basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

National Guidelines on: Completing the Early Childhood Development Survey (ECD)

2014

EMIS

CONTENTS

Table of Contents

1. INTRODUCTION 3

2. BACKGROUND INFORMATION REGARDING SURVEY 3

3 INSTRUCTIONS FOR COMPLETING THE EARLY CHILDHOOD 4

3.1 General information 4

3.2. Basic guidelines for completion of the form 4

3.3 Accuracy of data 5

4. PROCESS DIAGRAMS 6

4.1. Schools that do not have a computer for administrative purposes 6

4.2. Schools that have a computer for administrative purposes 7

5. DETAILED GUIDELINES ON COMPLETING THE SURVEY TABLES 8

5.1. Cover page 8

5.2. General information 8

5.3. Learner Information 9

6. STAFF INFORMATION 10

7. EDUCATOR/PRACTITIONER SURVEY 11

8. CHECKING LEARNER NUMBERS IN SURVEY TABLES 13

9. APPENDIX A: GLOSSARY AND DEFINITIONS 14

10. APPENDIX B: LIST OF ACRONYMS 19

1. INTRODUCTION

The Education Management Information Systems (EMIS) Directorate of the Department of Basic Education (DBE), in collaboration with provincial EMIS units, carries the legislative responsibility for providing education information to the education system as a whole, as well as for supporting all monitoring, planning and decision-making processes. The data collected from this survey will form part of the national EMIS database used to guide education policy-makers and managers, as well as to provide valuable information to external stakeholders. Provincial education departments (PEDs) also use the data for decision-making and planning purposes. It is therefore imperative that every school/centre completes the survey in full and submits accurate data in a timely manner.

2. BACKGROUND INFORMATION REGARDING SURVEY

The DBE specified the requirements for the survey in order to ensure national uniformity which, in turn, facilitates the analysis of education data on a national basis.

The ECD Survey is the most important source of information on the situation at your institution. The South African Schools Act, 1996 (Act No. 84 of 1996) (SASA), (sections 59 [1] and [2]), requires that:

> *Every school/centre must supply such information about the school/centre as is reasonably required by the Head of Education, and any person who, without just cause, fails to comply, shall be guilty of an offence.*

Verification:
The verification of survey data means that a sample of the survey data is physically verified at the source which, in this case, is at selected school/centre. The purpose of the verification procedure is to establish whether the schools have effectively and honestly completed the survey instrument. Obtaining accurate learner numbers is regarded as strategic information for the DBE and any irregularities with regard to this are deemed fraudulent.

Methodology:
Officials, representing the Head of Department (HoD), will visit any school/centre of learning to verify information in connection with the affairs of the school/centre of learning. Head office officials and district officials will conduct these verification visits. The relevant departmental officials will conduct their visits in accordance with a clear outline:

1. The officials will, via discussions with the principal and educators, establish the correctness of learner numbers.
2. Any document (e.g. class registers and class lists), book or article relevant to the verification procedure will be examined and copies will be made thereof if necessary;

Moreover, visual monitoring will be used to establish the accuracy of basic school/centre information (e.g. the number of classrooms). Verification visits will typically last one to two hours. A sample of 2% or 3% of institutions will typically be chosen. Selection will be random, although an attempt will be made to represent all districts and types of schools.

3 INSTRUCTIONS FOR COMPLETING THE EARLY CHILDHOOD SURVEY FORM

3.1 General information

The Survey for Early Childhood Centers has to be completed by all centers, both public and independent. It involves, amongst other aspects, a complete count of learners and personnel, as well as details with regard to the learners, resources and school equipment.

Principals will receive an electronic survey tool on the CD, a hard copy of the survey and the educator forms that have to be returned to their district or regional office. School/centre that does not have the infrastructure to capture the information electronically should submit the manually completed survey form.

Every practitioner/educator (both state-paid and other) must complete an educator form.

All data supplied should reflect the situation as on the survey date. If, due to logistical problems, school/centre receives the Survey material late, the principal should please ensure that the data filled in reflects the situation as closely as possible to that prevailing on the survey date.

The principal should return the completed survey tool to the respective district or regional office.

3.2. Basic guidelines for completion of the form

Forms that are manually completed are captured at provincial level in the data capture process.
Please follow these basic guidelines when completing the form:

- Please **answer** all the questions as fully as possible.
- Manual completion of forms should be done with a **black** pen.
- Use **BLOCK/CAPITAL** letters when completing forms, filling in one character per block.
- Please sign on the space provided for the signature.

- *NOTE: If a particular grade is NOT offered at your school, place an X in the NOT APPLICABLE row for that grade. Do not enter any learner numbers nor total for a grade not offered at your school.*

- *If your school does offer a particular grade, but there are no learners for either the Male or Female gender, then enter 0 for the relevant gender. e.g. If your school has only Female learners*

in Grade R then enter 0 under the Male row in the Grade R column and the correct number of Female learners in the Female row for Grade R. Include the total.

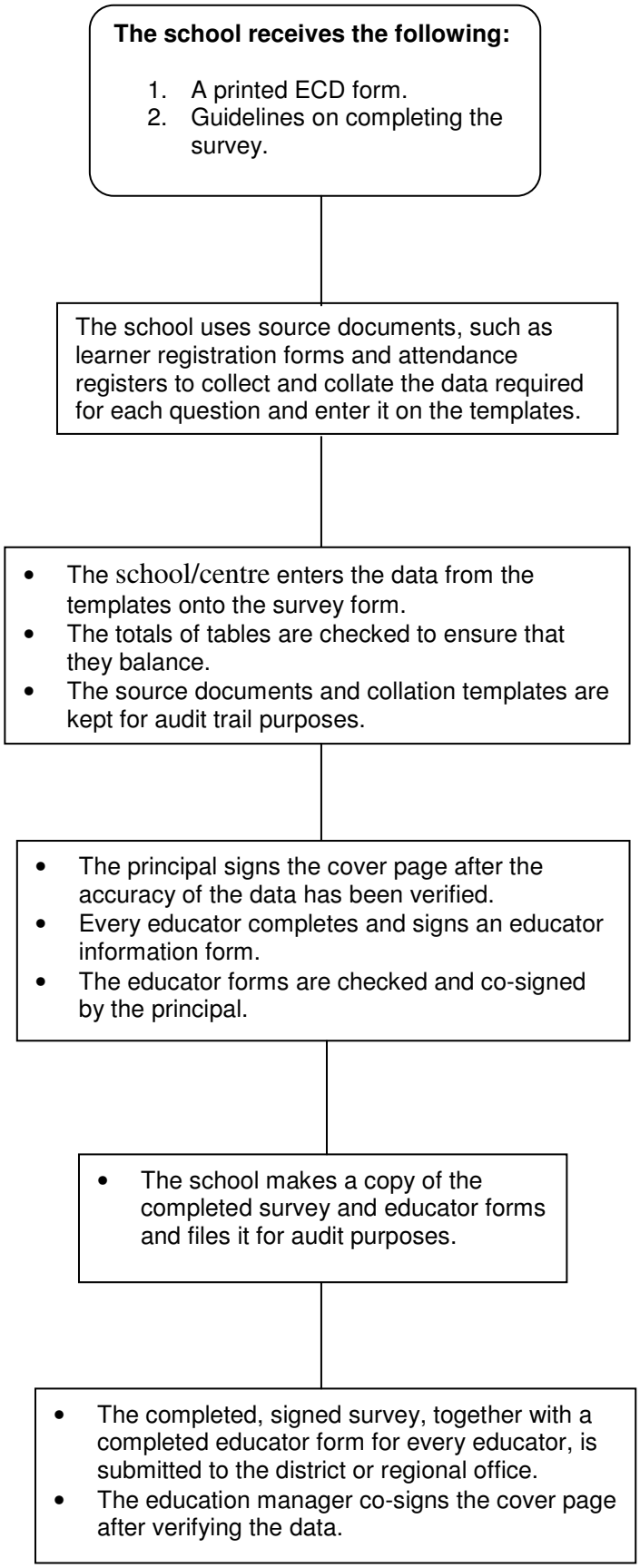
- Schools/centres are requested to return the completed original survey form to their district or regional office and to **keep a copy** of the completed survey at the school/centre for auditing purposes.
- Please ensure that your school/centre's **EMIS number** is written on each and every page.
- Please ensure that you **SIGN** and return your questionnaire timeously to your district or regional office.
- If you encounter problems with the completion of the survey tool, **please contact your district or regional office for assistance.**

3.3 Accuracy of data

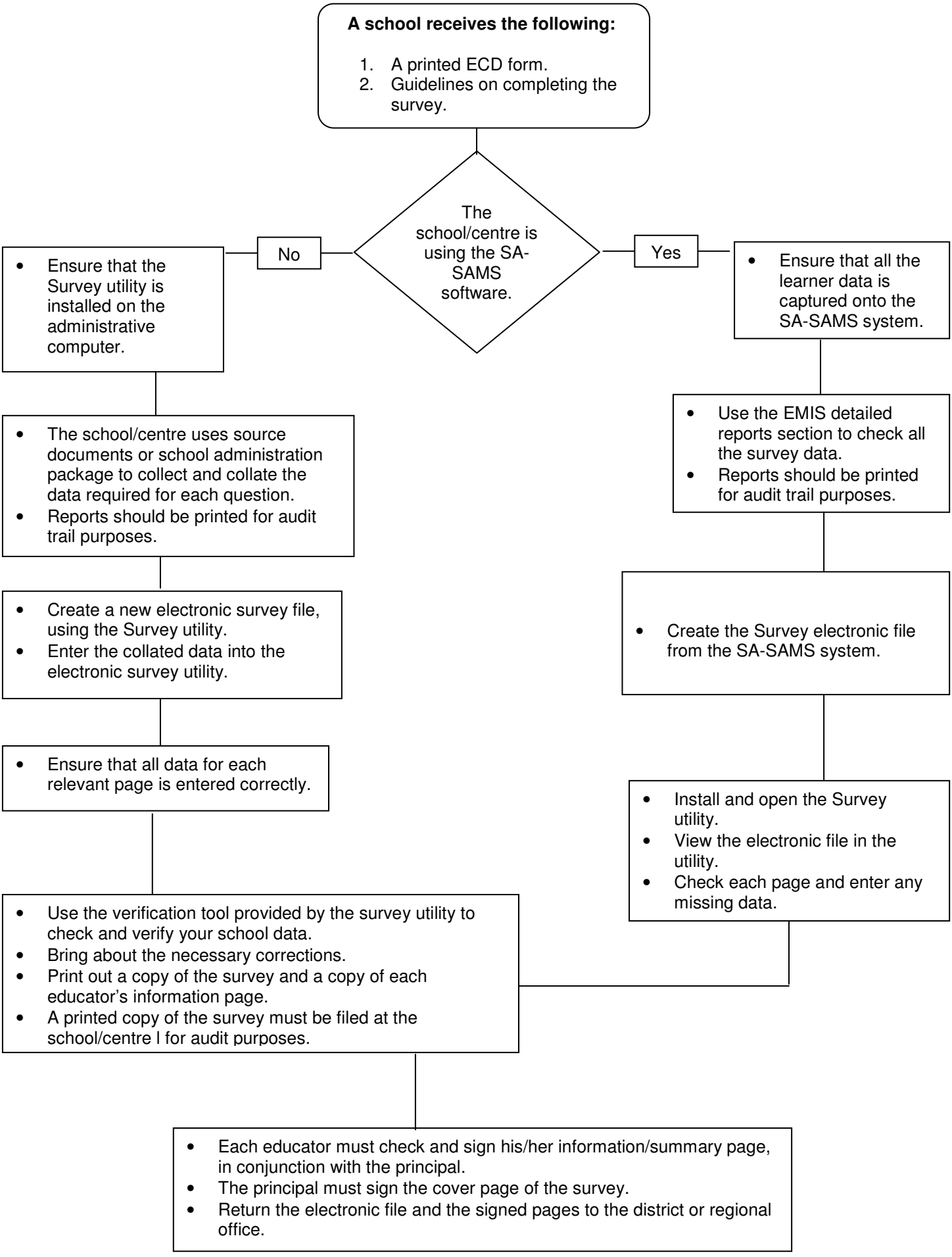
- All the data provided must pertain to **the survey date**. All registered learners and educators who are absent on the survey date must be included.
- It is important to collect learner and educator information in terms of population group and gender, in order to track the extent to which equity and access are being addressed.
- Both the **educator and the school/centre principal/manager** must sign the educator form in the space provided.
- The school/centre principal/manager and, at district or regional office level, the education manager must ascertain the validity of the information contained in the ECD Survey forms, as well as in the accompanying forms, by signing the cover page of the survey form.
- **The cover page must be signed and returned,** even if the survey is completed using an electronic tool.
- A copy of the completed survey form and the source documentation must be retained and filed by the school/centre for auditing purposes.

4. PROCESS DIAGRAMS

4.1. Schools that do not have a computer for administrative purposes



4.2. Schools that have a computer for administrative purposes



5. DETAILED GUIDELINES ON COMPLETING THE SURVEY TABLES

5.1. Cover page

All school/centre must complete the cover page of the survey and submit it together with the completed paper forms or electronic file.

Both the principal of the school/centre and the education manager must sign the cover page to certify that the information provided by the school/centre is, to the best of their knowledge, correct and complete.

The following provincial codes should be used:

Code	Province
1	Western Cape
2	Eastern Cape
3	Northern Cape
4	Free State
5	KwaZulu-Natal
6	North West
7	Gauteng
8	Mpumalanga
9	Limpopo

5.2. General information

This section requires general information about the school/centre, such as address, grade spread and number of learners enrolled.

Please read the notes at the bottom of each table on the survey form. These notes offer additional guidelines to facilitate the completion of the tables. Please leave the blocks, where there is no information to be filled in, blank. Do not use leading zeros, zeros or dashes. The information supplied in the *General information section* is used to compile and maintain a master list of school/centre in the country and is of vital importance for education planning purposes.

LOOK *Please refer to the **Glossary** at the end of each section for definitions of the different terms.*

Tables 1.1 to 1.24: General information
• Please complete every question in this section. • This is the information about the school/centre • Please update all the essential information – i.e. address, telephone numbers, etc.

Data source: Questions 1.1 to 1.24 refer to the official school/centre address and contact numbers of the school. This information should be available from the school principal and from school registration documents.

5.3. Learner Information

Table 2.1: Total number learners are registered/enrolled to the site by gender and grade

- These tables reflect total number of learners according to gender and grade.
- This is a control table for learner numbers in the survey form.
- Learners must be counted only **ONCE** according to gender and grade.

Table 2.2: Total number of Pre Grade R learners according to population group, gender and year of birth.

- This table reflects total number of Pre Grade R learners according to population group, gender and year of birth.
- Age of birth should be consistent with year of birth
- Include learners experiencing disability to learning
- Learners may NOT be double-counted.

Table 2.3: Total number of Grade R learners according to population group, gender and year of birth.

- This table reflects total number of Grade R learners according to population group, gender and year of birth.
- Age of birth should be consistent with year of birth
- Include learners experiencing disability to learning
- Learners may NOT be double-counted.

Tables 2.4: Languages and Grade

- This set of tables reflects the number of learners according to different language groupings and grade.
- Number of learners according to home language and grade.
- Number of learners according to Language of Learning and Teaching (LOLT) and grade.
- Number of learners according to PREFERRED LOLT and grade.

The grade total for each grade in each of these tables must add up to the grade total for each grade in Table 2.1.

Table 2.5: Total number of Pre Grade R learners by PRIMARY disabilities to learning, year of birth and gender

- These tables reflect **Pre Grade R** learners according to primary disabilities, year of birth and gender.
- Every learner with disability must be counted
- Learners must be counted only **ONCE** according to their primary disability.
- Learners may be classified as having a disability if medical evidence was provided by the parents or if the District-based Support Team had assessed the learner.

Table 2.6: Total number of Grade R learners by PRIMARY disabilities to learning, year of birth and gender

- These tables reflect **Grade R** learners according to primary disabilities, year of birth and gender.
- Every learner with disability must be counted
- Learners must be counted only **ONCE** according to their primary disability.
- Learners may be classified as having a disability if medical evidence was provided by the parents or if the District-based Support Team had assessed the learner.

Table 2.7: Indicate the programmes offered
• These tables reflect different type of programmes offered by the centre • Please specify the programme offered if it is not one of the listed programmes.

Tables 2.8: Learners' mortality statistics for the previous academic year
• These tables reflect data on the number of learners who lost their lives during the previous academic year. • The DBE needs to monitor changes in overall mortality trends for planning purposes. • Information is required on the number of learners according to cause of death, gender and grade, as well as on the number of deaths amongst educators according to cause of death, gender and age group. • Mortality data captured in this table should reflect the previous academic year.

Table 2.9: Number of learners whose parents(s) is/are deceased
• This table reflects data on the mortality/death statistics of the learner's parents.

6. STAFF INFORMATION

This section collects unit record data on each educator at the school. **Every educator/practitioners (whether state paid or Governing body paid) must complete an educator information form consisting of two pages.** All educator forms must be signed by both the educator and the school principal and must be returned together with the survey.

Schools using electronic systems must ensure that each educator form is printed in hard copy format and signed and returned together with the survey cover page and the electronic file.
Please ensure that the school EMIS number is printed or written on each page of the educator forms that are returned with the survey.

Educator forms must be completed as fully as possible. Principals must ensure that all the applicable information is completed on each educator form.

Table 3.1-3.3 Number of STAFF remunerated by STATE
• This set of tables collect staff information category, nature of appointment, gender and source of remuneration • The staff members should be separated by the main source of their remuneration, whether remunerated by State or Governing body. • All staff employed at the school on the survey date must be indicated on the survey form • Staff members who are on leave must be indicated even if they have been replaced by substitutes. • Private centres must indicate their staff under the heading "governing body". • A STAFF MEMBER SHOULD ONLY BE COUNTED ONCE

Tables 3.4: Educators/practitioners' mortality statistics for the previous academic year
• These tables reflect data on the number of educators/practitioners who lost their lives during the previous academic year. • The DBE needs to monitor changes in overall mortality trends for planning purposes. • Information is required on the number of educators/practitioners according to cause of death, gender and grade, as well as on the number of deaths amongst educators according to cause of death, gender and age group. • Mortality data captured in this table should reflect the previous academic year.

Tables 3.5: Educators/practitioners' trained

- These tables reflect data on the number of educators/practitioners Pre Grade R and Grade R who were trained in the following:
  - **First Aid**
  - **HIV/ AIDS skills**
  - **NCS**

7. EDUCATOR/PRACTITIONER SURVEY

The purpose of this section is to collect demographic information about every educator/practitioner in the school, so as to compile a profile of all the educators in the country.

- **Demographic information is required, such as:**
  - Name and surname
  - Age
  - Gender
  - Date of birth
  - Marital status
  - Population group
  - Province of birth
  - Citizenship

- **School:** Refers to a public or an independent school that enrols learners in one or more grades between Grades 0 and 12. This is the educator's place of employment.

- **Name of school:** Refers to the registered, official name of the **school**.

- **Title:** Associated with gender, e.g. Mr, Mrs or Ms.

- **Initials:** Refer to the first letters of the names that appear on the educator's Identity Document (ID).

- **Surname:** As it appears on the educator's Identity Document.

- **Who pays your salary:** This is to determine the source of payment of the salary of the educator/practitioner – i.e. Whether is the state/government, or the school governing body (SGB).

- **PERSAL number:** This number uniquely identifies an employee on the PERSAL system. This employee number is used as the main key on the PERSAL system, and is also linked directly to an identity (ID) number.

- **Employee number:** This number uniquely identifies an employee on the payroll system. The employee number is mainly aimed at non-government educators (independent schools), who are paid from the schools' own payroll systems.

- **SACE number:** The South African Council for Educators (SACE) number is the unique number allocated to a registered educator.

- **Citizenship:** This information is used to determine who are South African citizens and who are non-citizens and it provides statistics on the international migration of educators.

- **ID Number:** This is the 13-digit unique number allocated to an individual upon registering for a birth certificate/Identity Document.

- **Work permit number:** This is a unique number allocated to foreign educators who are allowed to work in a country, indicating the duration of their employment.

- **Expiry date of the work permit:** The day following the last valid day of the work permit.

- **If not South African, country of citizenship:** Refers to foreign countries.

- **Marital status:** This is the personal status of an individual with regard to the marriage laws or customs of a country.

- **Date of birth:** Refers to the date of the day on which the employee was born. The date of birth is used **to** determine the age structure of the workforce for purposes of retirement/ recruitment planning.

- **Population group:** It indicates the population group to which an employee belongs. It is used to meet the requirements of employment equity legislation, as well as affirmative action policies.

- **Home language:** The language that is spoken most frequently at home by an educator. This information is used to determine which languages are most spoken in the country.
- **Disability status:** Refers to a moderate to severe limitation of a person's ability to function normally or to perform daily life activities and it is the result of a physical, sensory, communication, intellectual or mental impairment.
- **Your years of teaching experience:** Refers to the number of years that an educator has been teaching.

- **Personnel category:** This is aimed at grouping the Post Class/Salary Codes into various personnel categories with a view to reflecting management information, pertaining to corresponding groups of posts, in a summarized manner.

- **Nature of appointment:** Refers to the capacity – e.g. permanent, temporary, casual, etc., in which an employee has been appointed and it has an impact on benefits.

- **Duration of appointment:** This indicates whether an employee has been appointed on a full-time or part-time basis.

- **Income tax number:** This is a unique number allocated to an individual/business registered to pay tax.

- **Medical aid name:** The registered name of the educator's medical aid.

- **Medical aid number:** The unique nine-digit number allocated to a member.

- **Next of kin:** The person you've named to be your closest living relative.

- **Postal address:** This is a unique identifier for delivering post to an individual or organization.

- **Physical address:** This address indicates or states the exact vicinity or place of residence.
- **Cell phone number:** This is a unique set of ten numbers, identifying the telephone of a particular subscriber and is used in making contact with a person via that cell phone.
- **Home telephone number:** This is a unique set of figures identifying the telephone of a particular subscriber, and is used in making contact with a person via that telephone.
- **Usage of computer:** Refers to the frequency with which the educator uses the computer.
- **Integrated Quality Management System (IQMS):** This is a an integrated quality management system that consists of development appraisal, performance measurement and whole-school evaluation programmes.
- **Qualification:** This refers to a qualification registered by the South African Qualifications Authority (SAQA).
- **Grades taught:** Refers to the specific grade(s) that is/are being taught by an educator.
- **Subjects taught:** Refer to the specific subject(s) that is/are being taught by an educator.

8. CHECKING LEARNER NUMBERS IN SURVEY TABLES

1	LEARNER SECTION	Checked and confirmed? Yes / No		If not confirmed, please comment
		Principal	Education Manager	
1.1	Has the section on **General Information** been completed correctly in all aspects? [Table 1.1 – Table 1.24]			

Summary Control Table: Learners				
• Please check ALL the following tables against the totals in Table 2.1 • **NOTE: the totals should be transferred from the Annual Survey form as completed by the data compiler** • **The totals of each of the tables in the list should balance with the totals for table 2.1**				
Table		**Total: Male**	**Total: Female**	**Grand Total**
1.2	Table 2.1 CONTROL TABLE			
The totals in each table below must balance with the totals recorded for TABLE 2.1 Please also check the totals of each grade against Table 2.1 where applicable.				
1.2.1	**Table 2.2 and 2.3: "Number of learners according to population group, gender and year of birth"**			
1.2.2	**Table 2.4 "Number of learners according to languages and grade"**			

Summary Control Table: Educators				
1.2.3	**Total number of Educators (State and SGB paid) at the site (excluding substitute educators)**			
1.2.4	**Total number of Educator (State and SGB paid) forms attached (excluding substitute educators)**			
1.2.5	**Total number of substitute Educators (State and SGB paid) at the site**			
1.2.6	**Total number of substitute Educator (State and SGB paid) forms attached**			

2	SCHOOL EDUCATOR SECTION	Confirmed?	If not confirmed,

		Yes / No	please comment
2.1	Have the educator details e.g. ID and PERSAL number, post level, etc been verified with the relevant source documents?		
2.2	Has the principal verified that all the educator forms are completed in full?		

9. APPENDIX A: GLOSSARY AND DEFINITIONS

Glossary of Terms

Aid/Learning/Remedial: Refers to a class that learners who experience specific learning difficulties attend on a part- time basis so that their curriculum support needs can be individually addressed and that they can then eventually return to an ordinary class.

Class size: The average number of learners per class, calculated by dividing the number of learners enrolled by the number of classes.

Class: A group of learners who are under the administrative supervision of a class teacher. It is commonly referred to as a "form" class or a "register" class.

Disability: A moderate to severe limitation of a person's ability to function normally or the person's ability to perform daily life activities as a result of a physical, sensory, communication, intellectual or mental impairment.

Grade R: The reception year for a learner in a school or an Early Childhood Development (ECD) centre – i.e. the grade immediately before Grade 1.

Grade: The part of an educational programme that a learner may complete in one school year or any other education programme, which the Member of the Executive Council (MEC) may deem equivalent thereto.

Home language: The language that is spoken most frequently by a learner at home.

Hostel: A facility that provides accommodation and/or food and care for learners.

Hostel boarders: Learners or staff members who live in a hostel during school terms.

Hostel staff: Persons employed to handle the administration, maintenance and management of the hostel.

Language learning areas: The 11 official languages, other languages approved by the Pan South African Language Board (PANSALB), Braille and the South African Sign Language approved by Umalusi.

Language level: Proficiency level at which language learning areas are offered at a school.

Language of learning and teaching (LOLT): This is the language medium via which learning and teaching, including assessment, takes placed at a school.

Language proficiency: The level of competence at which an individual is able to use a specific language for both basic communicative tasks and academic purposes.

Learner: A person who attends an ECD centre, a school or an Adult Basic Education and Training (ABET) centre.

Not Applicable: The specific grade is not offered at your school.

Other: Learners who are not grouped in any of the grades provided.

Population group: A group with common characteristics (in terms of descent and history), particularly in relation to how they were classified before 1994. Please note that information pertaining to "population group" is important for tracking the extent to which equity and access have been achieved.

Pre-Grade R: A programme of learning provided by a school or another education institution in a grade preceding Grade R.

Remedial class: Refers to a class that learners, who experience specific learning difficulties, attend on a part-time basis so that their curriculum support needs can be individually addressed and so that they can eventually return to an ordinary class.

Repeater: A learner who enrols in the same grade or for the same educational programme for a second or yet another time.

Special class: A class that is attended full-time by learners who experience specific learning difficulties, so that that their curriculum supports needs can be individually addressed.

Platooning school: A school with its own learners, staff, principal and EMIS number, which uses the building and infrastructure of a host school.

Multi-grade class: A class where learners in more than one grade are taught in the same classroom at the same time.

Definitions of Disabilities

Attention deficit disorder with/without hyperactivity (ADHD)	ADHD refers to a chronic disorder that initially manifests in childhood and is characterised by hyperactivity, impulsivity and/or inattention. Not all those affected by ADHD manifest all three behavioural categories. ADHD can result in difficulty with academic, emotional and social functioning. It may be associated with other neurological, significant behavioural and/or developmental/learning disabilities.
Autistic spectrum disorders	Autistic spectrum disorders impact on the normal development of the brain in the areas of social interaction and communication skills. Children typically experience difficulty with verbal and non-verbal communication, social interaction and leisure or play activities, find it hard to communicate with others and relate to the outside world. A medical practitioner, preferably a specialist (paediatrician or psychiatrist), must diagnose learners.
Behavioural0/conduct disorder (including severe behavioural problems):	Learners with behavioural/conduct disorder usually show little concern for others and repeatedly violate the basic rights of others and the rules of society. Children and adolescents act out their feelings or impulses in destructive ways. Offences often become more serious over time. Such offences may include lying, theft, aggression, truancy, arson and vandalism.
Blindness	Loss of useful sight. Blindness can be temporary or permanent. Damage to any portion of the eye, the optic nerve or the area of the brain responsible for vision can result in blindness. It is measured as <3/60 in the better eye, after maximum correction.
Cerebral palsy	Cerebral palsy describes a group of chronic conditions affecting body movements and muscle coordination. It is caused by damage to one or more specific areas of the brain – traumatic, infectious or developmental. Major types include spastic, dystonic, athetoid and ataxic disorders and suffers can be classified as quadriplegic, diplegic or hemiplegic. A medical practitioner must make the diagnosis.
Deafness	Learners who experience a **severe** hearing impairment and who depend on specialised educational support. Hearing must be assessed via an auditory test and hearing loss should be more than 61 dB at 0,5; 1; and 2 KHz in the better ear.
Deaf-blindness	Deaf-blindness refers to concomitant hearing and visual impairments – the combination of which causes such severe communication and other developmental and educational needs, which are different from children suffering from deafness blindness.
Epilepsy	A disorder caused by sudden over-activity of brain cells and characterised by repetitive attacks of a diverse nature. Seizures (or convulsions) occur when there is an abnormal electrical discharge in the brain. This may be triggered by a chemical imbalance or a structural abnormality. Seizures differ in cause, nature, severity, management and long-term effect.

Hard of hearing	Learners who experience a moderate hearing impairment and who are in need of additional specialised support. Hearing must be assessed via an auditory test and the decibel loss must be more than 31 dB for persons under the age of 15 and more than 41 dB for persons 15 years and older.
Mild to moderate intellectual disability	Learners with an intellectual disability have significantly lower than average intellectual ability and show deficits in social and adaptive functioning – i.e. limitations in such areas as communication, social, daily living or movement skills. Learners with mild to moderate intellectual disability are academically functioning on a level below 75% of that of their peers. (See "Moderate to severe intellectual disability" below.) IQ tests are no longer considered appropriate.
Moderate to severe/profound intellectual disability	Learners with moderate to severe/profound intellectual disability are academically functioning on a level below 50% of that of their peers. Some identifiable causes include hereditary factors; chromosome abnormalities, such as in Down Syndrome; brain damage before or at birth; brain damage after birth due to illness or an accident; malnutrition or other forms of deprivation in early childhood.
Multiple disability	Learners who experience more than one of the disabilities identified.
Partial sightedness/ low vision	Low vision constitutes impairment of visual functioning, even after treatment – for example, an operation and/or standard refractive correction (the person has been given glasses or lenses) and the person has a visual acuity of less than 6/18 to light perception, or a visual field of less than 10° from the point of fixation (i.e. 20° across) but who uses, or is potentially able to use vision for the planning and/or execution of a task.
Physical disability	Learners with a significant physical disability that substantially limits one or more basic physical activities, such as walking, climbing stairs, reaching, lifting or carrying.
Severely intellectually disabled	Learners who experience severe intellectual disability and are more than two years behind their peers.
Specific learning disability	A specific learning disability is a disorder in one or more of the central nervous system processes involved in perceiving, understanding and/or using concepts through verbal (spoken or written) language or non-verbal means. This disorder manifests itself with a deficit in one or more of the following areas: Attention, reasoning, processing, memory, communication, reading, writing, spelling, calculation, coordination, social competence and emotional maturity.

Psychiatric disorders	These disorders must be diagnosed by a psychiatrist or psychologist and could include the following: **Personality disorders:** Mental illnesses that share several unique qualities. While many disorders vacillate in terms of symptom presence and intensity, personality disorders typically remain relatively constant. **Adjustment disorders:** Disorders in this category relate to a **significantly** more difficult adjustment to a life situation than would normally be expected, considering the circumstances. **Mood disorders:** These include those disorders where the primary symptom is a disturbance in mood. In other words, inappropriate, exaggerated or a limited range of feelings – e.g. bipolar disorder, major depression disorder, etc. **Anxiety disorders:** The primary feature is abnormal or inappropriate anxiety such as acute stress disorder, obsessive-compulsive disorder, phobias, posttraumatic stress disorder, etc. **Psychotic disorders:** The major symptoms of these disorders are psychoses or delusions and hallucinations. Delusions are false beliefs that significantly hinder a person's ability to function, e.g. schizophrenia.

10. APPENDIX B: LIST OF ACRONYMS

ABET	Adult Basic Education and Training
ADHD	Attention deficit disorder with/without hyperactivity
DBE	Department of Basic Education
EMIS	Education Management Information Systems
ECD	Early Childhood Development
FET	Further Education and Training
GET	General Education and Training
HoD	Head of Department
ICT	Information Communications Technology
ID	Identity Document
IQMS	Integrated Quality Management System
IT	Information Technology
LOLT	Language of Learning and Teaching
MEC	Member of the Executive Council
PANSALB	Pan South African Language Board
PED	Provincial education departments
SACE	South African Council for Educators
SAQA	South African Qualifications Authority
SASA	South African Schools Act, 1996 (Act No. 84 of 1996)
SA-SAMS	South African Schools Administration Management System
SGB	School Governing Body
SNE	Special Needs school