also shifted from the office accommodation project to cover the shortfall of the transfer to UNESCO membership fees due to the Rand/Dollar exchange rate that was higher than expected.

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

## **2. Services rendered by the Department**

### **2.1 Services rendered**

The Department is mainly responsible for the formulation of national education policy and for monitoring and evaluating the implementation of policy. Services were also rendered on a national basis in respect of certificates. The Department's initiative to develop the National Catalogue that will list all core LTSM for use by all public schools in South Africa continued during the period under review. Publishing companies paid evaluation fees for their LTSM to be screened and evaluated by the Department.

## 2.2 Tariff policy

### *National Technical Examinations*

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

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

## 2.3 Free services

None

## 3. Capacity constraints

The Department has completed the reconfiguration process whereby the organisational structure was aligned to *Action Plan to 2014*. During the period under review, the Department filled the key posts of Deputy Director-General for Finance and Administration, and Deputy Director-General of Planning, Information and Assessment. Other key SMS posts were also filled. The filling of the key posts bolstered systems and processes in the Department and alleviated much of the capacity constraints experienced while the reconfiguration process was underway.

The Accelerated Schools Infrastructure Delivery Initiative (ASIDI) was initiated by Government to ensure that infrastructure for the delivery of quality basic education is achieved in the shortest possible time. The ASIDI is funded from the Schools Infrastructure Backlog Grant (SIBG). In order to meet these objectives, the ASIDI programme was placed in the Department with a budget of R2.065 billion for the 2012/13 financial year. However, the Department, in accordance with its Constitutional mandate, is responsible for policy making and monitoring and evaluation of the delivery of education in the country. For the Department to take on such a vast programme such as ASIDI was and will continue to be a challenge, based on the specialised nature of the work involved which falls outside of the Department's Constitutional brief.

In order to achieve a satisfactory outcome for this programme, the Department is making use of a number of implementing agents to construct new schools and to provide water and sanitation to already existing schools in need. The biggest challenge that the Department is facing is the management of finances involved in this huge process which should be in accordance with the prescripts as stated in the Public Finance Management Act (PFMA).

The Department however started to implement tighter systems and controls to ensure that this matter is addressed in full. However, I wish to emphasise the fact that this is a challenging programme to manage, given that the Department was not initially designed to take on a project with this complexity and magnitude.

#### **4. Utilisation of donor funds**

During the financial year under review, the Department received an additional R365.918 million from the European Union for the Primary Education Sector Policy Support Programme. The total amount transferred into the ODA amounted to R918.531 million (included R315.689 million and R236.925 million received in 2010/11 and 2011/12 financial years respectively). The balance of the funds available to the Department in the financial year under review amounted to R700.989 million. An amount of R304.000 million was withdrawn from the available funds in the RDP account and expenditure of R300.914 million was incurred. The balance of the funds available to the Department in the ODA Fund, as at 31 March 2013, was R396.531 million.

These funds were used mainly for the following:

- Quality Learning and Teaching Campaign – An amount of R1.599 million was utilised for printing and distribution of the QLTC resource guide to all provinces and social partners.
- Annual National Assessment – An amount of R83.688 million was utilised for printing, packaging, distribution and moderation of scripts for the 2012 ANA. The 2012 Annual National Assessment was a massive undertaking for over seven million learners. Furthermore, it was the first time that the Department assessed Grade 9s and this will enable the Department to set a benchmark for future assessment in this phase.
- Teacher Knowledge Competency – An amount of R3.174 million was utilised to develop a first set of FET mathematics (statistics) self-diagnostic assessment items covering content knowledge and pedagogical knowledge. The Content Frames for all phases were completed and quality assured by the independent Quality Assurer. An FET Maths Self-Diagnostic Assessment Tools Item Development workshop was conducted by a selected team of experts to develop 1 000 items. The Senior Phase Maths Self-Diagnostic Assessment Tools Item Development workshop was also conducted.
- Teacher Training and Development for Inclusive Education – An amount of R3.948 million was utilised for the design, layout and printing of 10 000 copies of Guidelines for Responding to Learner Diversity in the Classroom through the NCS (Curriculum Differentiation). The editing, design and layout have been completed. Printing will take place in the new financial year. Furthermore, different training programmes, including visual and hearing impairment, were conducted during the reporting period.
- School Monitoring Survey – an amount of R1.612 million was used for the finalisation of 2011 research and indicator specifications (including the method for calculating indicators). The sampling frames, selection of schools, indicator mapping and development of instruments were completed. The report was finalised and submitted to the Department.
- The Strengthening of Assessment in Grades R to 9 – an amount of R1.315 million has been utilised for the assessment in Grades 7 to 9 with the provision of Assessment Item Banks that teachers will use, either for assessment or to model their own school-based assessment. In preparation for the implementation of CAPS in

Grades 4 to 6 and Grade 11 in 2013, all district officials responsible for teacher training and support in these grades have been orientated to the changes in the CAPS subject statements.

- Implementation of NCS in Grades R to 12 – during the reporting period, an amount of R37.442 million was utilised for the printing and distribution of the Intermediate and Senior Phase CAPS in 2012 for preparation for the implementation in 2013 and 2014 respectively.
- LTSM National Catalogue – R51.829 million was utilised for the development of the National Catalogue for Grades 4 to 9 and Grades 11 and 12. The catalogue was released to provinces during March 2013. The monitoring of the implementation of the key activities relating to warehousing, learner data, and allocation of funding in the basic education sector has started to ensure readiness for the procurement and delivery of LTSM for the 2014 academic year.
- CPTD Management System Development – R7.2 million was transferred to SACE for managing and maintaining the Continuing Professional Teacher Development System (CPTD). The status report outlining progress, challenges and shortcomings with the development of the CPTD management system (CPTD-IS, endorsement, advocacy, provider forums) was completed with a five- year implementation plan developed.
- Improvement of Multi-Grade Teaching in schools and communities – R495 158 was utilised for training of 124 teachers on multi-grade teaching approaches, assessment and planning. All subject advisors for Foundation Phase and Intermediate Phase were trained on multi-grade teaching, approach and planning.
- The phased introduction of item banking to enhance item development for ANA has commenced and the recruitment of item writers and subject advisory teams for ANA is underway. This will provide a reliable and renewable pool of assessment items of high quality and a database of piloted items of known psychometric characteristics to compile high-quality tests for every ANA cycle. Periodically, items will be drawn from the item bank and released as exemplars for use by schools to entrench a culture of good quality school-based assessment. An amount of R38 000 has been paid and the available balance will be paid in the new financial year.
- The Primary Education Sector Policy Support Programme is also aimed at strengthening Foundation Phase Teacher Education. For the 2012/13 financial year, an amount of R43.662 million was utilised for third-year initial teacher education students enrolled for African Language Foundation Phase.
- Alignment of NEIMS with Norms & Standards – An amount of R1.416 million for the training of fieldworkers. Forty-one of the 94 fieldworkers have been trained and 53 are in the process of being trained. 4 191 footprints were drawn from the 12 113. 157 schools are to be assessed and 71 schools have been assessed.
- An amount of R34.679 million has been utilised for the provision of school furniture to 45 schools in the Eastern Cape. The production/construction of the school furniture is being executed by the Department of Labour.
- School Health Screening – The ISHP was launched at Chokoe Primary School and Chipa Tabane Secondary School, Cullinan, Tshwane District, Gauteng during October 2012. An amount of R1.508 million was utilised for procuring school health mobiles in partnership with the Department of Health. Health screening was provided for Grades 1, 8 and 10 learners and health education conducted with Grade 4 learners.

## 5. Public Entities

There are three public entities that report to the Minister, namely:

### 5.1 Education Labour Relations Council (ELRC)

The ELRC was established in terms of the Labour Relations Act, 1995 (Act 66 of 1995). The main functions of the Council are to provide an independent and impartial forum for the resolution of disputes in the public education sector and to provide a forum for negotiations and consultations in matters of mutual interest in the sector at both national and provincial levels. The ELRC also analyses the education situation in the country and keeps abreast of relevant international developments and trends. ELRC does not receive government funding, but relies on contributions from educators and the employer for its revenue as well as interest on investments.

Achievements during the period under review are as follows:

#### *Dispute Management Services*

- For the period under review, 415 cases were finalised. Twenty-nine of these were special disputes where a child was a victim.
- The Council achieved a settlement rate of 182 of 1 037 cases heard from the arbitration and conciliation process.
- There was a significant decrease in the number of cases carried over from previous financial years; 184 cases were carried over in the 2012/13 financial year, compared to the 195 cases carried over in the 2011/12 financial year.

#### *Collective Bargaining Services*

The activities of importance during the period under review are as follows:

- Collective Agreement No. 1 of 2012: Occupation Specific Dispensation (OSD) for Education Therapists, Counsellors and Psychologists employed in Public Education;
- Collective Agreement No. 1 of 2013: Vote Weights of Trade Unions that are parties to Council; and
- The Amendments to the Personnel Administration Measures (PAM) were finalised.

The following FETCBU Collective Agreements were ratified:

- Collective Agreement No. 1 of 2013: Generic contract of employment for post level 1 lecturers appointed in the public Further Education and Training Colleges;
- Collective Agreement No. 2 of 2013: Permanent appointment of serving temporary and contract lecturers who have been in the employ of Further Education and Training Colleges for a period of 12 months or longer;
- Collective Agreement No. 3 of 2013: Establishing parity between conditions of service (benefits) of college-appointed lecturers in public Further Education Training Colleges with those employed in the public service; and
- Collective Agreement No. 4 of 2013: Policy on recruitment and selection for lecturing staff in the public Further Education and Training Colleges.

The following Provincial Collective Agreements were ratified:

- Collective Agreement No. 1 of 2012 of Free State: Guidelines for advertising and filling of educator posts at institutions;
- Collective Agreement No. 1 of 2012 of Limpopo: Implementation of the 2012 Schools Post Establishment; and
- Collective Agreement No. 1 of 2012 of Eastern Cape: Appointment of Temporary Educators.

## **5.2 South African Council for Educators (SACE)**

The SACE was established in terms of the South African Council for Educators Act, 2000 (Act 31 of 2000). Its core functions are registration, promotion and professional development of educators, as well as setting, maintaining and protecting the ethical and professional standards of educators. SACE does not receive direct transfers from government, but relies for its revenue on membership registration fees as well as interest on investments. However, an amount of R7.2 million was transferred to SACE in the 2012/13 financial year for the management of the Continuing Professional Teacher Development System.

Achievements of the Council during the period under review:

- The Council registered 40 444 educators of which 24 909 were provisional. 5 356 foreign educators were provisionally registered. SACE received 556 complaints against teachers. 57 hearings were held resulting in 27 teachers struck off from the register. 180 cases are still in process.
- The Council endorsed 80 professional development programmes/activities. The Policy, Planning and Research Unit as well as the Communication and Advocacy unit were fully operational in support of SACE core mandates. SACE was steered by a committed set of Councillors.
- SACE was served by a staff complement of 68. The Council's revenue for the 2012/13 financial year was R64,3 million with the bulk of the revenue generated from educators' levies, amounting to R54,3 million (at R10 per month per educator).
- SACE is now well established as the guardian of teacher professionalism nationally, in Africa and internationally. It is now set to deepen its influence and strengthen its guardianship role.

## **5.3 Umalusi**

Umalusi is one of three Quality Councils established in terms of the National Qualification Framework Act, 2008 (Act 67 of 2008), the other two being the Council on Higher Education (CHE) and the Quality Council for Trades and Occupations (QCTO). Its mandate is further detailed in the General and Further Education and Training Quality Assurance Act, 2001 (as amended, 2008).

Umalusi is responsible for developing and maintaining a sub-framework of qualifications for general and further education and training NQF levels 1–4 and ensuring continuous quality improvements in the delivery and outcomes of the general and further education and training sector of the national education and training system through: setting and monitoring standards for the qualifications on the sub-framework that is within its mandate; conducting research to support its approaches and positions; developing and evaluating qualifications and curricula; accrediting private providers of education and training and assessment, and monitoring and reporting on public providers; assuring the quality of learner assessments at exit points; issuing certificates; and, advising the Minister on matters related to the sub-framework of qualifications in its care. During the 2012/13 financial year, an amount of R42.330 million was transferred to Umalusi. Other revenue comprised fees charged for services (accreditation, certification and verification services) and interest on investments.

During 2012/13:

- Umalusi participated in the NQF implementation Framework towards finalising the mandate requirements of the NQF Act of 2008. In that respect it has attended and cooperated with the NQF Forum and SAQA and the other Quality Councils, and has provided inputs, participated in task teams and developed policies as required, with particular mention of the finalisation of the Sub-framework of qualifications for General and Further Education and Training and the attendant quality assurance policies. During 2012, senior Umalusi staff served on a number of task teams to carry the NQF transition forward, as follows:
  - o Ministerial Task Team for the Review of the National Certificate Vocational (NCV). The report was submitted to the Ministry in March 2012, but subsequently revisited for further review;
  - o Task team constituted by the South African Qualifications Authority (SAQA) to create national policy for Recognition of Prior Learning (RPL), which was finalised in March 2013, and Credit Accumulation and Transfer (CAT), which to date has not been finalised but which would begin to establish a basis for articulation across the three sub-frameworks of the NQF; and
  - o SAQA Task Team that worked on the policy for the registration of qualifications.
- Umalusi quality assured and certificated the assessment and approved the results of the following examinations:
  - o The National Senior Certificate (NSC)
  - o The Senior Certificate, being phased out by 2015
  - o The National Certificate Vocational levels 2 – 4 (NCV)
  - o Technical Certificate N3
  - o The General Education and Training Certificate for adults (GETC).
- Continued work on a year-on-year comparative analysis of the cognitive demand of NSC examinations papers informed quality assurance processes. An exercise in post-exam analysis of learner responses was used to confirm standardisation decisions. The research unit also continued with a limited research project on item analysis and banking.
- A number of research projects were undertaken and reported, the most notable being a discussion document on the NSC pass mark, a report on standards of the curriculum and assessments of the 11 official home languages and a framework for assessing and comparing the cognitive challenge of home language examinations. Umalusi is finalising the following research reports, the research for which was undertaken in 2012:
  - o Towards a construct for assessing high-level language ability in Grade 12
  - o Academic literacy at Foundation Phase level: An explanatory investigation
  - o The first indicator report – in progress toward collecting and analysing data over five years.
- Umalusi commenced with the immense task of quality assuring the Curriculum and Assessment Policy Statement (CAPS) on request of the Department. In 2011, the Foundation Phase was completed but will only be submitted to the Ministry once the Intermediate Phase has been completed so that the transition from one phase to the next forms part of the report. The reports on these two phases will be completed in 2013. The evaluation of the Senior Phase is also planned for completion in 2013. As part of the CAPS project, an evaluation of the subject Life Orientation (NSC and NCV) was undertaken, as well as a substantial project on Tourism and Hospitality

Studies. Both reports were completed in the 2012 financial year although the LO report will only be published later in 2013.

- Private providers across all sectors were provisionally accredited and monitored through the submission of annual self-evaluation reports for independent schools, private FET Colleges, and private AET providers. Umalusi has provisionally accredited 1 500 private institutions across the three sectors. The E&A Unit served the Eksamenraad vir Christelike Onderwys (ERCO) with notice of administrative action declining to extend their provisional accreditation to assess the National Senior Certificate in 2012 and the assessment body closed down in April 2012. Subsequently a new assessment body emerged seeking accreditation to assess the National Senior Certificate, namely, the South African Comprehensive Assessment Institute (SACAI). SACAI was granted provisional accreditation in November 2012 after a pilot examination was conducted and will conduct the NSC examination for the first time in 2014, subject to certain conditions. The Independent Examinations Board was fully accredited to assess the NSC in March 2013.
- The assessment systems of the National Senior Certificate, the National Certificate Vocational and the GETC for adults were monitored for “state of readiness” and reported. This included both the public and private assessment system.
- The assessment systems of the NC(V) and the GETC were audited and two reports generated that were shared with the Department of Higher Education and Training.

## **6. Other organisations to whom transfer payments have been made**

### **6.1 Sector Education and Training Authority (SETA)**

In terms of the Skills Development Act, 1998 (Act 97 of 1998), and the Skills Development Levies Act, 1999 (Act 9 of 1999), an amount of R184 000 was transferred to the Education Training and Development Practices Sector Education and Training Authority.

### **6.2 Other transfers**

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

UNESCO is a specialised agency of the United Nations that receives annual contributions from member states by virtue of their legal obligations as members of the organisation. As a member state South Africa is expected to pay an annual membership fee. For the 2012/13 financial year, an amount of R11.872 million was transferred to UNESCO as South Africa’s annual membership fee.

- **Childline South Africa**

A Memorandum of Agreement between the Department and Childline South Africa was signed to ensure that Childline South Africa was able to receive calls on behalf of the Department relating, among other things, to cases of abuse in schools, and to provide counseling services to victims as required. An amount of R50 000 was transferred to Childline South Africa as a contribution.

- **International Mathematical Olympiad**

The International Mathematics Olympiad is hosted in a different country every second year. The next Olympiad will be hosted by South Africa and subsequent Olympiads will be hosted by Thailand and Brazil respectively. In order for South Africa to be able to host the International Mathematics Olympiad, an amount of R6 million was needed for the event. The Olympiad will spur more children on to higher levels of mathematical ability and feed skills into fields such as engineering, science and finance.

- **Guidance, Counseling and Youth Development Centre for Africa: Malawi**

An amount of R92 610 was transferred to this centre.

### 6.3 Conditional grants to provincial education departments

Five conditional grants were allocated to the Department during the period under review: the HIV and AIDS Life Skills Programme, the National School Nutrition Programme (NSNP), Dinaledi Schools, Technical Secondary Schools Recapitalisation and Education Infrastructure Grant (EIG). In addition to the conditional grants, the Department received an allocation for the School Infrastructure Backlogs Indirect Grant amounting to R2.065 billion. Before conditional grant funds were transferred to the provinces, the Department ensured that all the requirements of the Division of Revenue Act, 2012 (Act 5 of 2012), were met.

The total allocations per conditional grant for 2012/13, in R'000, were as follows:

Conditional grant	Total allocation	Amount transferred	Total amount spent by provincial education departments	% spent on the allocation
HIV and AIDS	208 665	202 677	185 255	88.78
NSNP	4 906 464	4 906 464	4 948 515	100.85
Dinaledi Schools	99 700	95 633	86 238	86.49
Technical Secondary Schools	209 369	198 689	191 187	91.31
EIG	5 822 389	5 802 390	5 609 839	96.34
<b>Total</b>	<b>11 246 587</b>	<b>11 205 853</b>	<b>11 021 034</b>	<b>97.99</b>

#### 6.3.1. HIV and AIDS

The main objectives of the HIV and AIDS Life Skills Education Programme are:

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

Achievements during the 2012/13 financial year were:

- **Advocacy:** The target for the financial year was to reach 357 276 learners and educators through advocacy and social mobilisation activities. The reach of the programme was 344 854 (cumulatively reached throughout the four quarters). In addition, the programme aimed to reach 175 000 school community members through advocacy and social mobilisation events, to complement school-based activities. 67 836 parents and other key

stakeholders were reached in terms of awareness campaigns during the fourth quarter. Cumulatively, 151 793 school community members were reached since the first quarter.

- **Training and development:** The Annual Performance Plan (APP) target for training educators on sexual and reproductive health for learners was 17 900 during the 2012/13 financial year. A total of 17 087 Life Orientation educators were reached through training. In addition, provinces aimed to train 7 320 other subject educators to integrate life skills in their respective subjects. By the end of the financial year, 3 957 educators were trained. Limited reach in this focal area was due to non-approval of training of educators in the Limpopo province.
- **Peer education:** Progress for this focal area will be reported in three categories of peer education, namely, establishment of functional peer education programmes, curriculum-based learner pregnancy and learner retention programmes, and training of learners on prevention of drug and substance use. The target for the establishment of functional peer education programmes was to reach 40 930 learners through training. 81 387 learners were reached through the establishment of functional peer education programmes. Provinces targeted 15 700 learners through curriculum-based learner pregnancy and learner retention programmes and 36 559 learners through training on this focal area. In addition, the target for training of learners on prevention of drug and substance use was to reach 46 050 learners through training. By the end of the financial year, provinces reached 68 461 learners through training. Furthermore, 6 812 primary and secondary school educators were also trained to facilitate and mentor implementation of peer education programmes in schools. The reach of peer education programmes was exceeded due to prioritisation of all three components of training in order to prepare learners on the implementation of the Integrated School Health Programme (ISHP) that targeted Grades 1, 4, 8 and 10 learners in quintile 1 and 2 schools.
- **Care and support:** Components of care and support were Training and establishment of School-Based Support Teams (SBSTs); Policy implementation plans; and, identification and referral of orphans and vulnerable learners (OVCs). The target for the training and establishment of SBST was 9 492. 16 487 educators and support staff were trained as SBSTs. With respect to training of School Management Teams (SMTs) to develop policy implementation plans to manage risk behaviour in schools was 6 871 persons trained for this financial year. The reach of the programme was 3 652 at the end of the financial year. Once again, the limited reach in this focal area was due to non-approval of training activities in Limpopo province. The target for identification and referral of OVCs was to reach 90 030 learners through integrated service delivery days. A total of 155 534 learners were reached across all nine provinces.
- **Learning and Teaching Support Materials (LTSM):** The APP target for this financial year was to procure and distribute 1 201 500 sets of LTSM to 13 500 schools. By the end of the financial year, 1 784 892 sets of LTSM were procured and distributed to 15 185 schools. Limpopo and Western Cape provinces increased the number of LTSM to be purchased, as most schools targeted during the 2011/12 financial year could not be reached. As part of the LTSM, provinces were advised to procure and distribute first aid kits (in accordance with the implementation of the ISHP). The target was to reach 8 500 schools through provision of first aid kits. Provinces reached 13 617 schools. Provinces exceeded the target for this focal area, as they were advised to replenish first aid kits that had depleted contents.
- **Monitoring and Support:** The target for monitoring and support visits was to reach 4 100 schools. 7 245 were reached through monitoring and support visits. In addition, 200 meetings with district officials were planned for the financial year. Provinces held 395 meetings by 31 March 2013.

Challenges confronted during the financial year:

- Gauteng province utilised the conditional grant funds to fund non-grant related activities in the 2009/10 and 2010/11 financial years. The fourth tranche for 2012/13 could not be requested for roll-over to 2012/13 due to unavailability of commitments. Accruals from the 2011/12 were therefore paid from the 2012/13 financial year's allocation. The withheld funds were released on 31 July 2012.
- Late approval of tender specifications in the Western Cape, KwaZulu-Natal and Limpopo provinces to conduct training activities, delayed training, distribution of LTSM and first aid kits to schools and impacted negatively on spending of the HIV and AIDS Life Skills Education Programme grant, especially during the first and second quarters.
- Delayed payment of invoices for activities that were conducted between June and December 2012 had an impact on the final spending of the HIV and AIDS Life Skills Education Programme grant, specifically in Limpopo province.

### **6.3.2 National School Nutrition Programme (NSNP)**

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

In the year under review, this programme provided daily nutritious meals to 9 233 133 learners in 21 467 quintile 1–3 primary and secondary schools as well as identified special schools nationally. This is against the annual target of 8 892 088 million learners as per the Annual Performance Plan (APP), an increase of 341 045 learners. The annual budget amounting to R4.906 billion was transferred to Provincial Education Departments (PEDs) in quarterly tranches, to ensure that quality food was procured and delivered to schools on time and within the required menu specifications. The Department follows the Food-Based Dietary Guidelines by the Department of Health in ensuring that quality meals and standards are delivered.

The programme was successfully implemented in most provinces, with a few challenges of non-feeding reported in some schools in Limpopo. The Department's immediate intervention and response to these challenges ensured that feeding resumed with consistency throughout the school calendar. Other major challenges such as low quality food and the strike action by service providers in Gauteng also received prompt attention and meetings were held with affected service providers.

To improve the quality of meals, the Department embarked on a Soya improvement project. Soya is mostly used as a protein source in all NSNP meals, thus the quality served to learners is of much concern to the Department. Meetings on improving the quality of soya mince and chunks were held with 12 manufacturers. The outcome of these meetings was that soya would be for fortification with micro-nutrients after consultations with manufacturers and the Department of Health. Soya specifications are being reviewed with the assistance of the manufacturers and a database of soya manufacturers whose product met the standards will be compiled.

To strengthen the implementation of the programme, the Department undertook 157 (against an annual target of 150) monitoring and support visits to districts and schools in all provinces except KwaZulu-Natal. Significant observations of improved quality of provided meals were made.

The NSNP also contributed to economic development and community participation. The programme engaged the services of 54 125 Volunteer Food Handlers (VFHs), who are unemployed parents who prepare and serve nutritious meals to learners on all school days in return for a monthly stipend. In comparison to the previous year, this number has increased by 3 446 volunteers. In addition, the current number of service providers contracted for delivery of meals

to schools nationwide is 3 782, comprising 534 community-based cooperatives, 3 078 SMMEs and 170 larger private companies.

In 2012, this programme received tremendous support from the business sector with the signing of a memorandum of agreement (MoA) with Nestlé SA. Nestlé will continue support of the Nestlé Healthy Kids Global Programme, which teaches the benefits of a healthy lifestyle in schools. Tiger Brands Foundation made significant contributions with an increased uptake of schools for a breakfast programme in six provinces (EC, GP, LP, MP, KZN and WC), reaching 37 537 learners. Massmart donated 50 mobile kitchens to schools across provinces, contributing towards hygienic conditions. The Department acknowledges the immense support of these and other partners.

### **Section 100(1)(b) Interventions**

#### **(a) Eastern Cape**

Since the EC was placed under Section 100(1)(b) of the Constitution, programme implementation stabilised following closer cooperation between officials of the Department and their Provincial counterparts. The following challenges were among those identified and addressed in collaboration with the PED:

- Inconsistent feeding;
- Outstanding accruals;
- Delayed transfer of funds to schools due to outstanding Annual Financial Statements;
- Transport challenges in districts;
- Authentic data of learners benefiting from the NSNP (the NSNP and the EMIS data are different);
- Human resource capacity to monitor the programme; and
- Assigning of lower quintiles to schools in the middle of the financial year.

Progress to date on the intervention:

- A Director for the programme was appointed on contract and assumed duty on 1 November 2012;
- All authentic accruals have been settled;
- Transfer of funds to schools was facilitated by the Department in collaboration with the Provincial Institutional Development Support and Governance (IDS&G);
- The process of data verification is ongoing;
- The PED purchased five vehicles to assist with programme monitoring;
- Schools that were awarded lower quintile status were budgeted for inclusion in the programme in the 2013/14 financial year.

The Department addressed new challenges as follows:

- Schools using NSNP funds for other curriculum-related issues like LTSM, paying temporary educators, building administration block, etc.;
- Reclassification of combined schools, especially in the former Transkei.

Following a commissioned audit by an auditing firm on the procurement of equipment and utensils in a sample of Eastern Cape primary and secondary schools, the Department learned valuable lessons as the findings revealed, among others, that asset management in schools was in disarray, records of fixed assets were not kept, and some equipment and utensils delivered to districts were not distributed to schools. The Department intends addressing these issues jointly with the PED in 2013/14.

**(b) Limpopo**

The NSNP is one of the key programmes that were significantly affected due to cash flow challenges in the province. The following challenges were identified and addressed:

- Non-payment of invoices;
- Use of funds from the Norms and Standards for NSNP activities.

The following support was provided for the National School Nutrition Programme:

- Since the beginning of the 2012/13 financial year, the NSNP Unit deployed a team of two to three officials to the province to assist with verification of invoices.
- A circular was issued to inform schools not to use the Norms and Standards allocation for the National School Nutrition Programme. Plans are underway to prepare for the transfer of funds to schools for the payment of fuel and honoraria in all schools with effect from April 2013.
- The five districts and some of the schools were monitored to investigate non-feeding. The findings were that non-feeding occurred in only two circuits in Vhembe district where the matter was addressed and feeding resumed.

**6.3.3 Dinaledi Schools**

- Up to seven textbooks for each learner in Grades 8, 9, 10, 11 and 12 learners.
- Mobile Science laboratories to 300 Dinaledi schools without labs and science kits to 500 Dinaledi Schools.
- Mathematics kits for 500 Dinaledi schools.
- 300 ICT laboratories in Dinaledi schools without ICT Labs.
- Televisions that can receive education TV broadcasts and solutions installed in 500 Dinaledi schools.
- 50 computers in each of the 500 schools.
- Mathematics, Physical Science and English FAL teaching and learning software at 500 Dinaledi schools.
- 2 000 teachers trained in content knowledge in Mathematics, Physical Science and English FAL.
- Distribution to 500 Dinaledi schools of a diagnostic tool to assess, measure and address learning and teaching deficiencies in Mathematics, Physical Science and English FAL.
- Capacity development of principals in 90 Dinaledi schools achieving below 60% pass rate in the NSC examinations.

- Grades 8, 9 and 10 learners in 500 Dinaledi schools trained and supported to participate in Mathematics and Science Olympiads.

Provincial achievements are as follows:

### **Eastern Cape**

- Computer hardware and software were purchased.

### **Free State**

- New ICT Labs constructed.
- 14 upgraded ICT Labs.
- 360 Grade 10 to 12 teachers were trained in Mathematics and Physical Science.

### **Gauteng**

- Purchased scientific calculators, ICT resources and laboratory resources.
- Administered 70 diagnostic assessments in Mathematics and Physical Science, from Grades 8 to 11, where applicable.
- ICT teaching and learning resources were delivered to Dinaledi schools excluding fee-paying as an incentive for teachers in performing quintile 1-5.
- Mathematics, Science and English FAL teachers receive focused Teacher Development.
- Training provided on the management of MST focus schools.
- Training of MST English subject advisors at GET and FET on roles and responsibilities in managing MST.

### **KwaZulu-Natal**

- Textbooks for Grade 11 CAPS Mathematics and Physical Science were supplied to learners.
- Study Guides: Grade 10 – 12 Mathematics, Physical Science and Life Sciences were supplied to learners.
- Teacher Training for Grade 10 – 12 Mathematics, Physical Science and Life Science was provided.

### **Limpopo**

- Training and support provided for Grades 8, 9 and 10 learners in Dinaledi schools to participate in Mathematics and Science Olympiads.
- Capacitated principals.
- Trained teachers on content knowledge in Mathematics, Physical Sciences and English FAL.
- Procured televisions that can receive education TV Broadcasts and installed in 51 Dinaledi schools.
- Procured mobile science laboratories or kits.

### **Mpumalanga**

- 14 Dinaledi schools received science laboratory kits.
- 2 schools received compound microscopes and chemicals.
- 50 learners in 45 Dinaledi schools each received calculators.
- 300 learners in 23 Dinaledi schools received computers.

### **Northern Cape**

- Refurbishment of ICT Labs was done at Vuyolwethu High and Rekgarathile High.
- 34 laptops and data projectors were supplied to schools.
- Science, Physics, Chemistry, Life Sciences software were supplied to 17 schools.

### **North West**

- Mathematics and Physical Science LTSM were delivered to schools.
- Televisions were delivered to schools.

### **Western Cape**

- 46 Dinaledi schools were provided with ICT labs.

### **Output Priorities not yet set.**

- No norms and standards for provisioning Dinaledi schools were set by provinces.
- Provinces delisted/enlisted schools without informing the Department.
- Benefits of scale in terms of transversal procurement has not been effected to date.
- Private partners do not communicate their provisioning and support activities to the Department.

### **6.3.4 Technical Secondary Schools Recapitalisation**

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

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

The identified schools are distributed as follows across provinces: Eastern Cape (31), Free State (18), Gauteng (41), KwaZulu-Natal (32), Limpopo (24), Mpumalanga (15), Northern Cape (10), North West (19), and Western Cape (9).

Achievements for the period under review:

- Training of technical teachers completed on schedule in all provinces.

- Free State completed all workshop refurbishments on schedule.
- Multi-year procurement contracts were introduced within the grant framework and Gauteng successfully adopted the model for the next three years.
- Building of new workshops and refurbishments were at retention stage in all provinces except at one school in the Eastern Cape.
- KwaZulu-Natal, Northern Cape and Gauteng completed the delivery of equipment, tools and machinery on schedule, while other provinces were finalising their deliveries by the end of the financial year.

*Challenges facing the implementation of the grant during the period under review:*

Despite the improvement in expenditure by all provinces, the implementation of the grant continues to be affected by the required outputs not being completed on time. The delays in procurement processes affected all provinces where the funds were held or managed at provincial level. In provinces where the funds were transferred to schools, this challenge was mitigated effectively.

*Strategies and Plans to address the challenges:*

In order to ensure that provinces complete their annual targets on time, the following plans, which have already been drafted into the framework for the next financial year, must be implemented:

- The introduction of multi-year contracts to mitigate the annual contracts and continuous tendering systems.
- The coordination of projects between government departments based on valid service level agreements to replace the 'gentlemen's agreements' and strengthen accountability.
- The transfers of the infrastructure component of the grant into the education infrastructure grants and reallocating the necessary resources to the same grant. This will assist in managing activities that are interrelated within the relevant sections/directorates.

### **6.3.5 Education Infrastructure Grant**

The purpose of the grant is to accelerate construction, maintenance, upgrading and rehabilitation of new and existing infrastructure in education, enhance capacity to deliver infrastructure and address damage to infrastructure caused by floods and other disasters. The allocated budget for the 2012/13 financial year was R5 822.389 million and a provincial adjustment/roll-over for the Eastern Cape increased the allocation to R5 871.763 million. A total of R5 609.839 million or 96% of the adjusted budget was spent by PEDs.

#### **Achievements**

The Department uses the Infrastructure Reporting Model (IRM) to report on the grant. A total of 598 projects were handed over in the 2012/13 financial year. A total of 10 200 units were delivered, consisting of 634 ablution facilities, 2 570 new or additional classrooms, 2 hostels, 10 administration facilities, 31 water projects, 6 multi-purpose centres, 7006m<sup>2</sup> of fencing and 60 new or replacement schools. A professional service provider was appointed for the updating of the NEIMS database and CEM approved the guidelines for the maintenance of school buildings. These guidelines provide a clear delineation of responsibilities for maintenance of assets. A total of 63 posts were filled by the end of the 2012/13 financial year as part of a strategy funded through the grant to appoint built environment specialists in the provincial infrastructure units to enhance the implementation and management of the portfolio. Infrastructure planning support was provided to all provinces, particularly in the improvement and development of U-AMPs (User Asset Management Plans) to develop credible plans that will inform education infrastructure provision.

***The challenges relating to provision of infrastructure in the programme were as follows:***

Insufficient capacity to deliver infrastructure; lack of adequate reporting and monitoring mechanisms; a large number of projects at retention; poor adoption of best practice approaches and methodologies of infrastructure planning; and inadequate maintenance planning and implementation.

## **6.4. Compliance with the Division of Revenue Act**

In terms of section 10(6) of the DoRA, 2012, the duties of the transferring national officer include submitting monthly reports to National Treasury, in the format determined by National Treasury, not later than 20 days after the end of each month. This obligation was met. In terms of section 12(3) of the DoRA, 2012, the duties of the receiving officer includes submitting monthly reports to the relevant provincial treasury and to the transferring national officer on amounts received, funds withheld, and the actual expenditure of the province. Not all provinces reported by the 15<sup>th</sup> of each month of the financial year. However, all information was collected on a monthly basis before the Department reported to National Treasury on the 20<sup>th</sup>. The Department submitted quarterly reports to the National Treasury and the National Council of Provinces. In addition, the quarterly report were also submitted to the Portfolio Committee on Basic Education.

The second transfers scheduled for 30 October 2012 of the Free State, North West and Western Cape provincial education departments in respect of the Dinaledi schools were withheld for more than 30 days due to low spending on the grant. This was done in accordance with the Division of Revenue Act, 2012. Their second transfers were only made on 11 December 2012. In respect of the Technical Secondary Schools Recapitalisation Grant, the third transfer of KwaZulu-Natal was withheld for 30 days due to low spending. However, KwaZulu-Natal responded and provided proof of commitments and its transfer was made on 23 November 2012.

The last transfers of the Dinaledi Schools, Technical Secondary Schools Recapitalisation and HIV and AIDS grants were not made to Limpopo Province in 2012/13 due to low spending on the grants. National Treasury allocated R10 million to each province to increase their capacity to appoint environmental specialists to assist with the Education Infrastructure Grant (EIG). KwaZulu-Natal and Northern Cape did not appoint personnel for that purpose and their R10 million allocations were not made in the 2012/13 financial year.

### **6.4.1 Late approval of business plans**

Provincial workshops to support the development of business plans are conducted with the nine provinces each year. Final business plans and compliance certificates were submitted to National Treasury for the HIV and AIDS Life Skills Programme, the NSNP, Dinaledi Schools and the Technical Secondary Schools Recapitalisation conditional grants.

However, the first transfers for the Dinaledi Schools conditional grant for Eastern Cape, Free State, Gauteng, KwaZulu-Natal and Mpumalanga were withheld for 30 days due to non-submission of their business plans and their transfers, scheduled for 21 May 2012, were made on 11 June 2012. This impacted on the start of activities in these provinces for the 2012/13 financial year.

### **6.4.2 Performance evaluation of the conditional grants**

In terms of Section 10(8) of the Division of Revenue Act, 2012, the transferring national officer must evaluate the performance of programmes funded or partially funded by the allocation and submit such evaluations to the National Treasury within four months of the end of the financial year. The Department conducted an annual performance evaluation of all the conditional grants that the Department managed in the 2011/12 financial year, namely the National School Nutrition Programme (NSNP), the HIV and AIDS Life Skills Education Programme, Dinaledi Schools, Education Infrastructure Grant and the Technical Secondary School Recapitalisation conditional grants, in accordance with the process relevant and applicable to the National Treasury Practice Note. The evaluation process was completed in all

nine provinces. Schools were evaluated in line with the Evaluation Plan that was submitted to National Treasury, and the Evaluation Reports were submitted to National Treasury, the National Council of Provinces and the Portfolio Committee on Basic Education.

## **7. Public private partnerships (PPP)**

The Department of Education entered into a PPP agreement for the financing, construction, operation and maintenance of office accommodation for the Department on 20 April 2007, and construction started in May 2007. This agreement made provision for the financing, construction and maintenance of the building and for a service period of 25 years thereafter. The construction of the building was completed as scheduled in February 2010. After the split of the Department of Education, the building was not big enough to accommodate the two departments and it was decided that only the Department of Basic Education would take over the PPP contract and occupy the building. The Department of Basic Education relocated to the new building and made unitary payments from February 2010 to March 2013. In view of the fact that part of the building was custom-designed for the examination section of the Department of Education, those section of both departments are being accommodated in the building. The sharing of the printing facility is impractical and creates security problems. The Department also would like to use the printing production line for the printing of the ANA documentation as well as to assist with the printing of some of the NSC question papers.

## **8. Corporate governance arrangements**

### **8.1 The risk assessment and fraud prevention plan of the Department**

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

### **8.2 Internal Audit Unit**

The Internal Audit unit is operational and fully staffed, including a Director: Internal Audit appointed on contract until the end of April 2013. The audit plan was approved by the Audit Committee and the audits were conducted.

### **8.3 The Audit Committee**

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

### **8.4 Management processes for minimising conflict of interest**

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

### **8.5 Implementation of a code of conduct**

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

## 8.6 Safety, health and environmental issues facing the Department

Safety, health and environment are shared responsibilities of the Department and the PPP in terms of the contract. Officials of both parties have been trained in evacuation, firefighting, first aid, and as safety, health and environment representatives.

## 8.7 Other governance structures

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

**Information Technology Committee (ITC).** The purposes of the ITC, which meets once a month, are to review and endorse information and communications technology (ICT) plans, policies and standards, and coordinate and ensure compliance of the Department's ICT with the strategic directions of the Government Information Technology Officer Council (GITOC) and government policies and standards. The ITC also regulates the acquisition, deployment, use and disposal of all Information and Communications Technology, Information Systems and Information Management Systems (ICT/IS/IM) in the Department.

**Budget Review Advisory Committee (BRAC)** The BRAC advises the Accounting Officer on the allocation of departmental funds, conditional grants and donor funds, and ensures that allocations and reallocations are in line with the educational priorities for the particular financial year. The BRAC consists of the Programme Managers of the Department.

## 9. Discontinued activities/activities to be discontinued

None

## 10. New/proposed activities

None

## 11. Interim Financial Statements

The Department submitted the Interim Financial Statements to National Treasury as per the requirements of Practice Note 1 for the 2012/13 financial year. The statements were reviewed after the reporting quarter.

## 12. Asset management

### 12.1 Progress with regard to capturing assets in the asset register

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

## 12.2 Indication of the extent of compliance with the minimum requirements

The asset register complies fully with the asset management requirements.

## 12.3 Indication of the extent of compliance with the Asset Management Reforms milestones

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

## 12.4 Indication of problems experienced with the Asset Management Reform

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

## 13. Inventories

The inventories on hand at year-end amounted to R29.007 million and were constituted as follows, in R'000:

Item	Amount in R'000
Stationery: Departmental	218
Kha Ri Gude	7 183
Workbooks	21 525
Library Materials	81

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

## 14. Events after the reporting date

There was an invoice and claim for an ASIDI project which were submitted after the reporting period and could not be disclosed as accruals in the 2011/12 Annual Financial Statements. Refer to Disclosure Note 21 for details.

## 15. Information on predetermined objectives

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

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

At the end of each quarter, each Programme Manager is required to compile a report as described in the Operational Plan of the Programme in the approved format within ten working days following the end of a quarter. Provide documentary evidence to performance auditors, both internal and external, to comply with the performance audit legislative framework.

The Chief Directorate: Strategic Planning, Research and Coordination, after completing the programme performance analysis, provides Programme Managers with comments, observations and recommendations for improvements to be effected on the report where necessary.

## 16. SCOPA resolutions

None

## 17. Prior modifications to audit reports

None

## 18. Exemptions and deviations received from National Treasury

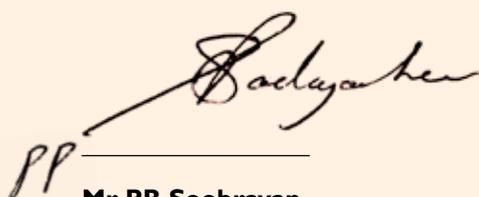
None

## 19. Other

None

## 20. Approval

The financial statements set out on pages 241 to 312 have been approved by the Accounting Officer.



Mr PB Soobrayan  
Director-General  
Date: 31 May 2013

## ACCOUNTING OFFICER'S STATEMENT OF RESPONSIBILITY

### Statement of Responsibility for the Annual Financial Statements for the year ended 31 March 2013

The Accounting Office is responsible for the preparation of the Department's annual financial statements and for the judgements made in this information.

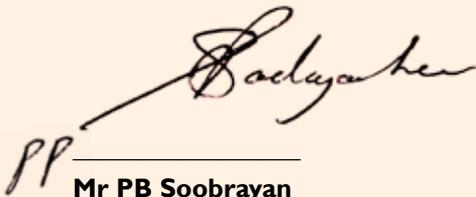
The Accounting Officer is responsible for establishing and implementing a system of internal control designed to provide reasonable assurance as to the integrity and reliability of the annual financial statements.

In my opinion, the financial statements fairly reflect the operations of the Department for the financial year ended 31 March 2013.

The external auditors were engaged to express an independent opinion on the AFS of the Department.

The Department of Basic Education Annual Financial Statements for the year ended 31 March 2013 have been examined by the external auditors and their report is presented on page 236.

The Annual Financial Statements of the Department set out on page 241 to page 312 have been approved.



**Mr PB Soobrayan**  
**Accounting Officer**  
**Department of Basic Education**  
**Date: 31 May 2013**

# REPORT OF THE AUDITOR-GENERAL TO PARLIAMENT ON VOTE NO.15: DEPARTMENT OF BASIC EDUCATION

## REPORT ON THE FINANCIAL STATEMENTS

### Introduction

1. I have audited the financial statements of the Department of Basic Education set out on pages 241 to 312 which comprise the appropriation statement, the statement of financial position as at 31 March 2013, the statement of financial performance, statement of changes in net assets and the cash flow statement for the year then ended, and the notes, comprising a summary of significant accounting policies and other explanatory information.

### Accounting officer's responsibility for the financial statements

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

### Auditor-General's responsibility

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

### Opinion

6. In my opinion, the financial statements present fairly, in all material respects, the financial position of the Department of Basic Education as at 31 March 2013, and its financial performance and cash flows for the year then ended in accordance with the departmental financial reporting framework prescribed by the National Treasury and the requirements of the PFMA.

### Emphasis of matters

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

**Material underspending of the budget**

8. As disclosed in the appropriation statement, the department has materially underspent the budget on programme 4 to the amount of R1 228 million. Consequently, the department has not fully achieved its objectives of the Accelerated School Infrastructure Delivery Initiative (ASIDI).

**Restatement of prior year comparative figures**

9. As disclosed in note 21 to the financial statements, the corresponding figures for the prior-year accruals disclosure note have been restated as a result of errors discovered during the 2012-13 audits in the financial statements of the Department of Basic Education at, and for the year ended, 31 March 2012.

**Additional matters**

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

**Basis of accounting**

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

**Late finalisation of the audit**

11. Section 40(1)(c) of the PFMA requires the accounting officer to submit the annual financial statements to the Auditor-General for auditing within two months of the end of the financial year. Although the financial statements were submitted for auditing within the legislated time frame, the audit was delayed at the request from the executive authority to allow management to take corrective action relating to several account balances that were impacting on the audit opinion.

**Unaudited supplementary information**

12. The supplementary information set out on pages 296 to 310 does not form part of the financial statements and is presented as additional information. I have not audited this schedule and, accordingly, I do not express an opinion thereon.

**REPORT ON OTHER LEGAL AND REGULATORY REQUIREMENTS**

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

**Predetermined objectives**

14. I performed procedures to obtain evidence about the usefulness and reliability of the information in the annual performance report as set out on pages 41 to 156 of the annual report.
15. The reported performance against predetermined objectives was evaluated against the overall criteria of usefulness and reliability. The usefulness of information in the annual performance report relates to whether it is presented in accordance with the National Treasury's annual reporting principles and whether the reported

performance is consistent with the planned objectives. The usefulness of information further relates to whether indicators and targets are measurable (i.e. well defined, verifiable, specific, measurable and time bound) and relevant as required by the National Treasury's Framework for managing programme performance information (FMPPI).

The reliability of the information in respect of the selected programmes is assessed to determine whether it adequately reflects the facts (i.e. whether it is valid, accurate and complete).

16. The material findings are as follows:

### **Usefulness of information**

#### **Measurability**

17. The National Treasury's FMPPI requires that indicators should have clear, unambiguous data definitions so that data is collected consistently and is easy to understand and use. A total of 64% of the indicators were not well defined in that clear, unambiguous data definitions were not available to allow data to be collected consistently.
18. This was due to the fact that management had selected data definitions that did not reflect the actual source data collated for reported performance.

### **Reliability of information**

#### **Curriculum policy support and monitoring**

##### **Validity, accuracy and completeness**

19. The National Treasury's FMPPI requires that institutions should have appropriate systems to collect, collate, verify and store performance information to ensure valid, accurate and complete reporting of actual achievements against planned objectives, indicators and targets.
20. I was unable to obtain the information and explanations I considered necessary to gain satisfaction regarding the reliability of the information presented with respect to the curriculum policy support and monitoring programme.
21. This was due to the department not being able to provide sufficient and appropriate evidence to support the achievements reported with respect to the curriculum policy support and monitoring programme.

#### **Planning, information and assessment**

##### **Validity, accuracy and completeness**

22. The FMPPI requires that institutions should have appropriate systems to collect, collate, verify and store performance information to ensure valid, accurate and complete reporting of actual achievements against planned objectives, indicators and targets.
23. I was unable to obtain the information and explanations I considered necessary to gain satisfaction regarding the reliability of the information presented with respect to the planning, information and assessment programme.
24. This was due to the department being unable to provide sufficient and appropriate evidence to support the achievements reported with respect to the planning, information and assessment programme.

## Education enrichment services

### Validity, accuracy and completeness

25. The FMPPI requires that institutions should have appropriate systems to collect, collate, verify and store performance information to ensure valid, accurate and complete reporting of actual achievements against planned objectives, indicators and targets.
26. I was unable to obtain the information and explanations I considered necessary to gain satisfaction regarding the reliability of the information presented with respect to the education enrichment services programme.
27. This was due to the department being unable to provide sufficient and appropriate evidence to support the achievements reported with respect to the education enrichment services programme.

### Compliance with laws and regulations

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

### Annual financial statements

29. The financial statements submitted for auditing were not prepared in all material respects in accordance with the requirements of section 40(1) of the PFMA. Material misstatements of accruals, immovable tangible capital assets, prepayments and advances, payments for capital assets, operating leases, commitments and accruals identified by the auditors in the financial statements submitted were subsequently corrected.

### Expenditure management

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

### Procurement and contract management

31. A competitive bidding process in respect of the appointment of implementing agents where expenditure to the total value of R82 808 million were incurred as the appointments were not as required by regulation 11(13)(a) of the Preferential Procurement Policy Framework Act, 2000 (Act No. 5 of 2000) and the regulations and instructions issued in terms of the act

### Risk management

32. The accounting officer did not ensure that the department had effective, efficient and transparent systems of financial and risk management and internal control, as required by section 38(1)(a)(i) of the PFMA and Treasury Regulation 3.2.1, as the emerging risks applicable to the department were not all identified to direct and prioritise the internal audit effort in improving controls and managing these risks.

### Internal control

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

## Leadership

34. An assessment was not undertaken prior to the initiation of the ASIDI to determine the oversight responsibilities that would have to be assumed during all the phases of the infrastructure delivery process and to ensure compliance with the financial reporting responsibilities. Furthermore, consideration was not given to the resources that would be required to manage the ASIDI and existing policies and procedures were not updated and were therefore not aligned to changes in the mandate of the department. This resulted in significant weaknesses in the oversight responsibility regarding financial reporting responsibilities, compliance and related internal controls in respect of the ASIDI.
35. The department's internal policies and procedures did not explain its role and responsibilities in monitoring and evaluating strategic objectives implemented by the provincial education departments and reported in its annual performance report, which resulted in inaccurate and unverifiable performance reporting.
36. The monitoring and evaluation unit did not exert adequate oversight over the strategic objectives implemented by the department during the quarterly performance evaluation process to determine the accuracy of the reported achievements with reference to the supporting documentation provided.
37. The department also did not formally determine the staff complement required to perform its performance monitoring and evaluation functions.

## Financial and performance management

38. Record keeping, daily and monthly processing and the recording of transactions relating to the ASIDI and performance management were not effective. Existing controls had not been enhanced to ensure adequate record keeping that would support accurate and complete financial and performance reporting.

## Governance

39. Not all significant risks relevant to the department were identified. As a result, the efforts of the internal audit division of the department were not appropriately directed to addressing deficiencies in the control environment.

*Auditor-General*

Pretoria

16 September 2013



AUDITOR - GENERAL  
SOUTH AFRICA

*Auditing to build public confidence*

		Appropriation per programme									
		2012/13					2011/12				
Appropriation Statement	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure		
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000	R'000	
<b>1. Administration</b>											
Current payment	295 084	-	(2 677)	292 407	288 088	4 319	98.5%	257 857	255 195		
Transfers and subsidies	11 638	-	672	12 310	12 279	31	99.7%	11 457	11 041		
Payment for capital assets	12 877	-	5 291	18 168	16 961	1 207	93.4%	15 524	12 355		
<b>2. Curriculum Policy, Support and Monitoring</b>											
Current payment	1 417 743	-	(962)	1 416 781	1 398 167	18 614	98.7%	1 507 388	1 414 101		
Transfers and subsidies	1	-	381	382	380	2	99.5%	240	18		
Payment for capital assets	655	-	(70)	585	359	226	61.4%	341	203		
<b>3. Teacher, Education HR and Institutional Development</b>											
Current payment	192 750	-	(9 234)	183 516	140 585	42 931	76.6%	134 795	91 466		
Transfers and subsidies	673 444	-	6 254	679 698	679 694	4	100.0%	449 515	449 513		
Payment for capital assets	405	-	-	405	298	107	73.6%	643	561		
<b>4. Planning, Information and Assessment</b>											
Current payment	195 920	-	(772)	195 148	192 541	2 607	98.7%	191 977	166 754		
Transfers and subsidies	5 864 812	-	102	5 864 914	5 844 913	20 001	99.7%	5 696 774	5 329 561		
Payment for capital assets	2 066 352	-	124	2 066 476	860 419	1 206 057	41.6%	703 708	78 507		
<b>5. Educational Enrichment Services</b>											
Current payment	47 845	-	753	48 598	47 368	1 230	97.5%	49 596	43 060		
Transfers and subsidies	5 424 248	-	114	5 424 362	5 403 625	20 737	99.6%	5 060 248	5 048 241		
Payment for capital assets	220	-	24	244	207	37	84.8%	403	338		
<b>TOTAL</b>	<b>16 203 994</b>	<b>-</b>	<b>-</b>	<b>16 203 994</b>	<b>14 885 884</b>	<b>1 318 110</b>	<b>91.9%</b>	<b>14 080 466</b>	<b>12 900 914</b>		

**DEPARTMENT OF BASIC EDUCATION**

VOTE 15

**APPROPRIATION STATEMENT**  
for the year ended 31 March 2013

	2012/13		2011/12	
	Final Appropriation	Actual Expenditure	Final Appropriation	Actual Expenditure
<b>TOTAL (brought forward)</b>				
<b>Reconciliation with statement of financial performance</b>				
<b>ADD</b>				
Departmental receipts	8 029		12 731	
Direct Exchequer receipts	-		3 093	
Aid assistance	304 000		157 060	
<b>Actual amounts per statement of financial performance (total revenue)</b>	<b>16 516 023</b>		<b>14 253 350</b>	
<b>ADD</b>				
Aid assistance		300 914		146 788
Direct Exchequer payments				
Prior year unauthorised expenditure approved without funding				
<b>Actual amounts per statement of financial performance (total expenditure)</b>		<b>15 186 798</b>		<b>13 047 702</b>

Appropriation per economic classification										
	2012/13					2011/12				
	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 %	Appropriation R'000	Final Appropriation R'000	Actual expenditure R'000
<b>Current payments</b>										
Compensation of employees	356 656	-	(21 659)	334 997	325 210	9 787	97.1%	310 784	310 784	295 423
Goods and services	1 742 574	-	(4 433)	1 738 142	1 690 567	47 574	97.3%	1 778 310	1 778 310	1 621 191
Interest and rent on land	50 112	-	13 200	63 312	51 465	11 847	81.3%	52 519	52 519	52 519
<b>Transfers and subsidies</b>										
Provinces and municipalities	11 246 587	-	-	11 246 587	11 205 853	40 734	99.6%	10 736 898	10 736 898	10 357 686
Departmental agencies and accounts	714 427	-	-	714 427	714 426	1	100.0%	467 989	467 989	467 988
Foreign governments and international organisations	11 406	-	567	11 973	11 987	(14)	100.1%	10 866	10 866	10 455
Non-profit institutions	50	-	6 000	6 050	6 050	-	100.0%	50	50	50
Households	1 673	-	917	2 590	2 575	15	99.4%	2 431	2 431	2 415
Gifts and donations	-	-	-	-	-	-	-	-	-	1
<b>Payments for capital assets</b>										
Buildings and other fixed structures	2 072 382	-	(750)	2 071 632	866 251	1 205 381	41.8%	704 204	704 204	80 286
Machinery and equipment	7 989	-	6 113	14 102	11 422	2 680	81.0%	13 968	13 968	10 471
Software and other intangible assets	138	-	45	183	78	105	42.6%	2 447	2 447	2 429
<b>Total</b>	<b>16 203 994</b>	<b>-</b>	<b>-</b>	<b>16 203 994</b>	<b>14 885 884</b>	<b>1 318 110</b>	<b>91.9%</b>	<b>14 080 466</b>	<b>14 080 466</b>	<b>12 900 914</b>

Detail per sub-programme	Detail per Programme 1 - Administration									
	2012/13					2011/12				
	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 %	Appropriation R'000	Final expenditure R'000	Actual expenditure R'000
<b>1.1 Ministry</b>										
Current payment	21 830	-	357	22 187	21 592	595	97.3%	24 666	24 666	24 591
Transfers and subsidies	6	-	3	9	8	1	88.9%	23	23	22
Payment for capital assets	267	-	1 029	1 296	1 275	21	98.4%	113	113	110
<b>1.2 Department Management</b>										
Current payment	53 675	-	1 101	54 776	53 156	1 620	97.0%	32 580	32 580	32 225
Transfers and subsidies	1	-	29	30	29	1	96.7%	9	9	9
Payment for capital assets	479	-	-	479	386	93	80.6%	1 295	1 295	1 152
<b>1.3 Corporate Services</b>										
Current payment	57 640	-	2 245	59 885	58 709	1 176	98.0%	51 441	51 441	51 139
Transfers and subsidies	11 631	-	598	12 229	12 240	(11)	100.1%	11 423	11 423	11 009
Payment for capital assets	1 106	-	299	1 405	1 277	128	90.9%	1 314	1 314	1 281
<b>1.4 Office of the CFO</b>										
Current payments	26 190	-	(769)	25 421	25 064	357	98.6%	24 444	24 444	24 187
Transfers and subsidies	-	-	3	3	2	1	66.7%	2	2	1
Payment for capital assets	189	-	48	237	235	2	99.2%	336	336	293
<b>1.5 Internal Audit &amp; Risk Manage</b>										
Current payments	4 440	-	(100)	4 340	4 201	139	96.8%	2 463	2 463	2 417
Transfers and subsidies	-	-	39	39	-	39	-	-	-	-
Payment for capital assets	79	-	-	79	116	(37)	146.8%	17	17	16
<b>1.6 Office Accommodation</b>										
Current payments	131 309	-	(5 511)	125 798	125 366	432	99.7%	122 263	122 263	120 636
Payment for capital assets	10 757	-	3 915	14 672	13 672	1 000	93.2%	12 449	12 449	9 503
<b>Total</b>	<b>319 599</b>	<b>-</b>	<b>3 286</b>	<b>322 885</b>	<b>317 328</b>	<b>5 557</b>	<b>98.3%</b>	<b>284 838</b>	<b>284 838</b>	<b>278 591</b>

Detail per Programme 1 - Administration										
Program 1 Per Economic classification	2012/13					2011/12				
	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	
<b>Current payments</b>										
Compensation of employees	102 673	-	(4 918)	97 755	95 316	2 439	97.5%	80 898	80 685	
Goods and services	142 299	-	(10 959)	131 340	141 877	(10 537)	108.0%	124 440	121 991	
Interest and rent on land	50 112	-	13 200	63 312	51 465	11 847	81.3%	52 519	52 519	
<b>Transfers and subsidies</b>										
Departmental agencies and accounts	185	-	-	185	184	1	99.5%	158	157	
Foreign governments and international organisations	11 406	-	567	11 973	11 987	(14)	100.1%	10 866	10 455	
Households	47	-	66	113	108	5	95.6%	433	428	
Gifts and donations	-	-	-	-	-	-	-	-	1	
<b>Payments for capital assets</b>										
Buildings and other fixed structures	7 382	-	(750)	6 632	6 623	9	99.9%	4 204	4 202	
Machinery and equipment	5 357	-	6 049	11 406	9 703	1 703	85.1%	11 258	8 100	
Software and other intangible assets	138	-	31	169	65	104	38.5%	62	53	
<b>Total</b>	<b>319 599</b>	<b>-</b>	<b>3 286</b>	<b>322 885</b>	<b>317 328</b>	<b>5 557</b>	<b>98.3%</b>	<b>284 838</b>	<b>278 591</b>	

Detail per Programme 2 – Curriculum Policy, Support and Monitoring										
Detail per sub-programme	2012/13					2011/12				
	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 %	Appropriation R'000	Final R'000	Actual expenditure R'000
<b>2.1 Programme Management: Curriculum Policy, Support and Monitoring</b>										
Current payment	3 827	-	(940)	2 887	2 709	178	93.8%	2 005	2 005	1 976
Transfers and subsidies	-	-	-	-	-	-	-	-	-	-
Payment for capital assets	20	-	-	20	18	2	90.0%	27	27	26
<b>2.2 Curriculum Implementation and Monitoring</b>										
Current payment	26 121	-	3	26 124	25 765	359	98.6%	24 133	24 133	23 455
Transfers and subsidies	-	-	47	47	46	1	97.9%	222	222	-
Payment for capital assets	202	-	33	235	174	61	74.0%	155	155	100
<b>2.3 Kha Ri Gude Literacy Project</b>										
Current payment	589 894	-	(375)	589 519	572 021	17 498	97.0%	541 551	541 551	497 297
Transfers and subsidies	-	-	334	334	334	-	100.0%	18	18	18
Payment for capital assets	64	-	41	105	102	3	97.1%	24	24	24
<b>2.4 Curriculum and quality Enhancement Programmes</b>										
Current payments	797 901	-	350	798 251	797 672	579	99.9%	939 699	939 699	891 373
Transfers and subsidies	1	-	-	1	-	1	-	-	-	-
Payment for capital assets	369	-	(144)	225	65	160	28.9%	135	135	53
<b>Total</b>	<b>1 418 399</b>	<b>-</b>	<b>(651)</b>	<b>1 417 748</b>	<b>1 398 906</b>	<b>18 842</b>	<b>98.7%</b>	<b>1 507 969</b>	<b>1 507 969</b>	<b>1 414 322</b>

Detail per Programme 2 – Curriculum Policy, Support and Monitoring											
Program 2 Per Economic classification	2012/13						2011/12				
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Appropriation	Final	Actual expenditure	
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000	R'000	
<b>Current payments</b>											
Compensation of employees	57 977	-	2 589	60 566	58 970	1 596	97.4%	59 631	59 631	57 069	
Goods and services	1 359 766	-	(3 551)	1 356 216	1 339 197	17 019	98.7%	1 447 757	1 447 757	1 356 811	
Interest and rent on land	-	-	-	-	-	-	-	-	-	-	
<b>Transfers and subsidies</b>											
Households	1	-	381	382	380	2	99.5%	240	240	239	
<b>Payments for capital assets</b>											
Buildings and other fixed structures	-	-	(85)	571	346	225	60.6%	332	332	203	
Machinery and equipment	655	-	14	14	13	1	92.9%	9	9	-	
Software and other intangible assets	-	-	-	-	-	-	-	-	-	-	
<b>Payments for financial assets</b>											
<b>Total</b>	<b>1 418 399</b>	<b>-</b>	<b>(651)</b>	<b>1 417 748</b>	<b>1 398 906</b>	<b>18 842</b>	<b>98.7%</b>	<b>1 507 969</b>	<b>1 507 969</b>	<b>1 414 322</b>	

Detail per Programme 3 – Teachers, Education Human Resources and Institutional Development									
Detail per sub-programme	2012/13					2011/12			
	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
<b>3.1 Programme Management: Teachers, Education HR and Institutional Development</b>									
Current payment	1 398	-	(350)	1 048	929	119	88.6%	3 246	2 972
Transfers and subsidies	1 421	-	130	1 551	1 549	2	99.9%	-	-
Payment for capital assets	8	-	-	8	8	-	100.0%	50	41
<b>3.2 Education HR Management</b>									
Current payment	51 250	-	1 067	52 317	49 787	2 530	95.2%	48 861	45 163
Transfers and subsidies	69	-	124	193	192	1	99.5%	46	45
Payment for capital assets	60	-	49	109	91	18	83.5%	92	72
<b>3.3 Education HR Development</b>									
Current payment	127 291	-	(6 007)	121 284	81 719	39 565	67.4%	78 816	39 731
Transfers and subsidies	671 944	-	6 000	677 944	677 943	1	100.0%	449 469	449 468
Payment for capital assets	114	-	8	122	100	22	82.0%	105	76
<b>3.4 Curriculum and Professional Development Unit</b>									
Current payments	12 811	-	(3 944)	8 867	8 150	717	91.9%	3 872	3 600
Transfers and subsidies	10	-	-	10	10	-	100.0%	-	-
Payment for capital assets	223	-	(57)	166	99	67	59.6%	396	372
<b>Total</b>	<b>866 599</b>	<b>-</b>	<b>(2 980)</b>	<b>863 619</b>	<b>820 577</b>	<b>43 042</b>	<b>95.0%</b>	<b>584 953</b>	<b>541 540</b>

Detail per Programme 3 – Teachers, Education Human Resources and Institutional Development											
Program 3 Per Economic classification	2012/13						2011/12				
	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 %	Appropriation R'000	Final Appropriation R'000	Actual expenditure R'000	
<b>Current payments</b>											
Compensation of employees	65 454	-	(9 134)	56 320	52 894	3 426	93.9%	59 661	59 661	55 301	
Goods and services	127 296	-	(100)	127 196	87 691	39 505	68.9%	75 134	75 134	36 165	
<b>Transfers and subsidies</b>											
Departmental agencies and accounts	671 912	-	-	671 912	671 912	-	100.0%	449 440	449 440	449 440	
Non-profit institutions	-	-	6 000	6 000	6 000	-	100.0%	-	-	-	
Households	1 532	-	254	1 786	1 782	4	99.8%	75	75	73	
<b>Payments for capital assets</b>											
Machinery and equipment	405	-	-	405	298	107	73.6%	298	298	216	
Software and other intangible assets	-	-	-	-	-	-	-	345	345	345	
<b>Payments for financial assets</b>											
<b>Total</b>	<b>866 599</b>	<b>-</b>	<b>(2 980)</b>	<b>863 619</b>	<b>820 577</b>	<b>43 042</b>	<b>95.0%</b>	<b>584 953</b>	<b>584 953</b>	<b>541 540</b>	

Detail per Programme 4 – Planning, Information and Assessment										
Detail per sub-programme	2012/13					2011/12				
	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 %	Appropriation R'000	Final expenditure R'000	Actual R'000
<b>4.1 Programme Management: Planning, Information and Assessment</b>										
Current payment	2 424	-	70	2 494	2 253	241	90.3%	913	768	
Payment for capital assets	-	-	-	-	-	-	-	20	20	
<b>4.2 Information Management Systems</b>										
Current payment	30 338	-	(2 021)	28 317	27 845	472	98.3%	29 977	28 797	
Transfers and subsidies	-	-	1	1	1	-	100.0%	33	30	
Payment for capital assets	89	-	44	133	123	10	92.5%	917	912	
<b>4.3 Finance and Physical Planning</b>										
Current payment	14 558	-	(170)	14 388	13 873	515	96.4%	16 511	16 318	
Transfers and subsidies	5 822 389	-	-	5 822 389	5 802 390	19 999	99.7%	5 678 301	5 311 092	
Payment for capital assets	2 065 154	-	(50)	2 065 104	859 629	1 205 475	41.6%	700 149	76 227	
<b>4.4 National Assessments and Public Examinations</b>										
Current payments	116 753	-	1 020	117 773	116 882	891	99.2%	122 041	103 806	
Transfers and subsidies	42 398	-	20	42 418	42 418	-	100.0%	18 395	18 394	
Payment for capital assets	912	-	110	1 022	520	502	50.9%	2 130	894	
<b>4.5 National Education Evaluation and Development Unit</b>										
Current payments	16 762	-	304	17 066	16 977	89	99.5%	11 676	6 331	
Transfers and subsidies	-	-	56	56	55	1	98.2%	5	5	
Payment for capital assets	34	-	20	54	52	2	96.3%	266	265	
<b>4.6 Plan &amp; Delivery Oversight Unit</b>										
Current payments	15 085	-	25	15 110	14 711	399	97.4%	10 859	10 734	
Transfers and subsidies	25	-	25	50	49	1	98.0%	40	40	
Payment for capital assets	163	-	-	163	95	68	58.3%	226	189	
<b>Total</b>	<b>8 127 084</b>	<b>-</b>	<b>(546)</b>	<b>8 126 538</b>	<b>6 897 873</b>	<b>1 228 665</b>	<b>84.9%</b>	<b>6 592 459</b>	<b>5 574 822</b>	

Detail per Programme 4 – Planning, Information and Assessment											
Program 4 Per Economic classification	2012/13						2011/12				
	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 %	Appropriation R'000	Final Appropriation R'000	Actual expenditure R'000	
<b>Current payments</b>											
Compensation of employees	97 888	-	(9 692)	88 196	86 449	1 747	98.0%	78 539	78 539	71 611	
Goods and services	98 032	-	8 920	106 952	106 015	937	99.1%	113 438	113 438	93 921	
Interest and rent on land	-	-	-	-	-	-					
<b>Transfers and subsidies</b>											
Provinces and municipalities	5 822 389	-	-	5 822 389	5 802 390	19 999	99.7%	5 678 300	5 678 300	5 311 091	
Departmental agencies and accounts	42 330	-	-	42 330	42 330	-	100.0%	18 391	18 391	18 391	
Households	93	-	102	195	193	2	99.0%	83	83	79	
Gifts and donations	-	-	-	-	-	-					
<b>Payments for capital assets</b>											
Buildings and other fixed structures	2 065 000	-	-	2 065 000	859 628	1 205 372	41.6%	700 000	700 000	76 084	
Machinery and equipment	1 352	-	124	1 476	868	608	58.8%	1 677	1 677	1 614	
Land and subsoil assets	-	-	-	-	-	-		2 031	2 031	2 031	
Software and other intangible assets	-	-	-	-	-	-					
<b>Total</b>	<b>8 127 084</b>	<b>-</b>	<b>(546)</b>	<b>8 126 538</b>	<b>6 897 873</b>	<b>1 228 665</b>	<b>84.9%</b>	<b>6 592 459</b>	<b>6 592 459</b>	<b>5 574 822</b>	

Detail per Programme 5 – Education Enrichment Services										
Detail per sub-programme	2012/13					2011/12				
	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	
<b>5.1 Programme Management: Educational Enrichment Services</b>										
Current payment	2 970	-	118	3 088	3 023	65	97.9%	3 684	3 495	
Transfers and subsidies	-	-	-	-	-	-	-	-	-	
Payment for capital assets	-	-	-	-	-	-	-	30	30	
<b>5.2 Partnership in Education</b>										
Current payment	11 231	-	635	11 866	11 542	324	97.3%	13 068	12 315	
Transfers and subsidies	-	-	5	5	4	1	80.0%	7	7	
Payment for capital assets	15	-	(1)	14	9	5	64.3%	127	103	
<b>5.3 Care and support in Schools</b>										
Current payment	15 346	-	685	16 031	15 679	352	97.8%	15 933	14 862	
Transfers and subsidies	50	-	-	50	50	-	100.0%	1 605	1 602	
Payment for capital assets	134	-	25	159	149	10	93.7%	110	77	
<b>5.4 Grant Implementation, Monitoring and Reporting</b>										
Current payments	18 298	-	(685)	17 613	17 124	489	97.2%	16 911	12 388	
Transfers and subsidies	5 424 198	-	109	5 424 307	5 403 571	20 736	99.6%	5 058 636	5 046 632	
Payment for capital assets	71	-	-	71	49	22	69.0%	136	128	
<b>Total</b>	<b>5 472 313</b>	<b>-</b>	<b>891</b>	<b>5 473 204</b>	<b>5 451 200</b>	<b>22 004</b>	<b>99.6%</b>	<b>5 110 247</b>	<b>5 091 639</b>	

Detail per Programme 5 – Education Enrichment Services											
Program 5 Per Economic classification	2012/13						2011/12				
	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 %	Appropriation R'000	Final Appropriation R'000	Actual expenditure R'000	
<b>Current payments</b>											
Compensation of employees	32 664	-	(504)	32 160	31 581	579	98.2%	32 055	32 055	30 757	
Goods and services	15 181	-	1 257	16 438	15 787	651	96.0%	17 541	17 541	12 303	
Interest and rent on land	-	-	-	-	-	-	-	-	-	-	
<b>Transfers and subsidies</b>											
Provinces and municipalities	5 424 198	-	-	5 424 198	5 403 463	20 735	99.6%	5 058 598	5 058 598	5 046 595	
Non-profit institutions	50	-	-	50	50	-	100.0%	50	50	50	
Households	-	-	114	114	112	2	98.2%	1 600	1 600	1 596	
<b>Payments for capital assets</b>											
Buildings and other fixed structures	220	-	24	244	207	37	84.8%	403	403	338	
Machinery and equipment											
<b>Total</b>	<b>5 472 313</b>	<b>-</b>	<b>891</b>	<b>5 473 204</b>	<b>5 451 200</b>	<b>22 004</b>	<b>99.6%</b>	<b>5 110 247</b>	<b>5 110 247</b>	<b>5 091 639</b>	

## **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 I (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 I (Annual Appropriation) to the Annual Financial Statements.

## **3. Detail on payments for financial assets**

Detail of these transactions per programme can be viewed in the note on Payments for financial assets to the Annual Financial Statements.

## 4. Explanations of material variances from Amounts Voted (after Virement):

### 4.1 Per programme

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

1: Administration	322 885	317 328	5 557	1.7
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The under-spending on this programme is due to saving with regard to office accommodation budget and unitary fee payment based on the CPI, that fluctuates on regular basis. A further reason for the under-spending is as a result of vacancies of which many were filled in the latter part of the financial year.

2: Curriculum Policy, Support and Monitoring	1 417 748	1 398 906	18 842	1.3
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The under-spending is mainly due to the delays of procurement processes of the LTSM in respect of the Kha Ri Gude Mass Literacy Campaign class of 2013. The classes for Kha Ri Gude project resume in June annually.

3: Teachers, Education Human Resources and Institutional Development	863 619	820 577	43 042	5.0
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The under-spending is due mainly to the following:

- Moderators appointed in respect of the Integrated Quality Management System project are appointed on contract, due to resignations of moderators as and when they find permanent employment, results in the allocation on the compensation of the project not fully utilised.
- The budget approval for teacher training in collaboration with teacher union was only received during October 2012. The project implementation could only resume in January 2013 due to Oct/November examinations allowing a very short period of time for implementation before the end of the financial year. As a result there were delays as unions had to reschedule training workshops to March, April and May 2013 to cover all educators.

4: Planning, Information and Assessment	8 126 538	6 897 873	1 228 665	15.1
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The under-expenditure is due mainly to the following:

- National Treasury approved an allocation of R10 million per provinces to appoint environmental specialists to enhance capacity in their Infrastructure Units. KwaZulu-Natal and Northern Cape provinces did not appoint any environmental specialists and their transfer in this respect was not made.
- The School Infrastructure Backlogs indirect grant underspent on the allocated budget as a result of capacity challenges among implementing agencies and contractors. Some contractor's contracts were cancelled due to non-delivery. However, the effect of adverse weather conditions and poor road conditions also contributed to slow delivery of the project.

5: Educational Enrichment Services	5 473 204	5 451 200	22 004	0.4
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The under expenditure on this programme is due to funds withheld for the HIV and Aids, Dinaledi Schools and Technical Secondary Schools conditional grants to Limpopo Province due to low spending.

NOTES TO THE APPROPRIATION STATEMENT  
for the year ended 31 March 2013

## 4.2 Per economic classification

	Final Appropriation	Actual Expenditure	Variance	Variance as a % of Final Appropriation
	R'000	R'000	R'000	R'000
<b>Current payments</b>				
Compensation of employees	334 997	325 210	9 787	2.9
Goods and services	1 738 142	1 690 567	47 574	2.7
Interest and rent on land	63 312	51 465	11 847	18.7
Unauthorised expenditure approved	-	-	-	-
<b>Transfers and subsidies</b>				
Provinces and municipalities	11 246 587	11 205 853	40 734	0.4
Departmental agencies and accounts	714 427	714 426	1	0.0
Foreign governments and international organisations	11 973	11 987	(14)	(0.1)
Non-profit institutions	6 050	6 050	-	0.0
Households	2 590	2 575	15	0.6
Gifts and donations	-	-	-	-
<b>Payments for capital assets</b>				
Buildings and other fixed structures	2 071 632	866 251	1 205 381	58.2
Machinery and equipment	14 102	11 422	2 680	19.0
Software and other intangible assets	183	78	105	57.4

The under-expenditure in respect of compensation of employees was as a result of the revised organisational structure of the Department. However, most key posts were filled later during the financial year. Regarding Goods and Services, the under-spending can be attributed to a change of procurement model for LTSM in respect of the Kha Ri Gude Mass Literacy Campaign for class of 2013 as well as the budget approval for the training of teachers in respect of Teacher Union Collaboration that was only received in October 2012. The project implementation resumed in January 2013 due to Oct/November examinations allowing a very short period of time for implementation before the end of the financial year. As a result there were delays as Unions had to reschedule training workshops through to April and May 2013 to cover all educators. Spending on buildings and other fixed structures were lower than expected due to unforeseen challenges in respect of the School Infrastructure Backlogs indirect grant.

NOTES TO THE APPROPRIATION STATEMENT  
for the year ended 31 March 2013

### 4.3 Per conditional grant

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

#### Basic Education

HIV/Aids (Life Skills Edu) Grant	208 665	202 677	5 988	2.9
Nat School Nutrition Prog Grant	4 906 464	4 906 464	-	0.0
Tech Sec School Recap Grant	209 369	198 689	10 680	5.1
Dinaledi Schools Grant	99 700	95 633	4 067	4.1
Educational Infrastructure Grant	5 822 389	5 802 390	19 999	0.3

The under spending of the HIV and Aids, Technical Secondary Schools recapitalisation and Dinaledi Schools conditional grants is as a results of funds withheld to Limpopo province due to low spending. National Treasury approved an allocation of R10 million per provinces to appoint environmental specialists to enhance capacity in their Infrastructure Units. KwaZulu-Natal and Northern Cape provinces did not appoint any environmental specialists and their allocation was withheld.

**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 15**  
**STATEMENT OF FINANCIAL PERFORMANCE**  
*for the year ended 31 March 2013*

	<b>Note</b>	<b>2012/13</b>	<b>2011/12</b>
		<b>R'000</b>	<b>R'000</b>
<b>REVENUE</b>			
Annual appropriation	1	16 203 994	14 080 466
Departmental revenue	2	8 029	12 731
Direct Exchequer Receipts	3	-	3 093
Aid assistance	4	304 000	157 060
<b>TOTAL REVENUE</b>		<b>16 516 023</b>	<b>14 253 350</b>
<b>EXPENDITURE</b>			
<b>Current expenditure</b>			
Compensation of employees	5	325 210	295 423
Goods and services	6	1 692 555	1 621 191
Interest and rent on land	7	51 465	52 519
Aid assistance	4	283 761	138 664
<b>Total current expenditure</b>		<b>2 352 991</b>	<b>2 107 797</b>
<b>Transfers and subsidies</b>			
Transfers and subsidies	8	11 940 891	10 838 595
Aid assistance	4	15 165	7 295
<b>Total transfers and subsidies</b>		<b>11 956 056</b>	<b>10 845 890</b>
<b>Expenditure for capital assets</b>			
Tangible capital assets	9	877 673	90 838
Software and other intangible assets	9	78	3 177
<b>Total expenditure for capital assets</b>		<b>877 751</b>	<b>94 015</b>
<b>TOTAL EXPENDITURE</b>		<b>15 186 798</b>	<b>13 047 702</b>
<b>SURPLUS/(DEFICIT) FOR THE YEAR</b>		<b>1 329 225</b>	<b>1 205 648</b>
<b>Reconciliation of Net Surplus/(Deficit) for the year</b>			
Voted funds		1 318 110	1 179 552
Departmental revenue and NRF Receipts	2	8 029	12 731
Direct Exchequer receipts/payments	15	-	3 093
Aid assistance	4	3 086	10 272
<b>SURPLUS/(DEFICIT) FOR THE YEAR</b>		<b>1 329 225</b>	<b>1 205 648</b>

**DEPARTMENT OF BASIC EDUCATION**  
**VOTE 15**  
**STATEMENT OF FINANCIAL POSITION**  
*for the year ended 31 March 2013*

	<b>Note</b>	<b>2012/13</b>	<b>2011/12</b>
		<b>R'000</b>	<b>R'000</b>
<b>ASSETS</b>			
<b>Current assets</b>		<b>1 326 422</b>	<b>1 186 903</b>
Cash and cash equivalents	10	980 792	898 476
Prepayments and advances	11	272 973	208 886
Receivables	12	72 657	79 541
<b>TOTAL ASSETS</b>		<b>1 326 422</b>	<b>1 186 903</b>
<b>LIABILITIES</b>			
<b>Current liabilities</b>		<b>1 326 405</b>	<b>1 186 861</b>
Voted funds to be surrendered to the Revenue Fund	13	1 318 110	1 179 552
Departmental revenue and NRF Receipts to be surrendered to the Revenue Fund	14	910	42
Direct Exchequer Receipts to be surrendered to the Revenue Fund	15	-	3 093
Payables	16	4 299	3 717
Aid assistance repayable	4	3 086	457
Aid assistance unutilised	4	-	-
<b>TOTAL LIABILITIES</b>		<b>1 326 405</b>	<b>1 186 861</b>
<b>NET ASSETS</b>		<b>17</b>	<b>42</b>

	<b>Note</b>	<b>2012/13</b>	<b>2011/12</b>
		<b>R'000</b>	<b>R'000</b>
<b>Represented by:</b>			
Capitalisation reserve		-	-
Recoverable revenue		17	42
Retained funds		-	-
Revaluation reserves		-	-
<b>TOTAL</b>		<b>17</b>	<b>42</b>

STATEMENT OF CHANGE IN NET ASSETS  
for the year ended 31 March 2013

	Note	2012/13 R'000	2011/12 R'000
<b>Recoverable revenue</b>			
Opening balance		42	12
Transfers:		<b>(25)</b>	<b>30</b>
Debts revised		-	(346)
Debts recovered (included in departmental receipts)		(25)	(54)
Debts raised		-	430
Closing balance		<b>17</b>	<b>42</b>
<b>TOTAL</b>		<b>17</b>	<b>42</b>

**CASH FLOW STATEMENT**  
for the year ended 31 March 2013

	<b>Note</b>	<b>2012/13</b>	<b>2011/12</b>
		<b>R'000</b>	<b>R'000</b>
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>			
Receipts		<b>16 516 023</b>	<b>14 253 350</b>
Annual appropriated funds received	1.1	16 203 994	14 080 466
Departmental revenue received	2	8 029	12 731
Direct Exchequer Receipts	3	-	3 093
Aid assistance received	4	304 000	157 060
Net (increase)/decrease in working capital		(56 621)	(282 544)
Surrendered to Revenue Fund		(1 189 806)	(670 023)
Surrendered to RDP Fund/Donor		(457)	-
Current payments		(2 352 991)	(2 107 797)
Transfers and subsidies paid		(11 956 056)	(10 845 890)
<b>Net cash flow available from operating activities</b>	<b>17</b>	<b>960 092</b>	<b>347 096</b>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>			
Payments for capital assets	9	(877 751)	(94 015)
<b>Net cash flows from investing activities</b>		<b>(877 751)</b>	<b>(94 015)</b>
<b>CASH FLOWS FROM FINANCING ACTIVITIES</b>			
Distribution/dividend received			
Increase/(decrease) in net assets		(25)	30
Increase/(decrease) in non-current payables		-	-
<b>Net cash flows from financing activities</b>		<b>(25)</b>	<b>30</b>
Net increase/(decrease) in cash and cash equivalents		82 316	253 111
Cash and cash equivalents at beginning of period		898 476	645 365
<b>Cash and cash equivalents at end of period</b>	<b>18</b>	<b>980 792</b>	<b>898 476</b>

The Financial Statements have been prepared in accordance with the following policies, which have been applied consistently in all material aspects, unless otherwise indicated. However, where appropriate and meaningful, additional information has been disclosed to enhance the usefulness of the Financial Statements and to comply with the statutory requirements of the Public Finance Management Act, Act 1 of 1999 (as amended by Act 29 of 1999), and the Treasury Regulations issued in terms of the Act and the Division of Revenue Act, Act 1 of 2012.

## **1. Presentation of the Financial Statements**

### **1.1 Basis of preparation**

The Financial Statements have been prepared on a modified cash basis of accounting.

Under this basis, the effects of transactions and other events are recognised in the financial records when the resulting cash is received or paid. The modification results from the recognition of certain near-cash balances in the financial statements.

In addition supplementary information is provided in the disclosure notes to the financial statements where it is deemed to be useful to the users of the financial statements.

### **1.2 Presentation currency**

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

### **1.3 Rounding**

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

### **1.4 Comparative figures**

Prior period comparative information has been presented in the current year financial statements. Where necessary figures included in the prior period financial statements have been reclassified to ensure that the format in which the information is presented is consistent with the format of the current year's financial statements.

### **1.5 Comparative figures – Appropriation statement**

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

## 2. Revenue

### 2.1 Appropriated funds

Appropriated funds comprises of departmental allocations.

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

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

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

### 2.2 Departmental revenue

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

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

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

### 2.3 Direct Exchequer receipts

All direct exchequer receipts are recognised in the statement of financial performance when the cash is received and is subsequently paid into the National Revenue Fund, unless stated otherwise.

Any amount owing to the National Revenue Funds at the end of the financial year is recognised as a payable in the statement of financial position.

### 2.4 Aid assistance

Aids assistance is recognised in as revenue when received.

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

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

The value of the assistance expensed prior to the receipt of funds is recognised as a receivable in the statement of financial position.

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

## 3. Expenditure

### 3.1 Compensation of employees

#### 3.1.1 Salaries and Wages

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

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

#### 3.1.2 Social contributions

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

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

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

### 3.2 Goods and services

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

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

### 3.3 Interest and rent on land

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

### 3.4 Payments for financial assets

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

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

### 3.5 Transfers and subsidies

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

### 3.6 Unauthorised expenditure

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

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

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

### 3.7 Fruitless and wasteful expenditure

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

### 3.8 Irregular expenditure

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

## 4. Assets

### 4.1 Cash and Cash equivalents

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

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

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

### 4.2 Other financial assets

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

### 4.3 Prepayments and advances

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

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

## 4.4 Receivables

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

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

## 4.5 Inventory

Inventories that qualify for recognition must be initially reflected at cost. Where inventories are acquired at no cost, or for nominal consideration, their cost shall be their fair value at the date of acquisition.

All inventory items at year-end are reflected using the weighted average cost formula.

## 4.6 Capital assets

### 4.6.1 Movable assets

#### Initial recognition

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

All assets acquired prior to 1 April 2002 are included in the register at R.I. Assets acquired utilising aid assistance are recorded in the asset register at cost less VAT.

#### Subsequent recognition

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

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

### 4.6.2 Immovable assets

#### Initial recognition

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

#### Subsequent recognition

Work-in-progress of a capital nature is recorded in the statement of financial performance as “expenditure for capital asset”. On completion, the total cost of the project is included in the asset register of the department that is accountable for the asset.

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

### 4.6.3 Intangible assets

#### Initial recognition

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

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

#### Subsequent recognition

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

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

## 5. Liabilities

### 5.1 Payables

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

### 5.2 Contingent liabilities

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

### 5.3 Contingent assets

Contingent assets are included in the disclosure notes to the financial statements when it is probable that an inflow of economic benefits will flow to the entity.

### 5.4 Commitments

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

### 5.4 Accruals

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

### 5.5 Employee benefits

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

## 5.6 Lease commitments

### Finance lease

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

### Operating lease

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

## 5.7 Impairment

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

## 5.8 Provisions

Provisions are disclosed when there is a present legal or constructive obligation to forfeit economic benefits as a result of events in the past and it is probable that an outflow of resources embodying economic benefits will be required to settle the obligation and a reliable estimate of the obligation can be made.

## 6. Receivables for departmental revenue

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

## 7. Net Assets

### 7.1 Capitalisation reserve

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

### 7.2 Recoverable revenue

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

## 8. Related party transactions

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

## 9. Key management personnel

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

## 10. Public private partnerships

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

## 1. Annual Appropriation

### 1.1 Annual Appropriation

Included are funds appropriated in terms of the Appropriation Act (and the Adjustments Appropriation Act) for National Departments (Voted funds) and Provincial Departments:

Programmes	Final Appropriation  R'000	2012/13	Funds not requested/ not received  R'000	2011/12
		Actual Funds Received  R'000		Appropriation received  R'000
Administration	322 885	322 885	-	294 062
Curriculum Policy, Support and Monitoring	1 417 748	1 417 748	-	1 796 698
Teacher, Education HR & Institutional Development	863 619	863 619	-	580 713
Planning, Information and Assessment	8 126 538	8 126 538	-	6 581 334
Educational Enrichment Services	5 473 204	5 473 204	-	4 827 659
<b>Total</b>	<b>16 203 994</b>	<b>16 203 994</b>	<b>-</b>	<b>14 080 466</b>

## 2. Departmental revenue

	Note	2012/13 R'000	2011/12 R'000
Tax revenue			
Sales of goods and services other than capital assets	2.1	5 929	12 148
Fines, penalties and forfeits	2.2	-	2
Interest, dividends and rent on land	2.3	446	100
Transactions in financial assets and liabilities	2.4	1 153	481
Transfer received	2.5	501	-
<b>Departmental revenue collected</b>		<b>8 029</b>	<b>12 731</b>

## 2.1 Sales of goods and services other than capital assets

	<i>Note</i>	<b>2012/13</b>	<b>2011/12</b>
	2	<b>R'000</b>	<b>R'000</b>
Sales of goods and services produced by the department		<b>5 929</b>	<b>12 148</b>
Sales by market establishment		117	121
Administrative fees		5 730	11 944
Other sales		82	83
Sales of scrap, waste and other used current goods		-	-
<b>Total</b>		<b>5 929</b>	<b>12 148</b>

## 2.2 Fines, penalties and forfeits

	<i>Note</i>	<b>2012/13</b>	<b>2011/12</b>
	2	<b>R'000</b>	<b>R'000</b>
Penalties		-	2
<b>Total</b>		<b>-</b>	<b>2</b>

## 2.3 Interest, dividends and rent on land

	<i>Note</i>	<b>2012/13</b>	<b>2011/12</b>
	2	<b>R'000</b>	<b>R'000</b>
Interest		446	100
<b>Total</b>		<b>446</b>	<b>100</b>

## 2.4 Transactions in financial assets and liabilities

	<i>Note</i>	<b>2012/13</b>	<b>2011/12</b>
	2	<b>R'000</b>	<b>R'000</b>
Receivables		1 153	480
Forex gain		-	-
Stale cheques written back		-	1
<b>Total</b>		<b>1 153</b>	<b>481</b>

## 2.5 Transfers received

	<i>Note</i>	<b>2012/13</b>	<b>2011/12</b>
	2	<b>R'000</b>	<b>R'000</b>
International organisations		18	-
Public corporations and private enterprises		483	-
Households and non-profit institutions		-	-
<b>Total</b>		<b>501</b>	<b>-</b>

### 3. Direct Exchequer Receipts

	Note	2012/13 R'000	2011/12 R'000
Other		-	3 093
<b>Total</b>		<b>-</b>	<b>3 093</b>

### 4. Aid assistance

#### 4.1 Aid assistance received in cash from RDP

	Note	2012/13 R'000	2011/12 R'000
<b>Foreign</b>			
Opening Balance		457	(9 815)
Revenue		304 000	157 060
Expenditure		<b>(300 914)</b>	<b>(146 788)</b>
Current		(283 761)	(138 664)
Capital		(1 988)	(829)
Transfers		(15 165)	(7 295)
-Surrendered to the RDP		(457)	-
<b>Closing Balance</b>		<b>3 086</b>	<b>457</b>

#### 4.2 Total assistance

	2012/13 R'000	2011/12 R'000
Opening Balance	457	(9 815)
Revenue	304 000	157 060
Expenditure	<b>(300 914)</b>	<b>(146 788)</b>
Current	(283 761)	(138 664)
Capital	(1 988)	(829)
Transfers	(15 165)	(7 295)
Prepayments	-	-
Surrendered / Transferred to retained funds	(457)	-
<b>Closing Balance</b>	<b>3 086</b>	<b>457</b>

### 4.3 Analysis of balance

	2012/13	2011/12
Note	R'000	R'000
Aid assistance repayable	3 086	457
RDP	3 086	457
Other sources	-	-
<b>Closing balance</b>	<b>3 086</b>	<b>457</b>

## 5. Compensation of employees

### 5.1 Salaries and Wages

	2012/13	2011/12
Note	R'000	R'000
Basic salary	195 412	170 343
Performance award	7 254	9 013
Service Based	273	236
Compensative/circumstantial	19 268	18 983
Periodic payments	22 199	23 544
Other non-pensionable allowances	51 660	45 758
<b>Total</b>	<b>296 066</b>	<b>267 877</b>

### 5.2 Social contributions

	2012/13	2011/12
Note	R'000	R'000
<b>Employer contributions</b>		
Pension	21 590	20 066
Medical	7 513	7 444
Bargaining council	36	33
Official unions and associations	5	3
<b>Total</b>	<b>29 144</b>	<b>27 546</b>
<b>Total compensation of employees</b>	<b>325 210</b>	<b>295 423</b>
Average number of employees	692	662

## 6. Goods and services

	<i>Note</i>	<b>2012/13</b>	<b>2011/12</b>
		<b>R'000</b>	<b>R'000</b>
Administrative fees		973	1 052
Advertising		9 510	5 840
Assets less than R5,000	6.1	336	737
Bursaries (employees)		187	168
Catering		6 612	7 032
Communication		4 164	5 156
Computer services	6.2	46 207	45 718
Consultants, contractors and agency/outsourced services	6.3	86 920	59 696
Entertainment		5	140
Audit cost – external	6.4	9 182	8 980
Fleet services		106	-
Inventory	6.5	688 083	517 604
Housing		-	-
Operating leases		1 311	1 317
Property payments	6.6	75 806	67 367
Rental and hiring		1 046	3 121
Travel and subsistence	6.7	111 166	100 068
Venues and facilities		13 766	7 772
Training and staff development		20 963	799
Other operating expenditure	6.8	616 212	788 624
<b>Total</b>		<b>1 692 555</b>	<b>1 621 191</b>

Travel and subsistence- Management fees for Travel flair and Rennies is included amounting to R3.523 million.

### 6.1 Assets less than R5,000

	<i>Note</i>	<b>2012/13</b>	<b>2011/12</b>
		<b>R'000</b>	<b>R'000</b>
<b>Tangible assets</b>		<b>336</b>	<b>687</b>
Machinery and equipment		336	687
<b>Intangible assets</b>			50
<b>Total</b>		<b>336</b>	<b>737</b>

## 6.2 Computer services

	Note	2012/13	2011/12
	6	R'000	R'000
SITA computer services		43 221	42 702
External computer service providers		2 986	3 016
<b>Total</b>		<b>46 207</b>	<b>45 718</b>

## 6.3 Consultants, contractors and agency/outsourced services

	Note	2012/13	2011/12
	6	R'000	R'000
Business and advisory services		6 233	8 998
Legal costs		2 172	1 177
Contractors		1 712	1 346
Agency and support/outsourced services		76 803	48 175
<b>Total</b>		<b>86 920</b>	<b>59 696</b>

## 6.4 Audit cost – External

	Note	2012/13	2011/12
	6	R'000	R'000
Regularity audits		7 302	7 184
Performance audits		1 040	1 528
Investigations		-	-
Environmental audits		-	-
Computer audits		840	268
<b>Total</b>		<b>9 182</b>	<b>8 980</b>

## 6.5 Inventory

	Note	2012/13	2011/12
	6	R'000	R'000
Learning and teaching support material		58	101
Food and food supplies		50	5
Other consumables		704	217
Materials and supplies		227	16
Stationery and printing		687 044	517 265
<b>Total</b>		<b>688 083</b>	<b>517 604</b>

**6.6 Property payments**

	Note	2012/13	2011/12
	6	R'000	R'000
Municipal services		-	-
Property management fees		75 644	67 287
Property maintenance and repairs		162	7
Other		-	73
<b>Total</b>		<b>75 806</b>	<b>67 367</b>

**6.7 Travel and subsistence**

	Note	2012/13	2011/12
	6	R'000	R'000
Local		109 951	96 021
Foreign		1 215	4 047
<b>Total</b>		<b>111 166</b>	<b>100 068</b>

**6.8 Other operating expenditure**

	Note	2012/13	2011/12
	6	R'000	R'000
Professional bodies, membership and subscription fees		21	10
Resettlement costs		358	336
Other		615 833	788 278
<b>Total</b>		<b>616 212</b>	<b>788 624</b>

**Included under other on this note are the following:**

Laundry services	2
Courier and delivery services	151 708
Drivers licenses and permits	3
Honoraria (voluntary workers)	395 813
Printing and publications	67 042
Storage of assets and goods	1 265
	<b>615 833</b>

## 7. Interest and rent on land

	R'000	R'000
Interest paid	51 465	52 519
<b>Total</b>	<b>51 465</b>	<b>52 519</b>

## 8. Transfers and subsidies

		2012/13	2011/12
		R'000	R'000
	<i>Note</i>		
Provinces and municipalities	31	11 205 853	10 357 686
Departmental agencies and accounts	<i>Annex 1A</i>	714 426	467 988
Foreign governments and international organisations	<i>Annex 1B</i>	11 987	10 455
Non-profit institutions	<i>Annex 1C</i>	6 050	50
Households	<i>Annex 1D</i>	2 575	2 415
Gifts, donations and sponsorships made	<i>Annex 1E</i>	-	1
<b>Total</b>		<b>11 940 891</b>	<b>10 838 595</b>

Unspent funds transferred to the above beneficiaries

## 9. Expenditure for capital assets

	<i>Note</i>	2012/13	2011/12
		R'000	R'000
<b>Tangible assets</b>		<b>877 673</b>	<b>90 838</b>
Buildings and other fixed structures	29	864 312	80 287
Machinery and equipment	29	13 361	10 551
<b>Software and other intangible assets</b>		<b>78</b>	<b>3 177</b>
Computer software	29.1	78	3 177
<b>TOTAL</b>		<b>877 751</b>	<b>94 015</b>

**9.1 Analysis of funds utilised to acquire capital assets – 2012/13**

	Voted funds	Aid assistance	Total
	R'000	R'000	R'000
<b>Tangible assets</b>	<b>875 685</b>	<b>1 988</b>	<b>877 673</b>
Buildings and other fixed structures	864 310	-	864 310
Machinery and equipment	11 375	1 988	13 363
<b>Software and other intangible assets</b>	<b>78</b>	<b>-</b>	<b>78</b>
Computer software	78	-	78
<b>Total</b>	<b>875 763</b>	<b>1 988</b>	<b>877 751</b>

**9.2 Analysis of funds utilised to acquire capital assets – 2011/12**

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

**10. Cash and cash equivalents**

	Note	2012/13	2011/12
		R'000	R'000
Consolidated Paymaster General Account		980 774	898 548
Cash on hand		18	18
<b>Total</b>		<b>980 792</b>	<b>898 476</b>

## 11. Prepayments and advances

	Note	2012/13	2011/12
		R'000	R'000
Travel and subsistence		31	36
Prepayments		1 115	1 115
Advances paid to other institutions	Annex 5A	271 827	207 735
<b>Total</b>		<b>272 973</b>	<b>208 886</b>

## 12. Receivables

	Note	2012/13			Total	2011/12
		R'000	R'000	R'000		
		Less than one year	One to three years	Older than three years		
Claims recoverable	12.1	6 145	65 615	-	71 760	77 139
Recoverable expenditure	12.2	411	100	26	537	449
Staff debt	12.3	179	6	162	347	437
Other debtors	12.4	7	6	-	13	1 516
<b>Total</b>		<b>6 742</b>	<b>65 727</b>	<b>188</b>	<b>72 657</b>	<b>79 541</b>

### 12.1 Claims recoverable

	Note	2012/13	2011/12
		R'000	R'000
National departments	12	1 075	1 241
Provincial departments		66 413	65 615
Foreign governments		-	-
Public entities		4 224	10 248
Private enterprises		48	35
<b>Total</b>		<b>71 760</b>	<b>77 139</b>

**12.2 Recoverable expenditure (disallowance accounts)**

	Note	2012/13	2011/12
	12	R'000	R'000
Disallowance Miscellaneous		444	262
Salary Disallowance		-	155
Clearing Accounts		93	32
<b>Total</b>		<b>537</b>	<b>449</b>

**12.3 Staff debt**

	Note	2012/13	2011/12
	12	R'000	R'000
Bursaries debts		8	11
Breach of contract		-	10
Employee		178	177
Ex-employee		161	93
Supplier		-	7
Other debts		-	139
<b>Total</b>		<b>347</b>	<b>437</b>

**12.4 Other debtors**

	Note	2012/13	2011/12
	12	R'000	R'000
Dishonoured cheques		13	6
Kha Ri Gude (Overpayment of stipends to volunteers)		-	1 510
<b>Total</b>		<b>13</b>	<b>1 516</b>

**13. Voted funds to be surrendered to the Revenue Fund**

	Note	2012/13	2011/12
		R'000	R'000
Opening balance		1 179 552	656 922
Transfer from statement of financial performance		1 318 110	1 179 552
Paid during the year		(1 179 552)	(656 922)
<b>Closing balance</b>		<b>1 318 110</b>	<b>1 179 552</b>

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

	<i>Note</i>	<b>2012/13</b>	<b>2011/12</b>
		<b>R'000</b>	<b>R'000</b>
Opening balance		42	412
Transfer from Statement of Financial Performance		8 029	12 731
Paid during the year		(7 161)	(13 101)
<b>Closing balance</b>		<b>910</b>	<b>42</b>

## 15. Direct Exchequer receipts to be surrendered to the Revenue Fund

	<i>Note</i>	<b>2012/13</b>	<b>2011/12</b>
		<b>R'000</b>	<b>R'000</b>
Opening balance		3 093	-
Transfer from Statement of Financial Performance		-	3 093
Paid during the year		(3 093)	-
<b>Closing balance</b>		<b>-</b>	<b>3 093</b>

## 16. Payables – current

	<i>Note</i>	<b>2012/13</b>	<b>2011/12</b>
		<b>R'000</b>	<b>R'000</b>
Amounts owing to other entities		-	-
Advances received	16.1	1 168	1 114
Clearing accounts	16.2	3 131	2 603
<b>Total</b>		<b>4 299</b>	<b>3 717</b>

### 16.1 Advances received

	<i>Note</i>	<b>2012/13</b>	<b>2011/12</b>
		<b>R'000</b>	<b>R'000</b>
Other institutions	16	1 168	1 114
<b>Total</b>		<b>1 168</b>	<b>1 114</b>

## 16.2 Clearing accounts

	Note	2012/13	2011/12
	16	R'000	R'000
South African Revenue Services		3 035	2 559
Government Pension Funds		-	2
Bargaining Council		1	1
Salary disallowances accounts		95	41
<b>Total</b>		<b>3 131</b>	<b>2 603</b>

## 17. Net cash flow available from operating activities

	Note	2012/13	2011/12
		R'000	R'000
Net surplus/(deficit) as per Statement of Financial Performance		1 329 225	1 205 648
Add back non cash/cash movements not deemed operating activities		(369 133)	(858 552)
(Increase)/decrease in receivables – current		6 884	(75 527)
(Increase)/decrease in prepayments and advances		(64 087)	(208 251)
(Increase)/decrease in other current assets		-	-
Increase/(decrease) in payables – current		582	1 234
Expenditure on capital assets		877 751	94 015
Surrenders to Revenue Fund		(1 189 806)	(670 023)
Surrenders to RDP Fund/Donor		(457)	-
<b>Net cash flow generated by operating activities</b>		<b>960 092</b>	<b>347 096</b>

## 18. Reconciliation of cash and cash equivalents for cash flow purposes

	Note	2012/13	2011/12
		R'000	R'000
Consolidated Paymaster General account		980 774	898 458
Cash on hand		18	18
<b>Total</b>		<b>980 792</b>	<b>898 476</b>

These amounts are not recognised in the Annual Financial Statements and are disclosed to enhance the usefulness of the Annual Financial Statements.

## 19. Contingent liabilities and contingent assets

### 19.1 Contingent liabilities

		Note	2012/13 R'000	2011/12 R'000
<b>Liable to</b>	<b>Nature</b>			
Motor vehicle guarantees	Employees	Annex 2A	-	5
Housing loan guarantees	Employees	Annex 2A	75	92
Claims against the department		Annex 2B	19 997	20 430
<b>Total</b>			<b>20 072</b>	<b>20 527</b>

The Minister is cited in a number of provincial cases; however the Department does not expect to pay for any amount related to possible settlements. If there's an amount to paid, it will be paid by the affected province.

### 19.2 Contingent assets

	Note	2012/13 R'000	2011/12 R'000
The VAT that was charged by a supplier not registered as a VAT vendor was recovered from the service provider appointed as an implementing agency for Kha Ri Gude project.		-	536
<b>Total</b>		<b>-</b>	<b>536</b>

## 20. Commitments

	Note	2012/13 R'000	2011/12 R'000
<b>Current expenditure</b>			
Approved and contracted		128 076	47 741
Approved but not yet contracted		-	-
		<b>128 076</b>	<b>47 741</b>
<b>Capital expenditure</b>			
Approved and contracted		1 696 545	829 536
Approved but not yet contracted		3 204 712	-
		<b>4 901 257</b>	<b>829 536</b>
<b>Total Commitments</b>		<b>5 029 333</b>	<b>877 277</b>

The commitments exclude operating lease commitments as disclosed on separate notes.

## 21. Accruals

	2012/13			2011/12
	R'000			R'000
<b>Listed by economic classification</b>				
	30 Days	30+ Days	Total	Total
Goods and services	37 405	5 870	43 275	77 317
Interest and rent on land	-	-	-	-
Transfers and subsidies	-	-	-	-
Capital assets	25 443	124 347	149 790	6 387
Other	3 422	-	3 422	-
<b>Total</b>	<b>66 270</b>	<b>130 217</b>	<b>196 487</b>	<b>83 704</b>

	Note	2012/13	2011/12
		R'000	R'000
Programme 1: Administration		1 751	1 933
Programme 2: Curriculum Policy, Support and Monitoring		13 253	24 190
Programme 3: Teachers, Education HR and Institutional Development		25 004	27 193
Programme 4: Planning, Information and Assessment		156 325	29 227
Programme 5: Educational Enrichment services		154	1 161
<b>Total</b>		<b>196 487</b>	<b>83 704</b>

Invoice received from Mvula Trust - Limpopo for provision of water - ASIDI Project not disclosed as part of accruals in the 2011/12 financial year. The amount is R 9.728 million.

Claim received from Free State Education Department for ASIDI Project not disclosed as part of accruals in the 2011/12 financial year for the value of R3.927 million.

Invoice received from Mvula Trust- Eastern Cape for water and sanitation – ASIDI Project not disclosed as part of accruals in the 2011/12 financial year. The amount is R30.822 million.

Invoice received from Eskom - Engineering Electrification not disclosed as part of the accruals in the 2011/12 financial year for the value of R1.335 million.

## 22. Employee benefits

	Note	2012/13	2011/12
		R'000	R'000
Leave entitlement		9 676	7 808
Service bonus (Thirteenth cheque)		6 879	6 435
Performance awards		456	178
Capped leave commitments		17 444	16 579
Other		-	93
<b>Total</b>		<b>34 455</b>	<b>31 093</b>

The employee benefit amount excludes the negative leave credit amounting to (R2.062) million.

## 23. Lease commitments

### 23.1 Operating leases expenditure

2012/13	Buildings and other fixed structures	Machinery and equipment	Total
Not later than 1 year	-	733	733
Later than 1 year and not later than 5 years	-	41	41
Later than five years			
<b>Total lease commitments</b>	-	<b>774</b>	<b>774</b>

2011/12	Buildings and other fixed structures	Machinery and equipment	Total
Not later than 1 year	-	937	937
Later than 1 year and not later than 5 years	-	572	572
Later than five years			
<b>Total lease commitments</b>	-	<b>1 509</b>	<b>1 509</b>

### 23.2 Finance leases expenditure\*\*

2012/13	Buildings and other fixed structures	Machinery and equipment	Total
Not later than 1 year	53 537	8 213	61 750
Later than 1 year and not later than 5 years	214 149	16 424	230 573
Later than five years	910 135	-	910 135
<b>Total lease commitments</b>	<b>1 177 821</b>	<b>24 637</b>	<b>1 202 458</b>

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

\*\*This note excludes leases relating to public private partnership as they are separately disclosed to note no.27.

## 24. Receivables for departmental revenue

	<i>Note</i>	<b>2012/13</b>	<b>2011/12</b>
		<b>R'000</b>	<b>R'000</b>
Interest, dividends and rent on land		5 996	-
Transactions in financial assets and liabilities		40 378	-
<b>Total</b>		<b>46 374</b>	<b>-</b>

Interest received from the Department's implementing agencies that received advances in 2012/13.

COEGA - R542 566.90

DBSA - R5 437 740.30

SAB&T - R15 508.27

Construction guarantees receivable from contracts terminated due to non-performance or liquidation - R40.378 million.

### 24.1 Analysis of receivables for departmental revenue

	<i>Note</i>	<b>2012/13</b>	<b>2011/12</b>
		<b>R'000</b>	<b>R'000</b>
Opening balance		-	-
Less: amounts received		-	9
Add: amounts recognised		46 374	9
Less: amounts written-off/reversed as irrecoverable		-	-
<b>Closing balance</b>		<b>46 374</b>	<b>-</b>

## 25. Irregular expenditure

### 25.1 Reconciliation of irregular expenditure

	Note	2012/13	2011/12
		R'000	R'000
Opening balance		153 531	81 771
Add: Irregular expenditure – relating to prior year		-	(3 060)
Add: Irregular expenditure – relating to current year		82 808	74 820
Less: Amounts condoned		(153 531)	-
<b>Irregular expenditure awaiting condonation</b>		<b>82 808</b>	<b>153 531</b>
<b>Analysis of awaiting condonation per age classification</b>			
Current year		82 808	74 820
Prior years		-	78 711
<b>Total</b>		<b>82 808</b>	<b>153 531</b>

The irregular expenditure amounting to R153.531 million was condoned by National Treasury on the 19 December 2012.

In order to comply with the requirements of Preferential Procurement Policy Framework Act (5/2000) the Department went on tender to appoint Implementing Agents, Professional Service Providers and Contractors. The tenders were advertised on the 4 May 2012 and closed 1 June 2012. However, due to volume of tenders received it was going to take the Department a long time to complete the process of evaluating the tenders received. What the Department did to take steps to ensure that the project is not compromised; a number of public entities, namely, DBSA, Coega, IDT and CSIR as well as provincial education departments and provincial departments of public works were appointed as Implementing Agents to continue with the project while the tenders were being finalised. This was done to ensure that there is a fair spread of allocation of contracts.

## 26. Key management personnel

	No. of Individuals	2012/13	2011/12
		R'000	R'000
Political office bearers (provide detail below)	2	3 663	3 385
Officials:			-
Level 15 to 16	11	12 166	12 617
Level 14 (incl. CFO if at a lower level)	26	20 711	18 366
Family members of key management personnel	0	-	-
<b>Total</b>		<b>36 540</b>	<b>34 368</b>

## 27. Public Private Partnership

	Note	2012/13	2011/12
		R'000	R'000
<b>Contract fee paid</b>		<b>137 394</b>	<b>129 037</b>
Fixed component		61 750	61 750
Indexed component		75 644	67 287
<b>Analysis of indexed component</b>		<b>75 644</b>	<b>67 287</b>
Goods and services (excluding lease payments)		75 644	67 287
<b>Other</b>		<b>1 678</b>	<b>1 784</b>
Other obligations		1 678	1 784

## 28. Movable Tangible Capital Assets

### MOVEMENT IN MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2013

	Opening balance	Curr Year Adjust-ments to prior year balances	Additions	Disposals	Closing Balance
	R'000	R'000	R'000	R'000	R'000
<b>MACHINERY AND EQUIPMENT</b>	<b>35 543</b>	<b>-</b>	<b>13 019</b>	<b>1 166</b>	<b>47 396</b>
Transport assets	3 670	-	691	-	4 361
Computer equipment	23 997	-	3 791	1 114	26 674
Furniture and office equipment	4 749	-	7 810	52	12 507
Other machinery and equipment	3 127	-	727	-	3 854
<b>TOTAL MOVABLE TANGIBLE CAPITAL ASSETS</b>	<b>35 543</b>	<b>-</b>	<b>13 019</b>	<b>1 166</b>	<b>47 396</b>

## 28.1 Additions

### ADDITIONS TO MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2013

	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
<b>MACHINERY AND EQUIPMENT</b>	<b>18 570</b>	<b>52</b>	<b>(5 603)</b>	<b>-</b>	<b>13 019</b>
Transport assets	691	-	-	-	691
Computer equipment	3 791	-	-	-	3 791
Furniture and office equipment	13 361	52	(5 603)	-	1 386
Other machinery and equipment	727	-	-	-	727
<b>TOTAL ADDITIONS TO MOVABLE TANGIBLE CAPITAL ASSETS</b>	<b>18 570</b>	<b>52</b>	<b>(5 603)</b>	<b>-</b>	<b>13 019</b>

## 28.2 Disposals

### DISPOSALS OF MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2013

	Sold for cash	Transfer out or destroyed or scrapped	Total disposals	Cash Received Actual
	R'000	R'000	R'000	R'000
<b>MACHINERY AND EQUIPMENT</b>	<b>-</b>	<b>1 166</b>	<b>1 166</b>	<b>-</b>
Transport assets	-	-	-	-
Computer equipment	-	1 114	1 114	-
Furniture and office equipment	-	52	52	-
Other machinery and equipment	-	-	-	-
<b>TOTAL DISPOSAL OF MOVABLE TANGIBLE CAPITAL ASSETS</b>	<b>-</b>	<b>1 166</b>	<b>1 166</b>	<b>-</b>

**28.3 Movement for 2011/12****MOVEMENT IN MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2012**

	Opening balance	Additions	Disposals	Closing balance
	R'000	R'000	R'000	R'000
<b>MACHINERY AND EQUIPMENT</b>	<b>30 243</b>	<b>5 535</b>	<b>235</b>	<b>35 543</b>
Transport assets	3 083	587	-	3 670
Computer equipment	21 082	3 144	229	23 997
Furniture and office equipment	3 763	992	6	4 749
Other machinery and equipment	2 315	812	-	3 127
<b>TOTAL MOVABLE TANGIBLE ASSETS</b>	<b>30 243</b>	<b>5 535</b>	<b>235</b>	<b>35 543</b>

**28.4 Minor assets****MOVEMENT IN MINOR ASSETS PER THE ASSET REGISTER FOR THE YEAR ENDED AS AT 31 MARCH 2013**

	Intangible assets	Machinery and equipment	Total
	R'000	R'000	R'000
Opening balance	143	6 502	6 645
Curr Year Adjustments to Prior Year balances	4	32	36
Additions	-	7 628	7 628
Disposals	-	2 822	2 822
<b>TOTAL MINOR ASSETS</b>	<b>147</b>	<b>11 340</b>	<b>11 487</b>
	Intangible assets	Machinery and equipment	Total
Number of R1 minor assets	52	3 781	3 833
Number of minor assets at cost	60	17 232	17 292
<b>TOTAL NUMBER OF MINOR ASSETS</b>	<b>112</b>	<b>21 013</b>	<b>21 125</b>

*DISCLOSURE NOTES TO THE ANNUAL FINANCIAL STATEMENT  
for the year ended 31 March 2013*

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

	Intangible assets	Machinery and equipment	Total
Opening balance	94	5 881	5 975
Additions	49	941	990
Disposals	-	320	320
<b>TOTAL MINOR ASSETS</b>	<b>143</b>	<b>6 502</b>	<b>6 645</b>

	Intangible assets	Machinery and equipment	Total
Number of R1 minor assets	52	1 515	1 567
Number of minor assets at cost	60	3 592	3 652
<b>TOTAL NUMBER OF MINOR ASSETS</b>	<b>112</b>	<b>5 107</b>	<b>5 219</b>

**28.5 Movable assets written off****MOVABLE ASSETS WRITTEN OFF FOR THE YEAR ENDED AS AT 31 MARCH 2013**

	Intangible assets	Machinery and equipment	Total
	R'000	R'000	R'000
Assets written off	-	160	160
<b>TOTAL MOVABLE ASSETS WRITTEN OFF</b>	<b>-</b>	<b>160</b>	<b>160</b>

**MOVABLE ASSETS WRITTEN OFF FOR THE YEAR ENDED AS AT 31 MARCH 2012**

	Intangible assets	Machinery and equipment	Total
	R'000	R'000	R'000
Assets written off	-	79	79
<b>TOTAL MOVABLE ASSETS WRITTEN OFF</b>	<b>-</b>	<b>79</b>	<b>79</b>

## 29. Intangible Capital Assets

### MOVEMENT IN INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2013

	Opening balance	Current Year Adjust-ments to prior year balances	Additions	Disposals	Closing Balance
	R'000	R'000	R'000	R'000	R'000
COMPUTER SOFTWARE	6 348	-	78	-	6 426
	-	-	-	-	-
<b>TOTAL INTANGIBLE CAPITAL ASSETS</b>	<b>6 348</b>	<b>-</b>	<b>78</b>	<b>-</b>	<b>6 426</b>

### 29.1 Additions

#### ADDITIONS TO INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2013

	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
COMPUTER SOFTWARE	78	-	-	-	78
<b>TOTAL ADDITIONS TO INTANGIBLE CAPITAL ASSETS</b>	<b>78</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>78</b>

### 29.2 Movement for 2011/12

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

	Opening balance	Additions	Disposals	Closing balance
	R'000	R'000	R'000	R'000
COMPUTER SOFTWARE	1 956	4 392	-	6 348
<b>TOTAL INTANGIBLE CAPITAL ASSETS</b>	<b>1 956</b>	<b>4 392</b>	<b>-</b>	<b>6 348</b>

### 30. Immovable Tangible Capital Assets

#### MOVEMENT IN IMMOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2013

	Opening balance	Curr Year Adjust-ments to prior year balances	Additions	Disposals	Closing Balance
	R'000	R'000	R'000	R'000	R'000
<b>BUILDINGS AND OTHER FIXED STRUCTURES</b>	-	-	236 319	-	236 319
Dwellings	-	-	-	-	-
Non-residential buildings	-	-	138 475	-	138 475
Other fixed structures	-	-	97 844	-	97 844
<b>HERITAGE ASSETS</b>	3 600	-	-	-	3 600
Heritage assets	3 600	-	-	-	3 600
<b>TOTAL IMMOVABLE TANGIBLE CAPITAL ASSETS</b>	<b>3 600</b>	<b>-</b>	<b>236 319</b>	<b>-</b>	<b>239 919</b>

#### 30.1 Additions

#### ADDITIONS TO IMMOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2013

	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
<b>BUILDING AND OTHER FIXED STRUCTURES</b>	864 312	-	(766 468)	138 475	236 319
Non-residential buildings	213 641	-	(213 641)	138 475	138 475
Other fixed structures	650 671	-	(552 827)	-	97 844
<b>TOTAL ADDITIONS TO IMMOVABLE TANGIBLE CAPITAL ASSETS</b>	<b>864 312</b>	<b>-</b>	<b>(766 468)</b>	<b>138 475</b>	<b>236 319</b>

**30.2 Movement for 2011/12****MOVEMENT IN IMMOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2012**

	Opening balance	Additions	Disposals	Closing balance
	R'000	R'000	R'000	R'000
<b>BUILDINGS AND OTHER FIXED STRUCTURES</b>	-	-	-	-
<b>HERITAGE ASSETS</b>	<b>3 600</b>	-	-	<b>3 600</b>
Heritage assets	3 600	-	-	3 600
<b>TOTAL IMMOVABLE TANGIBLE ASSETS</b>	<b>3 600</b>	<b>-</b>	<b>-</b>	<b>3 600</b>

**30.3 Asset subject to transfer in terms of S42 of the PFMA**

	Note	No of Assets	Value of Assets
		R'000	R'000
<b>BUILDING AND OTHER FIXED STRUCTURES</b>		<b>240</b>	<b>97 844</b>
Dwellings			
Non-residential buildings			
Other fixed structures		240	97 844
<b>Total</b>		<b>240</b>	<b>97 844</b>

## 31. STATEMENT OF CONDITIONAL GRANTS PAID TO THE PROVINCES

NAME OF PROVINCE / GRANT	GRANT ALLOCATION			TRANSFER			SPENT			2011/12 Division of Revenue Act R'000	
	Division of Revenue Act R'000	Roll Overs R'000	Adjustments R'000	Total Available R'000	Actual Transfer R'000	Funds Withheld R'000	Re-allocations by National Treasury or National Department %	Amount received by department R'000	Amount spent by department R'000		% of available funds spent by department %
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000		%
<b>Dinaledi School Grants</b>											
Eastern Cape	11 964	-	-	11 964	11 964	-	-	11 964	11 656	97%	8 400
Free State	7 179	-	-	7 179	7 179	-	-	7 179	5 184	72%	5 040
Gauteng	20 139	-	-	20 139	20 139	-	-	20 139	20 139	100%	14 140
KwaZulu- Natal	17 547	-	-	17 547	17 547	-	-	17 547	17 078	97%	12 320
Limpopo	10 169	-	-	10 169	6 102	4 067	-	6 102	5 732	94%	7 140
Mpumalanga	9 172	-	-	9 172	9 172	-	-	9 172	9 787	107%	6 440
Northern Cape	3 391	-	-	3 391	3 391	-	-	3 391	3 300	97%	2 380
North- West	10 568	-	-	10 568	10 568	-	-	10 568	8 777	83%	7 420
Western Cape	9 571	-	-	9 571	9 571	-	-	9 571	4 585	48%	6 720
<b>Education Infrastructure Grant</b>											
Eastern Cape	883 403	-	-	883 403	883 403	-	-	883 403	937 140	106%	1 093 535
Free State	459 635	-	-	459 635	519 635	-	60 000	519 635	512 347	99%	425 256
Gauteng	512 866	-	-	512 866	512 866	-	-	512 866	495 695	97%	461 011
KwaZulu- Natal	1 247 477	-	-	1 247 477	1 413 001	9 999	175 523	1 413 001	1 450 348	103%	1 175 956
Limpopo	942 091	-	-	942 091	706 568	-	(235 523)	706 568	564 948	80%	897 937
Mpumalanga	530 711	-	-	530 711	530 711	-	-	530 711	527 662	99%	476 481
Northern Cape	307 609	-	-	307 609	297 609	10 000	-	297 609	248 939	84%	289 158
North- West	507 200	-	-	507 200	507 200	-	-	507 200	441 363	87%	473 927
Western Cape	431 397	-	-	431 397	431 397	-	-	431 397	431 397	100%	385 039

NAME OF PROVINCE / GRANT	GRANT ALLOCATION				TRANSFER			SPENT			2011/12 Division of Revenue Act R'000
	Division of Revenue Act R'000	Roll Overs R'000	Adjustments R'000	Total Available R'000	Actual Transfer R'000	Funds Withheld R'000	Re-allocations by National Treasury or National Department %	Amount received by department R'000	Amount spent by department R'000	% of available funds spent by department %	
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000	%	
<b>HIV and Aids (Life Skills Education) Grant</b>											
Eastern Cape	35 252	-	-	35 252	35 252	-	-	35 252	38 417	109%	34 346
Free State	12 491	-	-	12 491	12 491	-	-	12 491	9 910	79%	11 772
Gauteng	29 147	-	-	29 147	29 147	-	-	29 147	20 134	69%	28 175
KwaZulu- Natal	46 806	-	-	46 806	46 806	-	-	46 806	49 486	106%	45 114
Limpopo	29 942	-	-	29 942	23 954	5 988	-	23 954	12 573	52%	28 088
Mpumalanga	17 416	-	-	17 416	17 416	-	-	17 416	17 813	102%	16 388
Northern Cape	4 579	-	-	4 579	4 579	-	-	4 579	4 754	104%	4 357
North- West	15 616	-	-	15 616	15 616	-	-	15 616	15 616	100%	14 700
Western Cape	17 416	-	-	17 416	17 416	-	-	17 416	16 552	95%	16 388
<b>National School Nutrition Programme</b>											
Eastern Cape	903 644	-	-	903 644	903 644	-	-	903 644	892 095	99%	845 166
Free State	261 367	-	-	261 367	261 367	-	-	261 367	257 736	99%	244 699
Gauteng	548 690	-	-	548 690	548 690	-	-	548 690	582 268	106%	509 798
KwaZulu- Natal	1 151 644	-	-	1 151 644	1 151 644	-	-	1 151 644	1 085 843	94%	1 070 013
Limpopo	879 338	-	-	879 338	879 338	-	-	879 338	959 026	109%	829 669
Mpumalanga	474 560	-	-	474 560	474 560	-	-	474 560	498 387	105%	440 923
Northern Cape	113 136	-	-	113 136	113 136	-	-	113 136	113 136	100%	105 116
North- West	329 301	-	-	329 301	329 301	-	-	329 301	323 355	98%	305 935
Western Cape	244 784	-	-	244 784	244 784	-	-	244 784	236 669	97%	227 433

NAME OF PROVINCE / GRANT	GRANT ALLOCATION				TRANSFER			SPENT			2011/12 Division of Revenue Act R'000
	Division of Revenue Act R'000	Roll Overs R'000	Adjustments R'000	Total Available R'000	Actual Transfer R'000	Funds Withheld R'000	Re-allocations by National Treasury or National Department %	Amount received by department R'000	Amount spent by department R'000	% of available funds spent by department %	
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000	%	
<b>Technical Secondary School Recapitalisation Grant</b>											
Eastern Cape	30 000	-	-	30 000	30 000	-	-	30 000	29 276	99%	40 272
Free State	19 870	-	-	19 870	19 870	-	-	19 870	19 594	99%	14 428
Gauteng	25 000	-	-	25 000	25 000	-	-	25 000	39 023	156%	30 596
KwaZulu- Natal	40 490	-	-	40 490	40 490	-	-	40 490	32 975	81%	38 563
Limpopo	26 700	-	-	26 700	16 020	10 680	-	16 020	11 905	74%	31 894
Mpumalanga	25 678	-	-	25 678	25 678	-	-	25 678	21 980	86%	21 464
Northern Cape	12 500	-	-	12 500	12 500	-	-	12 500	12 500	100%	7 667
North- West	17 867	-	-	17 867	17 867	-	-	17 867	14 234	80%	17 015
Western Cape	11 264	-	-	11 264	11 264	-	-	11 264	9 250	82%	8 619
	<b>11 246 587</b>	-	-	<b>11 246 587</b>	<b>11 205 853</b>	<b>40 734</b>	-	<b>11 205 853</b>	<b>11 021 034</b>		<b>10 736 898</b>

The Department hereby certify that all transfers were deposited into the primary bank account of the provinces for the 2012/13 financial year. The over expenditure in respect of some conditional grants will be covered through the provincial allocations.

**ANNEXURE 1A****STATEMENT OF TRANSFERS TO DEPARTMENTAL AGENCIES AND ACCOUNTS**

DEPARTMENT/ AGENCY/ ACCOUNT	TRANSFER ALLOCATION				TRANSFER		2011/12 Appropriation Act R'000
	Adjusted Appropriation R'000	Roll Overs R'000	Adjustments R'000	Total Available R'000	Actual Transfer R'000	% of Available funds Transferred %	
ETDP SETA	158	-	27	185	184	99%	157
National Student Financial Aid Scheme	671 912	-	-	671 912	671 912	100%	449 440
Umalusi	41 844	-	486	42 330	42 330	100%	18 391
	<b>713 914</b>	<b>-</b>	<b>513</b>	<b>714 427</b>	<b>714 426</b>		<b>467 988</b>

## ANNEXURE 1B

## STATEMENT OF TRANSFERS TO FOREIGN GOVERNMENT AND INTERNATIONAL ORGANISATIONS

FOREIGN GOVERNMENT/ INTERNATIONAL ORGANISATION	TRANSFER ALLOCATION				EXPENDITURE		2011/12 Appropriation Act R'000
	Adjusted Appropriation Act	Roll overs	Adjustments	Total Available	Actual Transfer	% of Available funds Transferred	
	R'000	R'000	R'000	R'000	R'000	%	
<b>Transfers</b>							
Association for the Development of Education in Africa (ADEA)	29	-	-	29	22	76%	-
Guidance, Counselling and Youth Development Centre for Africa: Malawi	101	-	-	101	93	92%	-
UNESCO (United Nations Educational, Scientific and Cultural Organisation)	11 276	-	567	11 843	11 872	100%	10 455
<b>TOTAL</b>	<b>11 406</b>	<b>-</b>	<b>567</b>	<b>11 973</b>	<b>11 987</b>		<b>10 455</b>

**ANNEXURE 1C****STATEMENT OF TRANSFERS TO NON-PROFIT INSTITUTIONS**

NON-PROFIT INSTITUTIONS	TRANSFER ALLOCATION			EXPENDITURE		2011/12 Appropriation Act R'000	
	Adjusted Appropriation Act R'000	Roll overs R'000	Adjustments R'000	Total Available R'000	Actual Transfer R'000		% of Available funds transferred %
<b>Transfers</b>							
Childline South Africa	50	-	-	50	50	100%	
SA Mathematics Foundation	-	-	6 000	6 000	6 000	100%	
<b>Total</b>	<b>50</b>	<b>-</b>	<b>6 000</b>	<b>6 050</b>	<b>6 050</b>	<b>50</b>	

**ANNEXURE 1D****STATEMENT OF TRANSFERS TO HOUSEHOLDS**

HOUSEHOLDS	TRANSFER ALLOCATION				EXPENDITURE		2011/12 Appropriation Act R'000
	Adjusted Appropriation Act R'000	Roll Overs R'000	Adjust-ments R'000	Total Available R'000	Actual Transfer R'000	% of Available funds transferred %	
<b>Transfers</b>							
Employee Social Benefits	1 673	-	783	2 456	2 444	100%	2 415
Claims against State (Cash)	-	-	134	134	131	98%	-
<b>Total</b>	<b>1 673</b>	<b>-</b>	<b>917</b>	<b>2 590</b>	<b>2 575</b>		<b>2 415</b>

**ANNEXURE 1E****STATEMENT OF GIFTS, DONATIONS AND SPONSORSHIPS RECEIVED**

NAME OF ORGANISATION	NATURE OF GIFT, DONATION OR SPONSORSHIP	2012/13	2011/12
		R'000	R'000
Birchwood Hotel conference centre	National Teacher Awards	-	150
Common Wealth of Learning (Foreign)	Accommodation and air ticket of the Dept official	18	-
Dr. Cl Smith	National Teacher Awards	10	-
EDTP SETA	National Teacher Awards	2 500	1 000
Gallagher Convention Centre	National Teacher Awards	759	-
General Motors SA	National Teacher Awards	-	129
IDC	National Teacher Awards	100	-
Independent Newspapers	National Teacher Awards	6 500	2 028
Intel	National Teacher Awards	-	270
Liberty	National Teacher Awards	873	-
MacMillan SA PTY (LTD)	National Teacher Awards	135	64
NB Publishers	National Teacher Awards	125	-
Nedbank	National Teacher Awards	500	-
Nestle	National Teacher Awards	15	16
Mindset Learn	National Teacher Awards	30	-
Oxford University Publishers	National Teacher Awards	60	35
Paarl Media	National Teacher Awards	500	200
Pan Macmillan	National Teacher Awards	-	4
SABC Education	National Teacher Awards	3 600	13 000
Sangari South Africa	National Teacher Awards	100	16
Teikom	National Teacher Awards	4 000	2 000
Travel with Flair	National Teacher Awards	-	300
UNICEF	Pilot study for retention of youth	1 000	-
UNICEF	Abdul Latif Jameel Poverty Action Lab – University of Cape Town	68	-
US Embassy	National Teacher Awards	-	2
VIA Afrika	National Teacher Awards	1 000	500
Vodacom	National Teacher Awards	400	350
<b>Subtotal</b>		22 293	20 064
<b>TOTAL</b>		<b>22 293</b>	<b>20 064</b>

**ANNEXURE 1F****STATEMENT OF AID ASSISTANCE RECEIVED**

NAME OF DONOR	PURPOSE	OPENING BALANCE	REVENUE	EXPENDITURE	CLOSING BALANCE
		R'000	R'000	R'000	R'000
Received in cash					
European Union	PrimED SPSP	457	303 543	300 914	3 086
<b>TOTAL</b>		<b>457</b>	<b>303 543</b>	<b>300 914</b>	<b>3 086</b>

## ANNEXURE 2A

## STATEMENT OF FINANCIAL GUARANTEES ISSUED AS AT 31 MARCH 2013 – LOCAL

Guarantor institution	Guarantee in respect of	Original guaranteed capital amount	Opening balance 1 April 2012	Guarantees draw downs during the year	Guarantees repayments/ cancelled/ reduced/ released during the year	Revaluations	Closing balance 31 March 2013	Guaranteed interest for year ended 31 March 2013	Realised losses not recoverable i.e. claims paid out
		R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000
Employee	Motor vehicles	197	5	-	5	-	-	-	-
	<b>Subtotal</b>	197	5	-	5	-	-	-	-
	Housing								
Standard Bank	Employee	485	83	-	17	-	66	-	-
FirstRand Bank	Employee	47	9	-	-	-	9	-	-
	<b>Subtotal</b>	532	92	-	17	-	75	-	-
	Other	-	-	-	-	-	-	-	-
	<b>Subtotal</b>	-	-	-	-	-	-	-	-
	<b>TOTAL</b>	729	97	-	22	-	75	-	-

**ANNEXURE 2B****STATEMENT OF CONTINGENT LIABILITIES AS AT 31 MARCH 2013**

Nature of Liability	Opening Balance 1 April 2012	Liabilities incurred during the year	Liabilities paid/ cancelled/reduced during the year	Liabilities recoverable (Provide details hereunder)	Closing Balance 31 March 2013
	R'000	R'000	R'000	R'000	R'000
<b>Claims against the department</b>					
Lingua Franca Publishers vs the Department of Basic Education	13 430	-	-	-	13 430
Magna FS vs the Minister of Basic Education	7 000	-	(433)	-	6 567
<b>Subtotal</b>	<b>20 430</b>	<b>-</b>	<b>(433)</b>	<b>-</b>	<b>19 997</b>

**ANNEXURE 3****CLAIMS RECOVERABLE**

Government Entity	Confirmed balance outstanding		Unconfirmed balance outstanding		Total	
	31/03/2013 R'000	31/03/2012 R'000	31/03/2013 R'000	31/03/2012 R'000	31/03/2013 R'000	31/03/2012 R'000
<b>Department</b>						
Department of Rural Development	-	-	-	24	-	24
Free State Department of Education	-	-	40	40	40	40
Gauteng Department of Health and Social Development	-	-	-	13	-	13
National Department of Health	-	-	-	23	-	23
Department of Higher Education and Training	-	-	48	231	48	231
Department of Justice and Const. Development	-	-	-	1	-	1
Kwazulu Natal Department of Education	678	-	45	95	723	95
Department of Land Affairs	-	-	-	1	-	1
North West Agriculture Conservative	-	-	27	27	27	27
Statistics South Africa	-	-	-	12	-	12
Western Cape Department of Education	-	-	2	2	2	2
Eastern Cape Department of Education – Old DOE	-	-	65 615	65 615	65 615	65 615
Department of Education	-	-	955	773	955	773
Department of Home Affairs	-	-	42	-	42	-
Agriculture Forestry and Fishery	-	-	31	-	31	-
Gauteng Department of Education	-	-	5	-	5	-
<b>Other Government Entities</b>						
South African Reserve Bank	-	-	4 224	10 248	4 224	10 248
Auditor general	-	-	-	5	-	5
	-	-	4 224	10 253	4 224	10 253
	678	-	66 810	66 857	67 488	66 857

Government Entity	Confirmed balance outstanding		Unconfirmed balance outstanding		Total	
	31/03/2013	31/03/2012	31/03/2013	31/03/2012	31/03/2013	31/03/2012
	R'000	R'000	R'000	R'000	R'000	R'000
<b>Department</b>						
<b>Private enterprises</b>						
Drake and Schull	-	-	8	12	8	12
Fedicks	-	-	10	5	10	5
Rennies	-	-	3	3	3	3
Travel with Flair	-	-	9	-	9	-
Tsebo	-	-	18	9	18	9
	-	-	48	29	48	29
<b>TOTAL</b>	<b>678</b>	<b>-</b>	<b>71 082</b>	<b>77 139</b>	<b>71 760</b>	<b>77 139</b>

**ANNEXURE 4****INVENTORY**

Inventory	Note	2012/13		2011/12	
		Quantity	R'000	Quantity	R'000
Opening balance		2 107 817	20 809	1 370 405	27 498
Add/(Less): Adjustments to prior year balance		-	-	28 705	89
Add: Additions/Purchases - Cash		52 913 541	504 242	5 404 186	57 723
Add: Additions - Non-cash		25	1	-	-
(Less): Disposals		-	-	(4)	-
(Less): Issues		(52 378 346)	(496 159)	(4 714 280)	(64 718)
Add/(Less): Adjustments		(3 791)	31	18 805	217
<b>Closing balance</b>		<b>2 639 246</b>	<b>28 924</b>	<b>2 107 817</b>	<b>20 809</b>

**ANNEXURE 5****MOVEMENT IN CAPITAL WORK IN PROGRESS**

MOVEMENT IN CAPITAL WORK IN PROGRESS FOR THE YEAR ENDED 31 MARCH 2013					
	Opening balance	Current Year Capital WIP	Completed Assets	Closing balance	
	R'000	R'000	R'000	R'000	R'000
<b>HERITAGE ASSETS</b>					
Heritage assets	-	-	-	-	-
<b>MACHINERY AND EQUIPMENT</b>	9 542	5 603	-	15 145	
Transport assets	-	-	-	-	-
Computer equipment	-	-	-	-	-
Furniture and office equipment	9 542	5 603	-	15 145	
Other machinery and equipment	-	-	-	-	-
<b>SPECIALISED MILITARY ASSETS</b>					
Specialised military assets	-	-	-	-	-
<b>BIOLOGICAL ASSETS</b>					
Biological assets	-	-	-	-	-
<b>BUILDINGS AND OTHER FIXED STRUCTURES</b>	84 059	766 468	97 844	752 683	
Dwellings	-	-	-	-	-
Non-residential buildings	84 059	213 641	-	297 700	
Other fixed structures	-	552 827	97 844	454 983	

MOVEMENT IN CAPITAL WORK IN PROGRESS FOR THE YEAR ENDED 31 MARCH 2013				
	Opening balance	Current Year Capital WIP	Completed Assets	Closing balance
	R'000	R'000	R'000	R'000
<b>LAND AND SUBSOIL ASSETS</b>				
Land	-	-	-	-
Mineral and similar non-regenerative resources	-	-	-	-
<b>COMPUTER SOFTWARE</b>				
Computer software	-	-	-	-
<b>TOTAL</b>	<b>93 601</b>	<b>772 071</b>	<b>97 844</b>	<b>767 828</b>

**ANNEXURE 5A****INTER-ENTITY ADVANCES PAID**

	Confirmed balance		Unconfirmed balance		Total	
	31/03/2013	31/03/2012	31/03/2013	31/03/2012	31/03/2013	31/03/2012
	R'000	R'000	R'000	R'000	R'000	R'000
<b>OTHER INSTITUTIONS</b>						
Development Bank of South Africa (DBSA)		144 121	162 071	144 121	162 071	144 121
Electricity Supply Commission (ESKOM)		46 085	23 184	46 085	23 184	46 085
Professional Educators Union (PEU)		110	-	110	-	110
SAB&T Business Innovation Group		17 419	1 885	17 419	1 885	17 419
COEGA		-	35 085	-	35 085	-
IDT- Eastern Cape		-	47 829	-	47 829	-
IDT- Free State		-	649	-	649	-
NAPTOSA		-	1 124	-	1 124	-
<b>TOTAL</b>		<b>207 735</b>	<b>271 827</b>	<b>207 735</b>	<b>271 827</b>	<b>207 735</b>

**ANNEXURE 5B****INTER-ENTITY ADVANCES RECEIVED**

	Confirmed balance		Unconfirmed balance		Total	
	31/03/2013	31/03/2012	31/03/2013	31/03/2012	31/03/2013	31/03/2012
	R'000	R'000	R'000	R'000	R'000	R'000
<b>OTHER INSTITUTIONS</b>						
United Nations educational, Scientific and Cultural Organisation			1 157	1 091	1 157	1 091
Association for the development of Education in Africa (ADEA)			10	23	10	23
Travel with Flair			1	-	1	-
<b>TOTAL</b>			<b>1 168</b>	<b>1 114</b>	<b>1 168</b>	<b>1 114</b>





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*Celebrating our achievements: consolidating our advances*

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