

DEPARTMENT OF BASIC EDUCATION

Annual Report 2014/15



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



**DEPARTMENT OF
BASIC EDUCATION**

VOTE NO. 15

ANNUAL REPORT

2014/15

CONTENTS

PART A: GENERAL INFORMATION

1.	DEPARTMENT GENERAL INFORMATION	2
2.	LIST OF ABBREVIATIONS/ACRONYMS	3
3.	FOREWORD BY THE MINISTRY	10
4.	REPORT OF THE ACCOUNTING OFFICER	12
	4.1 Overview of the operations of the Department	12
	4.2 Overview of the Financial Results of the Department	16
	4.3 Services Rendered by the Department	16
	4.4 Programme Expenditure	17
	4.5 Expenditure per economic classification	17
	4.6 Virements/Roll-overs	18
5.	STATEMENT OF RESPONSIBILITY AND CONFIRMATION OF ACCURACY FOR THE ANNUAL REPORT	20
6.	STRATEGIC OVERVIEW	21
	6.1 Vision	21
	6.2 Mission	21
	6.3 Values	21
7.	LEGISLATIVE AND OTHER MANDATES	22
	7.1 Constitutional mandate	22
	7.2 Legislative mandate	22
	7.3 Policy mandate	23
8.	ORGANISATIONAL STRUCTURE	24
9.	ENTITIES REPORTING TO THE MINISTER	33

PART B: PERFORMANCE INFORMATION

1.	AUDITOR-GENERAL'S REPORT: PREDETERMINED OBJECTIVES	36
2.	OVERVIEW OF DEPARTMENTAL PERFORMANCE	37
	2.1 Service Delivery Environment	37
	2.2 Service Delivery Improvement Plan	38
	2.3 Organisational Environment	40
	2.4 Key policy developments and legislative changes	41
3.	STRATEGIC OUTCOME-ORIENTED GOALS	43
4.	PERFORMANCE INFORMATION BY PROGRAMME	48
	4.1 Programme One: Administration	48
	4.2 Programme Two: Curriculum Policy, Support and Monitoring	63

4.3 Programme Three: Teachers, Education Human Resources and Institutional Development	78
4.4 Programme Four: Planning, Information and Assessment	93
4.5 Programme Five: Educational Enrichment Services	117
5. TRANSFER PAYMENTS	142
6. CONDITIONAL GRANTS.	144
6.1 Conditional Grants and Earmarked Funds Paid	144
6.2 Earmarked Funds Received	150
7. DONOR FUNDS	151
7.1 Donor Funds Received	151
8. CAPITAL INVESTMENT	152
8.1 Capital Investment, Maintenance and Asset Management Plan	152

PART C: GOVERNANCE

1. INTRODUCTION	160
2. RISK MANAGEMENT	160
3. FRAUD AND CORRUPTION	160
4. MINIMISING CONFLICT OF INTEREST	160
5. CODE OF CONDUCT	161
6. HEALTH, SAFETY AND ENVIRONMENTAL ISSUES.	161
7. PORTFOLIO COMMITTEES	161
8. STANDING COMMITTEE ON PUBLIC ACCOUNTS (SCOPA) RESOLUTIONS.	167
9. PRIOR MODIFICATIONS TO AUDIT REPORTS	167
10. INTERNAL CONTROL UNIT	167
11. INTERNAL AUDIT AND AUDIT COMMITTEE.	167
12. REPORT OF THE AUDIT COMMITTEE	169
12.1 Audit Committee Responsibility	169
12.2 The Effectiveness of Internal Control	169
12.3 In-Year Management and Monthly/Quarterly Reports	170
12.4 Evaluation of Financial Statements	170
12.5 Auditor-General's Report.	170

PART D: HUMAN RESOURCE MANAGEMENT

1	INTRODUCTION	172
2	OVERVIEW OF HUMAN RESOURCES	172
3	HUMAN RESOURCES OVERSIGHT STATISTICS.	173
	3.1 Personnel-Related Expenditure	173
	3.2 Employment and Vacancies	175
	3.3 Filling of Senior Management Service (SMS) Posts	176
	3.4 Job Evaluation	178
	3.5 Employment Changes	179
	3.6 Employment Equity	181
	3.7 Signing of Performance Agreements by SMS Members.	184
	3.8 Performance Rewards	185
	3.9 Foreign Workers	187
	3.10 Leave Utilisation.	187
	3.11 HIV/AIDS and Health Promotion Programmes	189
	3.12 Labour Relations	191
	3.13 Skills Development	192
	3.14 Injury on Duty	194
	3.15 Utilisation of Consultants.	194
	3.16 Severance Packages.	195

PART E: FINANCIAL INFORMATION

<i>REPORT OF THE AUDITOR-GENERAL OF SOUTH AFRICA TO PARLIAMENT ON VOTE NO. 15: DEPARTMENT OF BASIC EDUCATION</i>	<i>198</i>
<i>APPROPRIATION STATEMENT FOR THE YEAR ENDED 31 MARCH 2015.</i>	<i>203</i>
<i>NOTES TO THE APPROPRIATION STATEMENT FOR THE YEAR ENDED 31 MARCH 2015</i>	<i>224</i>
<i>STATEMENT OF FINANCIAL PERFORMANCE FOR THE YEAR ENDED 31 MARCH 2015.</i>	<i>226</i>
<i>STATEMENT OF FINANCIAL POSITION FOR THE YEAR ENDED 31 MARCH 2015</i>	<i>227</i>
<i>STATEMENT OF CHANGES IN NET ASSETS FOR THE YEAR ENDED 31 MARCH 2015</i>	<i>228</i>
<i>CASH FLOW STATEMENT FOR THE YEAR ENDED 31 MARCH 2015</i>	<i>229</i>
<i>ACCOUNTING POLICIES FOR THE YEAR ENDED 31 MARCH 2015</i>	<i>230</i>
<i>NOTES TO THE ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2015</i>	<i>237</i>
ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS for the year ended 31 March 2015.	274
<i>ANNEXURE 1A: STATEMENT OF TRANSFERS TO DEPARTMENTAL AGENCIES AND ACCOUNTS</i>	<i>274</i>
<i>ANNEXURE 1B: STATEMENT OF TRANSFERS TO FOREIGN GOVERNMENT AND INTERNATIONAL ORGANISATIONS.</i>	<i>275</i>
<i>ANNEXURE 1C: STATEMENT OF TRANSFERS TO NON-PROFIT INSTITUTIONS</i>	<i>276</i>

ANNUAL REPORT 2014/15
VOTE 15 DEPARTMENT OF BASIC EDUCATION

<i>ANNEXURE 1D: STATEMENT OF TRANSFERS TO HOUSEHOLDS</i>	<i>277</i>
<i>ANNEXURE 1E: STATEMENT OF GIFTS, DONATIONS AND SPONSORSHIPS RECEIVED</i>	<i>278</i>
<i>ANNEXURE 1F: STATEMENT OF AID ASSISTANCE RECEIVED</i>	<i>279</i>
<i>ANNEXURE 2A: STATEMENT OF FINANCIAL GUARANTEES ISSUED AS AT 31 MARCH 2014 – LOCAL</i>	<i>280</i>
<i>ANNEXURE 2B: STATEMENT OF CONTINGENT LIABILITIES AS AT 31 MARCH 2015</i>	<i>281</i>
<i>ANNEXURE 3: CLAIMS RECOVERABLE</i>	<i>282</i>
<i>ANNEXURE 4: INVENTORIES</i>	<i>284</i>
<i>ANNEXURE 5: MOVEMENT IN CAPITAL WORK IN PROGRESS</i>	<i>285</i>
<i>ANNEXURE 6A: INTER-ENTITY ADVANCES PAID (note 12)</i>	<i>286</i>
<i>ANNEXURE 6B: INTER-ENTITY ADVANCES RECEIVED (note 16)</i>	<i>287</i>

LIST OF TABLES

Table 1: Departmental Receipts	16
Table 2: Tariffs for services rendered in respect of the National Technical Examinations.	16
Table 3: Programme Expenditure	17
Table 4: Expenditure per economic classification	17
Table 5: Virement/Roll-overs	18
Table 6: Constitutional Mandate	22
Table 7: Legislative Mandate.	22
Table 8: Policy Mandate	23
Table 9: Public entities reporting to the Minister	33
Table 10: Main services and standards	39
Table 11: Minimum requirements of textbooks per phase	39
Table 12: Universal textbook coverage, per province	39
Table 13: Batho Pele arrangements	39
Table 14: Service delivery information tools	40
Table 15: Complaints mechanism	40
Table 16: The total number of Grade 10 textbooks delivered to schools that were not offering Mathematics.	45
Table 17: Meetings convened	59
Table 18: Programme 1 Strategic Objectives, Performance Indicators, Planned Targets and Actual Achievements	61
Table 19 Programme 1 Linking Performance with Budgets	62
Table 20: Workbooks delivered, per province	71
Table 21: Grade 10 textbooks delivered to schools that did not previously offer Mathematics	72
Table 22: Total number of books delivered, per province	73
Table 23: Grade R resource packs	73
Table 24: Programme 2 Strategic Objectives, Performance Indicators, Planned Targets and Actual Achievements	76
Table 25: Programme 2 Linking Performance to Budgets	77
Table 26: Qualified teachers aged 30 and below entering the public service, by quarter	79
Table 27: Number of qualified teachers aged 30 and below entering the public service in the past year, by quarter	79
Table 28: Placement of Funza Lushaka bursary scheme beneficiaries	80
Table 29: Teachers that attended training in the use of MP3 LifePlayers	86
Table 30: Monitoring of SGB elections, by province	87
Table 31: Teacher Union Collaboration Programmes	88
Table 32: Functionality of Teacher Development Centres, by province	90
Table 33: Programme 3 Strategic Objectives, Performance Indicators, Planned Targets and Actual Achievements	91
Table 34: Programme 3 Linking Performance to Budgets	92

ANNUAL REPORT 2014/15
VOTE 15 DEPARTMENT OF BASIC EDUCATION

Table 35: Comparative Analysis of the November 2014 NSC and 2015 Supplementary Examination results	95
Table 36: Candidates enrolled in the 2014 final and 2015 Supplementary examinations, selected subjects	95
Table 37: Vacancies filled to improve school infrastructure delivery, by province.	99
Table 38: SA-SAMS help desk support provided	102
Table 39: Annual releases of versions of SA-SAMS.	103
Table 40: Districts receiving training in 2014/15	105
Table 41: Programme 4 Strategic Objectives, Performance Indicators, Planned Targets and Actual Achievements	112
Table 42: Programme 4 Linking Performance to Budgets	116
Table 43: ISHP Programmes, schools monitored in 2014/15	120
Table 44: National Winners of the 2014 YCAP competition	129
Table 45: Programme Partnership Agreements signed in 2014/15.	134
Table 46: Programme 5 Strategic Objectives, Performance Indicators, Planned Targets and Actual Achievements	140
Table 47: Programme 5 Linking Performance with budgets	141
Table 48: Transfer Payments to Public Entities	142
Table 49: Conditional Grant: Technical Secondary School Recapitalisation	144
Table 50: Conditional Grant: National School Nutrition Programme (NSNP)	144
Table 51: Conditional Grant: HIV and AIDS Life Skills Programme	145
Table 52: Conditional Grant: Dinaledi Schools	147
Table 53: Conditional Grant: Education Infrastructure Grant	148
Table 54: Conditional Grant: School Infrastructure Backlogs	149
Table 55: Conditional Grant: Occupation Specific Dispensation	150
Table 56: Donor Funds Received	151
Table 57: ASIDI: List of schools where construction progress exceeded 25%	154
Table 58: Risk Management Committee meetings attended	160
Table 59: Matters raised in Portfolio and Select Committees' meetings and oversight visits.	162
Table 60: Progress made in clearing previous audit findings	167
Table 61: Audit Committee members' information	168
Table 62: Personnel expenditure by programme for the period 1 April 2014 to 31 March 2015	173
Table 63: Personnel costs by salary band for the period 1 April 2014 to 31 March 2015.	174
Table 64: Salaries, Overtime, Home-owner's Allowance and Medical Aid by programme for the period 1 April 2014 to 31 March 2015	174
Table 65: Salaries, Overtime, Home-owner's Allowance and Medical Aid by salary band for the period 1 April 2014 to 31 March 2015	175
Table 66: Employment and vacancies by programme as on 31 March 2015.	175
Table 67: Employment and vacancies by salary band as on 31 March 2015.	176
Table 68: Employment and vacancies by critical occupations as on 31 March 2015	176

ANNUAL REPORT 2014/15
VOTE 15 DEPARTMENT OF BASIC EDUCATION

Table 69: SMS post information as on 31 March 2015.	176
Table 70: SMS post information as on 30 September 2014	177
Table 71: Advertising and filling of SMS posts for the period 1 April 2014 and 31 March 2015	177
Table 72: Reasons for not having complied with the filling of funded vacant SMS posts (advertised within 6 months and filled within 12 months after becoming vacant) for the period 1 April 2014 to 31 March 2015	177
Table 73: Reasons for vacancies not being filled within six months	177
Table 74: Reasons for vacancies not being advertised within six months	178
Table 75: Reasons for vacancies not being filled within six months	178
Table 76: Job evaluation by salary band for the period 1 April 2014 to 31 March 2015	178
Table 77: Profile of employees whose positions were upgraded due to their posts being upgraded for the period 1 April 2014 to 31 April 2015	179
Table 78: Employees with salary levels higher than those determined by job evaluation by occupation for the period 1 April 2014 to 31 March 2015	179
Table 79: Annual turnover rates by salary band for the period 1 April 2014 to 31 March 2015	179
Table 80: Annual turnover rates by critical occupation for the period 1 April 2014 to 31 March 2015	180
Table 81: Reasons why staff left the Department for the period 1 April 2014 to 31 March 2015	180
Table 82: Promotions by critical occupation for the period 1 April 2014 to 31 March 2015	180
Table 83: Promotions by salary band for the period 1 April 2014 to 31 March 2015	181
Table 84: Total number of employees (including employees with disabilities) in each of the following occupational categories as on 31 March 2015.	181
Table 85: Total number of employees (including employees with disabilities) in each of the following occupational bands as on 31 March 2015	182
Table 86: Recruitment for the period 1 April 2014 to 31 March 2015	182
Table 87: Promotions for the period 1 April 2014 to 31 March 2015.	183
Table 88: Terminations for the period 1 April 2014 to 31 March 2015	183
Table 89: Disciplinary action for the period 1 April 2014 to 31 March 2015.	184
Table 90: Skills development for the period 1 April 2014 to 31 March 2015	184
Table 91: Signing of performance agreements by SMS members as on 31 July 2014.	184
Table 92: Reasons for not having concluded performance agreements for all SMS members as on 31 March 2015	185
Table 93: Disciplinary steps taken against SMS members for not having concluded performance agreements on 31 March 2015	185
Table 94: Performance rewards by race, gender and disability for the period 1 April 2014 to 31 March 2015.	185
Table 95: Performance rewards by salary band for personnel below Senior Management Service level for the period 1 April 2014 to 31 March 2015	186
Table 96: Performance rewards by critical occupation for the period 1 April 2014 to 31 March 2015	186
Table 97: Performance-related rewards (cash bonus) by salary band for Senior Management Service for the period 1 April 2014 to 31 March 2015	186
Table 98: Foreign workers by salary band for the period 1 April 2014 to 31 March 2015	187

Table 99: Foreign workers by major occupation for the period 1 April 2014 to 31 March 2015	187
Table 100: Sick leave for the period 1 April 2014 to 31 March 2015	187
Table 101: Disability leave (temporary and permanent) for the period 1 January 2014 to 31 December 2014	188
Table 102: Annual leave for the period 1 January 2014 to 31 December 2014	188
Table 103: Capped leave for the period 1 January 2014 to 31 December 2014	189
Table 104: Leave payouts for the period 1 April 2014 to 31 March 2015	189
Table 105: Steps taken to reduce the risk of occupational exposure	189
Table 106: Details of health promotion and HIV/AIDS programmes	190
Table 107: Collective agreements for the period 1 April 2014 to 31 March 2015	191
Table 108: Misconduct and disciplinary hearings finalised for the period 1 April 2014 to 31 March 2015	191
Table 109: Types of misconduct addressed at disciplinary hearings for the period 1 April 2014 to 31 March 2015	191
Table 110: Grievances lodged for the period 1 April 2014 to 31 March 2015	191
Table 111: Disputes lodged with Councils for the period 1 April 2014 to 31 March 2015	191
Table 112: Strike actions for the period 1 April 2014 to 31 March 2015	192
Table 113: Precautionary suspensions for the period 1 April 2014 to 31 March 2015	192
Table 114: Training needs identified for the period 1 April 2014 to 31 March 2015	192
Table 115: Training provided for the period 1 April 2014 to 31 March 2015	193
Table 116: Injury on duty for the period 1 April 2014 to 31 March 2015	194
Table 117: Report on consultant appointments using appropriated funds for the period 1 April 2014 to 31 March 2015	194
Table 118: Analysis of consultant appointments using appropriated funds, in terms of historically disadvantaged individuals (HDIs), for the period 1 April 2014 to 31 March 2015	194
Table 119: Report on consultant appointments using donor funds for the period 1 April 2014 to 31 March 2015	194
Table 120: Analysis of consultant appointments using donor funds, in terms of historically disadvantaged individuals (HDIs), for the period 1 April 2014 to 31 March 2015	195
Table 121: Granting of employee-initiated severance packages for the period 1 April 2014 to 31 March 2015	195

LIST OF FIGURES

Figure 1: E-Communication users	55
Figure 2: Resolution rate of the DBE from 1 April 2014 to 31 March 2015	108
Figure 3: Targets and achievement of distribution of LTSM sets to schools	119
Figure 4: School monitoring visits per province	123

PART A: GENERAL INFORMATION





1. DEPARTMENT GENERAL INFORMATION

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2. LIST OF ABBREVIATIONS/ACRONYMS

AGSA	Auditor-General of South Africa
ANA	Annual National Assessment
ARC	Agricultural Research Council
ASIDI	Accelerated School Infrastructure Delivery Initiative
ASS	Annual School Survey
ATU	Autonomous Teacher Unions
BRICS	Brazil, Russia, India, China, South Africa
CAPS	Curriculum and Assessment Policy Statement
CaSIPO	Care and Support for Improved Patient Outcomes
CEIEC	China Education Instrument and Equipment Corporation
CEM	Council of Education Ministers
CFO	Chief Financial Officer
CJCP	Centre for Justice and Crime Prevention
CPTD	Continuing Professional Teacher Development
CSI	Corporate Social Investment
CSIR	Council for Scientific and Industrial Research
CSTL	Care and Support for Teaching and Learning
CTU-ATU	Combined Trade Unions-Autonomous Teacher Unions
DAC	Department of Arts and Culture
DBE	Department of Basic Education
DFID	Department for International Development (UK)
DHA	Department of Home Affairs
DHET	Department of Higher Education and Training
DIRCO	Department of International Relations and Cooperation
DOH	Department of Health
DPME	Department of Performance Monitoring and Evaluation
DPSA	Department of Public Service and Administration

DSC	District Steering Committee
DSD	Department of Social Development
DST	Department of Science and Technology
DTPS	Department of Telecommunication and Postal Services
ECD	Early Childhood Development
ECF	Education Collaboration Framework
EDA	Education Districts Excellence Award
EFA	Education For All
EFAL	English First Additional Language
EGRA	Early-Grade Reading Assessment
EHP	Environmental Health Practitioner
ELRC	Education Labour Relations Council
EMIS	Education Management Information System
EMS	Education Management Service
ETDP	Education, Training and Development Practitioners
ETDP SETA	Education and Training Development Practices Sector Education and Training Authority
EU	European Union
FAO	Food and Agricultural Organisation
FET	Further Education and Training
FOSAD	Forum of South African Directors-General
FSS	Fresh Start School
FLBP	Funza Lushaka Bursary Programme
FY	Financial Year
GEM/BEM	Girls/Boys Education Movement
GET	General Education and Training
GHS	General Household Survey
GMSA	General Motors South Africa Foundation
HACCP	Hazard Analysis and Critical Control Points

HEDCOM	Heads of Education Departments Committee
HEI	Higher Education Institution
HOD	Head of Department
HOMs	Heads Of Missions
HPCA	Hospice Palliative Care Association of South Africa
HPV	Human Papillomavirus
IA	Implementing Agent
ICT	Information and Communication Technology
IDC	Industrial Development Corporation
IE	Inclusive Education
IHDC	Institute for Health and Development Communication
IIAL	Incremental Introduction of African Languages
ILAC	International Laboratory Accreditation Cooperation
INSETA	Insurance Sector Education and Training Authority
IQMS	Integrated Quality Management System
ISASA	Independent Schools Association of Southern Africa
ISHP	Integrated School Health Programme
ISO	International Organisation for Standardisation
JICA	Japan International Cooperation Agency
KSA	Kellogg's South Africa
LAPs	Learner Assessment Portfolios
LEAP	Learn English Audio Project
LIASA	Library and Information Association of South Africa
LIS	Library and Information Services
LTSM	Learning and Teaching Support Materials
LURITS	Learner Unit Record Information and Tracking System
MDG	Millennium Development Goal
MHS	Municipal Health Services

MoA	Memorandum of Agreement
MoU	Memorandum of Understanding
MP	Member of Parliament
MPAT	Management Performance Assessment Tool
MST	Mathematics, Science and Technology
MTEF	Medium Term Expenditure Framework
NACCA	National Action Committee for Children Affected by HIV and AIDS
NACMA	National Annual Choral Music Achievements Awards
NAISA	National Alliance of Independent School Associations
NCCPF	National Child Care and Protection Forum
NCF	National Consultative Forum
NCS	National Curriculum Statement
NDP	National Development Plan
NE	Nutrition Education
NECT	National Education Collaborative Trust
Nedlac	National Economic Development and Labour Council
NEEDU	National Education Evaluation and Development Unit
NEIC	National Examinations Irregularities Committee
NEP	National Evaluation Plan
NEPA	National Education Policy Act, 1996 (Act 27 of 1996)
NEPAD	New Partnership for Africa's Development
NGO	Non-Government Organisation
NICD	National Institute for Communicable Diseases
NLRD	National Learner Records Database
NNSSF	National Norms and Standards for School Funding
NNW	National Nutrition Week
NQF	National Qualifications Framework
NRD	National Recruitment Database

NRF	National Research Foundation
NSC	National Senior Certificate
NSFAS	National Student Financial Aid Scheme
NSG	National School of Government
NSLA	National Strategy for Learner Attainment
NSNP	National School Nutrition Programme
NTA	National Teaching Awards
NTT	National Training Team
OECD	Organisation for Economic Cooperation and Development
OFSP	Orange-Fleshed Sweet Potato
OSCBE	Office of Standards and Compliance for Basic Education
OVCs	Orphaned and Vulnerable Children
PAM	Personnel Administration Measures
PCD	Partnership for Child Development
PED	Provincial Education Department
PEIC	Provincial Examinations Irregularities Committee
PERSAL	Department of Public Service and Administration Personnel and Establishment System Database
PFMA	Public Finance Management Act, 1999 (Act 1 of 1999)
PIE	Post-Introduction Evaluation
PIRLS	Progress in Reading and Literacy Study
PLCs	Professional Learning Communities
PMDS	Performance Management and Development Scheme
POC	Proof of Concept
PPP	Public-Private Partnership
PSCBC	Public Sector Collective Bargaining Council
PSETA	Public Service Sector Education and Training Authority
PSS	Psychosocial Support
QCT	Quality Coordinating Team

QCTO	Quality Council for Trades and Occupations
QLTC	Quality Learning and Teaching Campaign
REQV	Relative Education Qualification Value
SACE	South African Council for Educators
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SADC	Southern African Development Community
SADTU	South African Democratic Teachers Union
SAMEA	South African Monitoring and Evaluation Association
SANAC	South African National AIDS Council
SANAS	South African National Accreditation System
SANASE	South African National Association for Special Education
SAPA	South African Principals Association
SAPS	South African Police Service
SAQA	South African Qualifications Authority
SASA	South African Schools Act, 1996 (Act 84 of 1996)
SA-SAMS	South African School Administration and Management System
SASCE	South African Schools Choral Eisteddfod
SASL	South African Sign Language
SASSA	South African Social Security Agency
SBA	School-Based Assessment
SBST	School-Based Support Team
SCTWG	Social Cluster Technical Working Group
SETA	Sector Education and Training Authority
SGB	School Governing Body
SIP	School Improvement Plan
SIS	School Improvement Support
SISCO	School Improvement Support Coordinators
SITA	State Information and Technology Agency

SLYSIG	School Library and Youth Interest Group
SMT	School Management Team
SNE	Special Needs Education
SOCPEN	Social Grants Payment and Administration system
SPCHD	Social Protection, Community and Human Development
SSE	School Self-Evaluation
STEM	Science, Technology, Engineering and Mathematics
STI	Sexually-Transmitted Infection
TB	Tuberculosis
TBF	Tiger Brand Foundation
TIMSS	Trends in International Mathematics and Science Study
TLAC	Tswaranang Legal Advocacy Centre
TUC	Teacher Union Collaboration
TWG	Technical Working Group
UNESCO	United Nations Education, Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund
UNISA	University of South Africa
USAID	United States Agency for International Development
VFH	Volunteer Food Handlers
VUT	Vaal University of Technology
VVOB	Flemish Association for Development Cooperation and Technical Assistance
WAD	World AIDS Day
WEF	World Education Forum
WHO	World Health Organisation
WISE	World Innovation Summit for Education
WSE	Whole School Evaluation
WSP	Workplace Skills Plan
YCAP	Youth Citizens Action Programme

3. FOREWORD BY THE MINISTRY

The education sector has experienced tremendous transformation since the birth of democracy 21 years ago. At the dawn of our freedom, we inherited a dual system of education that was characterised by uneven quality, favouring whites above blacks. In this regard with the advent of democracy, major strides have been taken toward a single integrated system of basic education that caters evenly for all South African children. As we take stock of the work that has been done in the sector, it is vital to acknowledge what has been accomplished. Much more still needs to be done to fulfil our abiding vision of providing quality education in our lifetime to all South African children regardless of race, class or gender.

One of the great achievements to date has been the roll-out of the Curriculum and Assessment Policy Statement (CAPS) throughout the system in 2014. Over the last three years, we have administered the Annual National Assessment (ANA) to over seven million learners each year. We still continue to administer ANA as it is a great diagnostic tool to inform the entire system of the challenges and opportunities. The administration of ANA 2014 was preceded by focused interventions by the Department of Basic Education (DBE) in all problematic areas identified in the preceding year.

The 2014 ANA results marked a significant milestone in basic education. Firstly, this was the first ANA that involved the entire GET Band (Grades 1–9), although Grades 7 and 8 were a pilot project, based on the strengthened Curriculum and Assessment Policy Statement (CAPS). Secondly, 2014 was the year that President Jacob Zuma singled out in his 2010 State of the Nation Address as the year by which at least 60% of South African learners in Grades 3, 6 and 9 should have attained acceptable levels of achievement in Literacy (Language) and Numeracy (Mathematics). There is evidence of general improvements in performance year after year.

As our system has matured over the years, we have reached near universal coverage in terms of the distribution of Learner and Teacher Support Materials (LTSM). Given the challenges presented by manual systems of ordering and delivery of LTSM, it has become increasingly evident that the institutionalisation of an electronic system for ordering and delivery of LTSM (textbooks, stationery, additional educational support materials and workbooks) must be expedited. As directed by the National Development Plan (NDP), we are on course to provide universal coverage of one core textbook per learner, per grade, per subject, which also takes into account inclusive learning material such as braille and sign language. The Draft LTSM Policy has been finalised and released for public comment – the process ended on 8 October 2014.

Our anti-poverty package has reached more than nine million learners who have been fed daily over the past few years through the National School Nutrition Programme (NSNP). We are pleased that the NSNP provides nutritious meals to 19 800 schools nationally. The DBE, through the NSNP, has received support from various companies and organisations. The relationships with companies such as Tiger Brands and Kellogg's South Africa have afforded us the opportunity to push back the frontiers of poverty, inequality and unemployment. In preparation for the transfer of NSNP funds to schools, nine workshops on financial management were conducted for teachers and principals in Limpopo.

We have also demonstrated the capacity of the state to deal with the infrastructure backlogs through the ASIDI programme that has to date delivered 106 schools to previously disadvantaged communities.

The National Senior Certificate (NSC) results have shown an upward trajectory since its launch in 1996. The national pass rate, with the inclusion of the results of the 2015 supplementary examinations, now stands at 77.1%, an increase of 1.3% from the 75.8% achieved in the 2014 NSC examination. The number of candidates that obtained admission to Bachelor studies also increased from the 150 752 announced in January 2015 to 152 018.

It is often said that the quality of education cannot exceed that of its teachers. Teacher development was one of the major focus areas in 2014/15 to improve the quality of classroom teaching. To ensure that every teacher will have the requisite level of knowledge and be deployed accordingly in the correct grade and subject, we have embarked on a countrywide teacher profiling exercise. The teacher profiling project has provided us with useful and accurate information which will assist the Provincial Education Departments (PEDs) to deploy appropriate teachers to classrooms without undue delay. In addition, we have re-launched 131 fully functional Teacher Training Centres of which 60 are fully ICT compliant, thanks to Vodacom Foundation, MTN, CISCO, UNISA and Mindset sponsorships. In order to develop teachers for the future, we awarded 13 972 Funza Lushaka bursaries in the 2014 academic year.

An audit on Early Childhood Development (ECD) services has been conducted by the Department of Social Development, and the draft report provides details on the access of children to pre-Grade R services, qualifications of ECD practitioners, the status of ECD practitioner training, as well as the status of curriculum implementation in ECD. Demonstrating that educating the nation is indeed a shared priority, a team of national officials from the Departments of Social Development, Health and Basic Education has undertaken a consultative process focused mainly on the training of ECD practitioners and curriculum implementation for children from birth to four years of age.

We are pleased that parents and guardians are involved in the children's education by being part of School Governing Bodies (SGBs). The SGB elections were held from 6 to 26 March 2015. This is the third largest exercise of our democratic voting rights in our country after national and local government elections. About 23 000 schools participated in these elections, wherein 250 000 SGB members were elected to office.

Education has indeed become a societal issue, and we owe a debt of gratitude to all those who contributed to the achievements in the sector. These include teacher unions and thousands of educators, school principals, non-teaching staff and volunteers. We also acknowledge the special roles offered by the School Governing Body Association, learner representative councils, parents, the business sector, non-government organisations and other formations of civil society – all of whom work relentlessly with us to improve the quality of basic education in our country.

We hereby present the Annual Report of the Department of Basic Education for the 2014/15 financial year.



Mrs AM Motshekga, MP

MINISTER

July 2015

Mr ME Surty, MP

DEPUTY MINISTER

July 2015

4. REPORT OF THE ACCOUNTING OFFICER

4.1 Overview of the operations of the Department

The period 2009 to 2014 has seen the Department of Basic Education (DBE) charting new grounds in terms of improving quality under the leadership of the Ministry of Basic Education. Ground-breaking initiatives to improve the basic education sector were instituted in the areas of curriculum, assessments, learner teacher support materials (LTSM) and infrastructure. These initiatives were responses to unsatisfactory learning outcomes across all grades, insufficient benchmarked measurement of learning outcomes, insufficient access to quality LTSM and the need to improve access to basic education. The initiatives introduced have, over the past five years, gained stability and are used as springboards for further advancement of quality basic education.

The Department used the 2014/15 period to reflect on the successes and challenges of the past while focusing on the medium to long-term plans for the basic education sector, in which improving learner performance remains the central objective. While the improvement in the NSC results over the past few years has been welcomed, the Department has intensified its plans to use assessments effectively across all grades to inform and improve classroom practices.

The phasing in of CAPS across all grades in the system was an important milestone for the sector. The focus over the medium-term is on efficiency to ensure that the curriculum is covered adequately and that qualified and competent teachers are available. As a response to the persistently poor performance, especially in Grade 9 Mathematics, the Department developed and launched the '1+4 Model' – a strategy to improve Grade 9 Mathematics Annual National Assessments (ANA) results – during the fourth quarter of the 2014/15 financial year. The DBE completed the review process of the Dinaledi and Technical Secondary Schools Conditional Grants. This review resulted in the introduction of a new Maths, Science and Technology (MST) Conditional Grant. The MST Conditional Grant is intended to promote Mathematics, Physical Science and Technology teaching and learning and also to improve teacher content knowledge and learner numbers in these subjects.

In an effort to improve reading, the DBE formed a steering committee comprising representatives from the Department of Arts and Culture, Tshwane Municipality Libraries and non-governmental organisations that promote reading. This initiative resulted in the distribution in February 2015 of 1.2 million copies of the Sunday Times English story book titled "South African Stories for Children", to all public primary schools offering Grade 4.

The administration of the 2014 NSC examinations was successful. However, irregularities were uncovered in the Eastern Cape and KwaZulu-Natal. Investigation ensued and at the end of the 2014/15 financial year, the Department finalised the process of formally charging all those implicated. Strong security measures will be instituted to ensure that irregularities do not compromise the credibility of the examinations.

The overall pass rate in the 2014 NSC results, after the supplementary examinations, increased to 77.1%. With regard to the Annual National Assessments of 24 570 mainstream public and special schools and 851 independent schools, learners in Grades 1–9 who were targeted for participation in ANA 2014 were registered on the national information technology platform known as the General Education and Training (GET) Mainframe System. The registration data was used to determine the numbers of test copies to print, pack and distribute to schools and was also used to compile results per learner, school, district and province. The total number of Grade 1–9 learners who were finally registered on the GET Mainframe System at the time of compiling the ANA 2014 results was 7 376 334. The reports on the ANA and NSC of 2014 were released by the Minister of Basic Education on 4 December 2014 and 6 January 2015, respectively.

During the period under review, the DBE completed the development of an appropriate instrument for the Trends in International Mathematics and Science Study (TIMSS) in Mathematics and Science at Grade 9 level. Data collection in the sampled schools took place in August/September 2014 and the report is expected in 2016. Data collection for the TIMSS study in numeracy at the Grade 5 level was completed in October 2014. The report is expected in 2016. The capture and cleaning of the Southern and Eastern Africa Consortium for Monitoring Education Quality (SACMEQ) IV data on Mathematics and Reading at the Grade 6 level was completed and the data submitted to the SACMEQ Coordinating Centre for approval and subsequent analysis. The preliminary SACMEQ IV report was expected by July 2015.

Provincial monitoring of procurement and delivery of textbooks and stationery for the 2015 school year indicated that all provinces, with the exception of Free State and Limpopo, were able to deliver by the end of November 2014. Mop-ups took place at the start of the 2015 school year to resolve any shortages that arose as a result of learner migration. The delivery of Volume 2 workbooks for the 2015 school year was completed at the end of February 2015. Efficiency in procurement and delivery of LTSM ensures a good start for schools which results in maximum utilisation of teaching time. Screening of the National Catalogue took place from 16 January to 20 February 2015, wherein 630 FET band literature networks and 74 Grade R Integrated Packs were screened. The material will be used by schools at the start of the school year in 2016.

The DBE launched two Book Flood campaigns that were run simultaneously at the DBE offices and Menlyn Shopping Centre from 18 July to 18 August 2014. Four hundred and fifty books were donated during the campaign. Times Media Group donated 8 000 books that were delivered to 50 National Education Collaborative Trust (NECT) 'Fresh Start' schools and in Gauteng.

Schools for the implementation of the ASIDI programme were identified in consultation with the Provincial Education Departments (PEDs). Initially, 510 schools with inappropriate infrastructure challenges were prioritised for the ASIDI programme. During implementation some of the schools were found to have been closed down or to have had the facilities provided through other programmes. As at the end of the 2014/15 financial year, a total of 106 schools had been completed with an additional 99 schools at various stages of implementation. Two hundred and eleven 'inappropriate structure' schools are at the planning stage, 371 schools were provided with sanitation, 381 schools were provided with water and 292 schools were provided with electricity. The Department ordered 358 481 double combination desks to benefit 716 962 learners, 5 375 educator's tables and 5 490 educator's chairs from the Departments of Labour, Environmental Affairs and Correctional Services. Of the 358 481 desks ordered, 144 985 were delivered to schools in the Eastern Cape, Mpumalanga, Limpopo, North West and (a few in) KwaZulu-Natal, benefiting 259 612 learners.

The Kha Ri Gude Literacy Campaign contributes to Outcome 1 of the strategic outcome-orientated goals by providing access to basic education for 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. The Kha Ri Gude project experienced a delay in the appointment of a service provider for picking, packing and distribution of materials (LTSM) which resulted in the delay of classes. A total number of 431 253 learners were registered for the 2014 campaign.

During the period under review 10 748 young and qualified educators entered the system. Just over 70% of these educators were appointed in a temporary capacity by the PEDs while formal appointment processes were undertaken.

A total of 59 new teacher interns were selected to participate in the DBE-ISASA Mathematics and Science programme during 2014/15. A total of 107 interns will participate in the project during 2015. A partnership with Elma Philanthropies Services will see approximately 100 interns participating in a project in the Thabo Mofutsanyana District of the Free State from 2016.

The number of Funza Lushaka bursaries awarded stood at 14 349 by the end of the fourth quarter. Approved lists of the selected students were forwarded to the National Student Financial Aid Scheme (NSFAS) which is responsible for the disbursement of the bursary money to students through the higher education institutions (HEIs). In 2014, 3 875 Funza Lushaka bursary graduates were eligible for placement. As at December 2014, 3 221 graduates were placed.

The DBE initiated a teacher profiling project in August 2014 to update records by reconciling data in the educators' personnel files with data that exists on PERSAL. This project is intended to improve the capturing of data and quality assurance processes within PERSAL.

The Department deployed 62 external moderators to monitor IQMS implementation in schools and to complete the school profiling process which had commenced in June 2013. For 2014/15, moderators conducted 9 097 school visits (including follow-ups) to monitor IQMS implementation. A total of 8 730 schools were monitored (excluding follow-ups) exceeding the target of 8 000 for the year. Moderators' individual school reports were analysed and quarterly reports developed. A database was assembled noting the specific training and developmental needs of Mathematics and English First Additional Language teachers in Grades 6 and 9 from 565 schools.

The Department, together with British Council South Africa, piloted the use of audio MP3 LifePlayers in three provinces. The project provided 318 MP3 LifePlayers to 159 multi-grade primary schools, targeting Grades R to 4. Two new topics in the Mathematics FET curriculum, namely Euclidean Geometry and Probability, were introduced as part of CAPS implementation. These topics were to be examined for the first time at National Senior Certificate Examination level. Nine hundred and fifty teachers attended the decentralised training sessions that took place in different provinces. This was done to support teachers and ensure that learners were adequately prepared for the examinations.

The Department monitored the mopping-up exercise on the registration of principals and their deputies for participation in the Continuing Professional Teacher Development Management System (CPTD-Management System) by the South African Council for Educators (SACE).

The Department successfully hosted the National Teaching Awards (NTA) on 7 March 2015 at Gallagher Conference Centre in Midrand. Following a nation-wide advocacy programme, the Department monitored the SGB elections in 92 schools in all provinces.

The Provincial Education Departments' (PEDs) preliminary expenditure reports for the 2013/14 financial year and 2014/15 monthly expenditure reports were released and feedback was given to provinces. The analysis of financial performance was done for the Eastern Cape, Limpopo and KwaZulu-Natal during the Ministerial Outreach. Provincial monitoring visits were undertaken to assist PEDs to improve their audit outcomes.

A total of 24 706 (99%) public ordinary schools with 11 346 308 (89%) learners provided 2014 data to LURITS. During the last quarter of the 2014/15 financial year, 18 222 schools and 7 492 621 learners submitted data successfully to LURITS, which compares well with the last quarter of the 2013/14 financial year, when only about 7 300 schools submitted data. The DBE finalised the consolidation of the Annual School Survey (ASS) 2014 data. The 2015 Ordinary Schools SNAP data was received from all provinces and the consolidation process would be completed by 30 April 2015.

The Department, together with key stakeholders such as members of parliament, community and traditional leaders, teacher union leaders and SGB associations monitored the state of readiness for the reopening of schools in 2015. The DBE and PED officials and IQMS moderators monitored the opening of schools in a total of 885 schools countrywide. The six day visits took place between 14 and 16 January 2015 (Inland Cluster) and 21 and 23 January 2015 (Coastal Cluster). IQMS Moderators continued with the visits until 30 January 2015 and 523 schools additional schools were visited after the six day visits. The overall findings were that schools were generally ready for reopening in January 2015, but there were some schools that had challenges.

To establish a clear policy basis for the role and structure of districts, draft regulations were developed towards implementation of the *Policy on the Organisation, Roles and Responsibilities of Education Districts*. A draft guideline on protocols for school visits by district officials was also developed. Over the past five years, the Department has strengthened its support to all 81 districts in the system through intense and regular engagements with districts – led by the Minister and DBE Senior Management – and on-site support in the various districts, led by the District Coordination, Management and Support Branch. The on-site visits to districts targeted primarily those districts that performed below the national average.

The Department, through the District Mentoring Programme, addressed the basic requirements for running an education district effectively. The Programme is aimed at District Directors and Circuit Managers from selected education districts that performed below the national average, and focuses on supporting them in their management and leadership responsibilities. With regard to the development of courageous and effective leadership, the National Education Collaborative Trust (NECT) was able to provide leadership support to school principals and school management teams in different provinces. The Department has enjoyed unwavering support from different stakeholders and partners whose contribution to the improved quality of basic education is immeasurable.

The Department met with the Pharmaceutical Society of South Africa (PSSA) to discuss preferred medication for deworming. Further consultations on deworming were held with different stakeholders to ensure that all systems are in place before the programme starts.

The National School Nutrition Programme (NSNP) continues to be the government's lever to address poverty alleviation. There were few serious instances of food poisoning and contamination which required investigation and response from the Department.

The Department hosted or participated in various social cohesion and youth empowerment activities during the reported year, aimed at the holistic development of learners to enhance their learning experience and maximise their performance. These activities will continue to be prioritised in our endeavour towards quality basic education.

The Department hosted a Namibian delegation on 14 and 15 May 2014 that visited South Africa on a benchmarking exercise for an integrated health school programme. The study tour aimed to learn from South Africa's experience in the field of health and social services in education, within the framework of the Integrated School Health Programme (ISHP).

The Department hosted an Operational Phakisa Preparatory Workshop in December 2014. The workshop was intended to bring key stakeholders together for preparatory work before the detailed planning commenced. The key focus area for the basic education sector for Operation Phakisa is ICT in education.

In the 2014/15 financial year, the Department instituted activities to improve management practices, efficiency and audit outcomes. Strategies were developed to improve customer services for the education sector. These included the development of standard operating procedures to ensure improved performance. To assist PEDs to obtain clean audits, a decision was taken not only to monitor and evaluate conditional grants, but also to provide more concrete assistance and support to PEDs in unblocking challenges that inhibit the optimal performance of conditional grants. The offices of chief financial officers (CFOs) in the PEDs have been identified as important catalysts in ramping up performance as well as unblocking challenges. This is further enhanced by the Directorate: Grant Management reporting on conditional grant performance in the HEDCOM Subcommittee on Finance where all the CFOs are represented.

4.2 Overview of the Financial Results of the Department

Departmental Receipts

Table 1: Departmental Receipts

Departmental receipts	2014/15 Estimate	Actual Amount Collected	(Over)/Under Collection	2013/14 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	4 429	4 672	(243)	5 419	2 710	(2 709)
Transfers received	–	–	–	346	346	–
Fines, penalties and forfeits	–	–	–	–	–	–
Interest, dividends and rent on land	4 000	13 355	(9 355)	5 392	20 050	14 658
Sale of capital assets	–	301	(301)	–	1	1
Financial transactions in assets and liabilities	124	39 244	(39 120)	183	4 120	3 937
Total	8 553	57 572	(49 019)	11 340	27 227	15 887

4.3 Services Rendered by the Department

Services rendered

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

Tariff policy

Table 2: Tariffs for services rendered in respect of the National Technical Examinations

	Tariff in R
CERTIFICATION	
(a) Replacement and re-issue of a Senior Certificate/National Senior Certificate	55
(b) Changes or amendments on certificates (re-issue)	55
(c) Re-issue of certificate due to legal changes (e.g. surnames, ID numbers)	250
(d) Confirmation document issued prior to the certificate (system-generated document)	20
(e) Letter to embassy and authentication of qualifications (work/study abroad)	25
(f) Re-issue of a statement of results (provincial)	20
(g) Replacement of Standard 6, 7, 8, 9, 10 and Std 10 practical certificates	55
(h) Replacement of a teacher's certified statement/diploma	55
(i) Statement for teacher qualifications	20
(j) Verification of qualification prior to 1992 for government organisations	20
(k) Verification of qualification prior to 1992 for non-government institutions	40

	Tariff in R
EXAMINATION FEES	
(l) Re-mark	73
(m) Re-check	14
(n) Viewing	153

4.4 Programme Expenditure

Table 3: Programme Expenditure

Programme Name	2014/15			2013/14		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Administration	383 579	380 799	2 780	366 914	366 500	414
Curriculum Policy, Support and Monitoring	1 827 761	1 685 219	142 542	1 471 088	1 469 592	1 496
Teacher Education, Human Resource and Institutional Development	1 307 974	1 314 462	(6 488)	1 011 592	1 010 829	763
Planning Information and Assessment	10 429 677	10 428 875	802	8 995 880	8 435 609	560 271
Educational Enrichment Services	5 740 882	5 719 548	21 334	5 773 781	5 728 564	45 217
Total	19 689 873	19 528 903	160 970	17 619 255	17 011 094	608 161

4.5 Expenditure per economic classification

Table 4: Expenditure per economic classification

	Final Appropriation	Actual Expenditure	Percentage
	R'000	R'000	%
Compensation of employees	409 225	407 145	99.5
Departmental operation	2 025 820	1 891 932	93.4
Specifically exclusively appropriated:			
• School Infrastructure Backlog Indirect Grant	2 540 827	2 543 153	100.1
Conditional grants to provinces for:			
• National School Nutrition Programme	5 461 915	5 461 915	100.0
• Education infrastructure	7 326 584	7 326 584	100.0
• HIV and AIDS	230 789	212 138	91.9
• Dinaledi	111 182	102 677	92.4
• Technical Secondary School Recapitalisation	233 482	233 482	100.0
• Occupation Specific Dispensation for Therapists	213 000	213 000	100.0
Other transfers	1 137 049	1 136 877	100.0
Total Expenditure	19 689 873	19 528 903	99.2

The Department has improved its internal controls in ensuring efficient and effective service delivery. The Minister is informed of the spending trends in terms of the Public Finance Management Act, 1999 (Act 1 of 1999) (PFMA). Senior management also monitors and discusses the Department's spending trends at its meetings.

As disclosed in note 21 to the financial statements, accruals and payables that exceed the payment term of 30 days as required in Treasury Regulation 8.2.3 amount to R329 928 000. This amount, in turn, exceeds the voted funds to be surrendered of R167 458 000, as disclosed in note 14 to the financial statements as per the statement of financial performance, by R162 470 000. The latter was as a result of challenges experienced during the first two years of the ASIDI programme because of delays by contractors in implementation, liquidation of contractors, non-compliance by implementing agents with the Memoranda of Agreement in reporting expenditure incurred, etc. This resulted in material underspending of the ASIDI programme during the 2012/13 and the 2013/14 financial years. The material underspending amounted to R1.2 billion and R561 million respectively for the 2012/13 and 2013/14 financial years. The Department requested the roll-over of funds in April 2014 from National Treasury to cover ASIDI projects that had already started and continued in 2014/15 (infrastructure projects are multi-year projects). However, the National Treasury informed the Department in August 2014 that the roll-over request was not approved. The non-approval of the roll-over request had a negative impact on the budgeted funds available for the ASIDI programme to address approved commitments and accruals disclosed during the 2013/14 financial year. This was because significant progress in delivery was realised during the 2014/15 financial year resulting in increased spending on the ASIDI programme to address the backlogs of material underspending of the previous two years of the programme. The allocation of the 2014/15 financial year was therefore utilised to cover the expenditure related to the 2014/15 financial year as accruals from the 2013/14 financial year.

Implementing agents submit monthly bank reconciliations to the Department by the 7th of the following month. During the review of the bank reconciliations received, the Department noticed that the DBSA deposited an amount of R100 million into the ASIDI dedicated bank account. This was done without the approval of the Department. The amount paid by DBSA has been accounted as payable because the Department accounted for the expenditure that was paid to contractors.

4.6 Virements/Roll-overs

Table 5: Virement/Roll-overs

Shift from	Shift to	Amount (R'000)
Programme 2: Curriculum Policy, Support and Monitoring	Programme1: Administration	32 131
Programme 2: Curriculum Policy, Support and Monitoring	Programme 3: Teacher Education, Human Resource and Institutional Development	26 727
Programme 2: Curriculum Policy, Support and Monitoring	Programme 4: Planning Information and Assessment	9 308

The Department requested funds to be rolled over in the 2014/15 financial year amounting to R9.727 million, which increased the allocation to the HIV and AIDS Grant: KwaZulu-Natal for learner and teacher support materials, first aid kits and scales for schools.

Savings were mainly realised from Programme 2 (Curriculum Policy, Support and Monitoring) on funds provided for the Kha Ri Gude Literacy Campaign. The Department implemented stringent internal controls and efficiency measures in order to realise savings to cover shortfalls and fund the other priorities.

These funds were mainly shifted to Programme 1 (Administration), Programme 3 (Teacher Education, Human Resource and Institutional Development), and Programme 4 (Planning Information and Assessment), to defray expenditure on unforeseen and unavoidable goods and services and the increased transfer for UNESCO membership fees.

In Programme 1, funds were shifted for audit costs, UNESCO membership fees (increased due to the rand / dollar exchange rate being worse than expected and section 100(1) (b) interventions in the Eastern Cape and Limpopo which were not budgeted for when the interventions were introduced).

The shift to Programme 3 was to fund school governing body (SGB) election advocacy roadshows and teacher development in response to the under-performance in the Senior Phase in Mathematics, Science and Technology.

In Programme 4, funds were needed for the replacement of Information Communication Technology infrastructure and to provide additional storage capacity required by examination systems, for an Information Technology business intelligence licensing model for providing support to provinces, and for conducting workshops with provinces to engage and mediate with the 2014 Annual National Assessment and National Senior Certificate diagnostic reports. However, Treasury Approval 9/4/4/4/13 dated 25 March 2015 was granted to utilise the savings within Programme 2 (Curriculum Policy, Support and Monitoring) to cover the shortfalls within the Department.

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

The Department acknowledges the support received from different education stakeholders and partners in its effort to bring about improved quality of basic education in South Africa.



Mr SG Padayachee
ACTING DIRECTOR-GENERAL
July 2015



Mr MH Mweli
DIRECTOR-GENERAL
Full incumbent from
August 2015

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

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

All information and amounts disclosed throughout the Annual Report are consistent.

The Annual Report is complete, accurate and free of any omissions.

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

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

The Accounting Officer is responsible for the preparation of the Annual Financial Statements and for the judgements made in this information.

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

The external auditors have been engaged to express an independent opinion on the Annual Financial Statements.

In my opinion, the Annual Report fairly reflects the operations, the performance information, the human resources information and the financial affairs of the Department for the financial year ended 31 March 2015.

Yours faithfully



Mr SG Padayachee

ACTING DIRECTOR-GENERAL

July 2015

6. STRATEGIC OVERVIEW

6.1 Vision

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

6.2 Mission

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

6.3 Values

The Department of Basic Education adheres to the following values:

People

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

Excellence

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

Teamwork

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

Learning

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

Innovation

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

7. LEGISLATIVE AND OTHER MANDATES

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

7.1 Constitutional mandate

Table 6: Constitutional Mandate

Constitutional mandate	Responsibilities
The Constitution of South Africa, 1996 (Act 108 of 1996)	The Constitution requires education to be transformed and democratised in accordance with the values of human dignity, equality, human rights and freedom, non-racism and non-sexism. It guarantees that everyone has the right to basic education, including adult basic education.

7.2 Legislative mandate

Table 7: Legislative Mandate

Act	Brief description
The National Education Policy Act (NEPA), 1996 (Act 27 of 1996)	The NEPA inscribed into law the policy, 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 provided a basis for the future formulation of national policy in the general and further education and training bands for, <i>inter alia</i> , curriculum, assessment, language and quality assurance. NEPA embodies the principle of cooperative governance, elaborated upon in Schedule 3 of the Constitution.
South African Schools Act, 1996 (Act 84 of 1996), as amended (SASA)	SASA provides for a uniform system for the organisation, governance and funding of schools. It ensures that all learners have the right of access to quality education without discrimination, and makes schooling compulsory for children aged 7 to 14 years.
Public Finance Management Act, 1999 (Act 1 of 1999) (PFMA)	The PFMA regulates financial management in the national and provincial governments and ensures that government resources are managed efficiently and effectively.
The Division of Revenue Act, 2013 (Act 2 of 2013) (DORA)	The DORA provides for the equitable division of revenue raised nationally and provincially.
Employment of Educators Act, 1998 (Act 76 of 1998)	This act provides for the employment of educators by the State and for regulation of the conditions of service, discipline, retirement and discharge of educators. The Employment of Educators Act and the resultant professional council, the South African Council for Educators (SACE), now regulate the teaching corps.
Public Service Act, 1994, (Act 103 of 1994), as amended	Provides for the organisation and administration of the public service as well as the regulation of the conditions of employment, terms of office, discipline, retirement and discharge of members of the public service.

Act	Brief description
South African Qualifications Authority Act, 1995 (Act 58 of 1995)	The South African Qualifications Authority Act provides for the establishment of the National Qualifications Framework (NQF), which forms the scaffolding for a national learning system that integrates education and training at all levels. The launch of the Human Resources Development Strategy by the Minister of Labour and the Minister of Education on 23 April 2001 reinforced the resolve to establish an integrated education, training and development strategy that would harness the potential of our adult learners. The design of the NQF was refined with the publication of the Higher Education Qualifications Framework in Government Gazette No. 928, 5 October 2007, to provide ten levels of the NQF. The school and college level qualifications occupy levels 1 to 4 as in the original formulation, with plans to accommodate some of the college level qualifications at level 5. Higher education qualifications in the new formulation of the NQF occupy six levels, levels 5 to 10. Levels 5 to 7 are undergraduate and levels 8 to 10 are postgraduate.

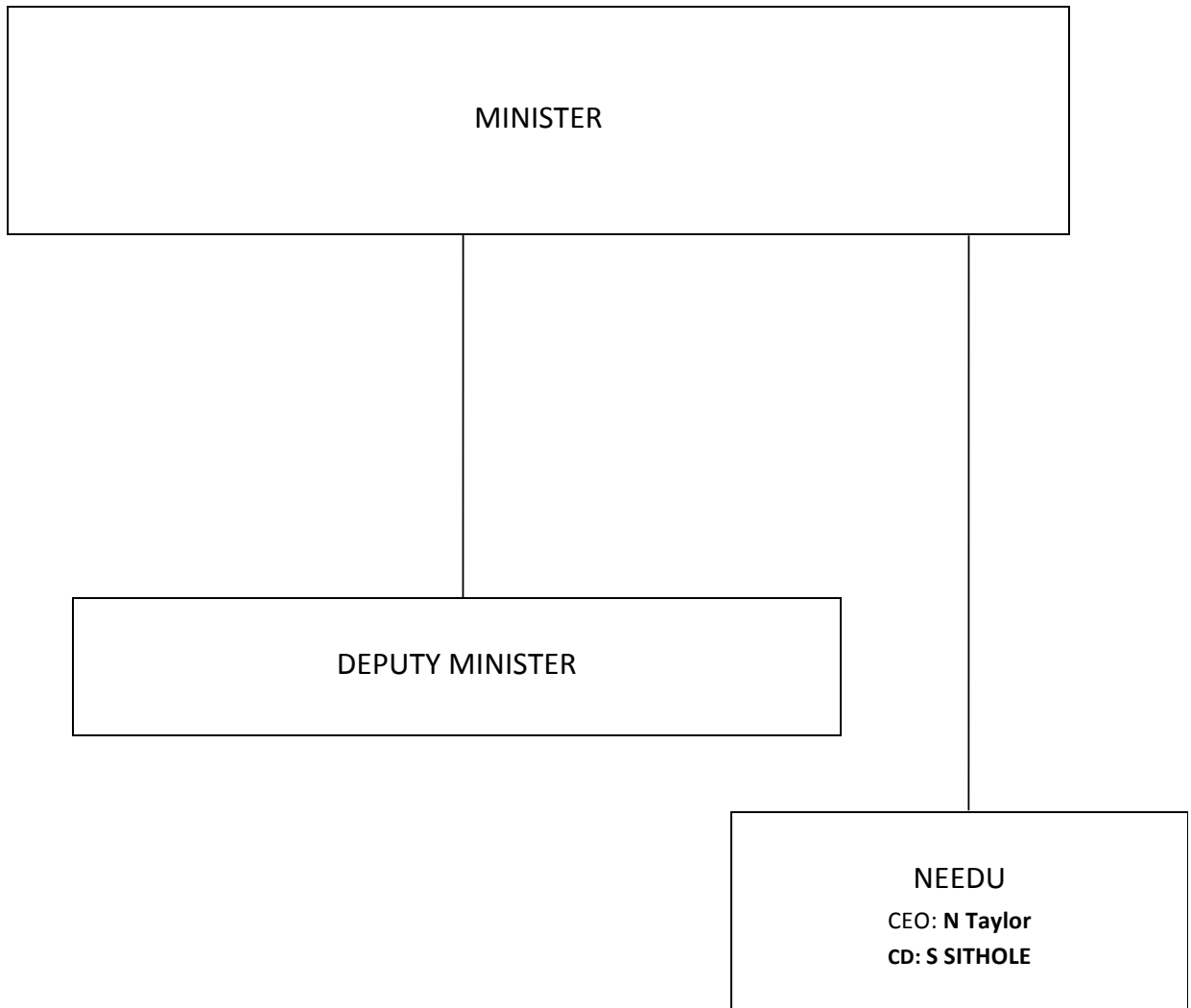
7.3 Policy mandate

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

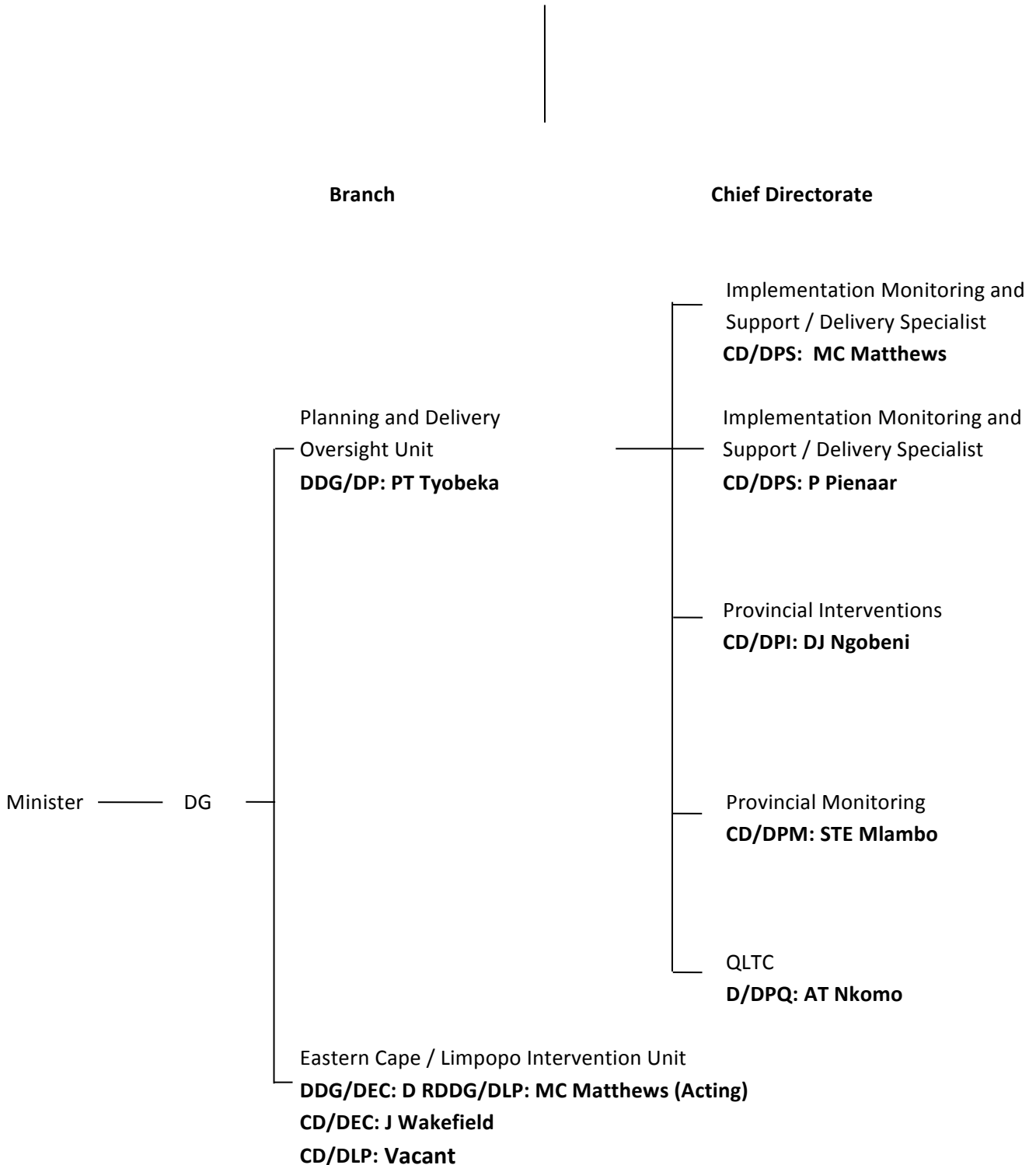
Table 8: Policy Mandate

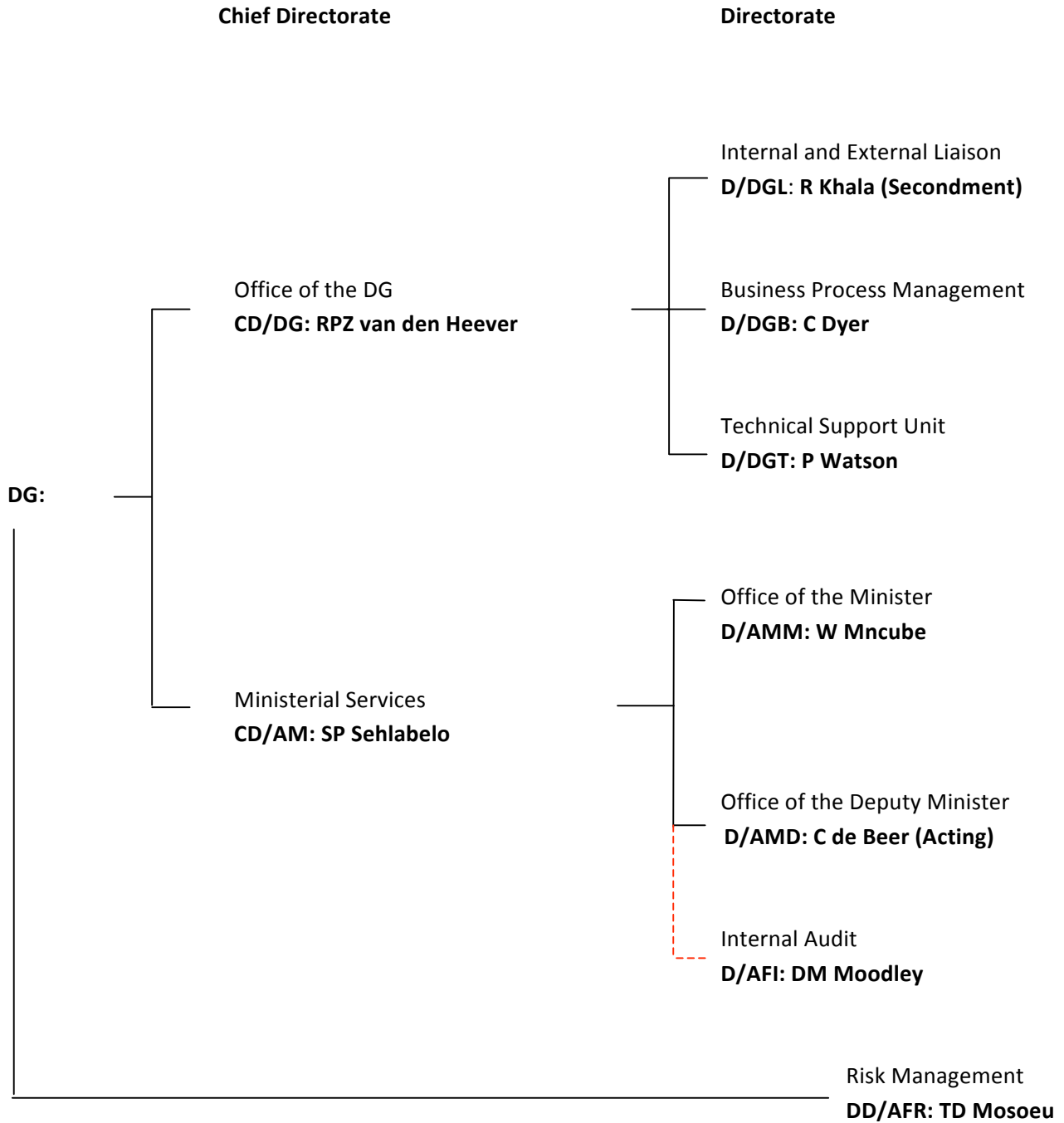
Education White Paper 1	The fundamental policy framework of the Ministry of Basic Education is stated in the Ministry's first White Paper, Education and Training in a Democratic South Africa: First Steps to Develop a New System (February 1995). This document adopted as its point of departure the 1994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

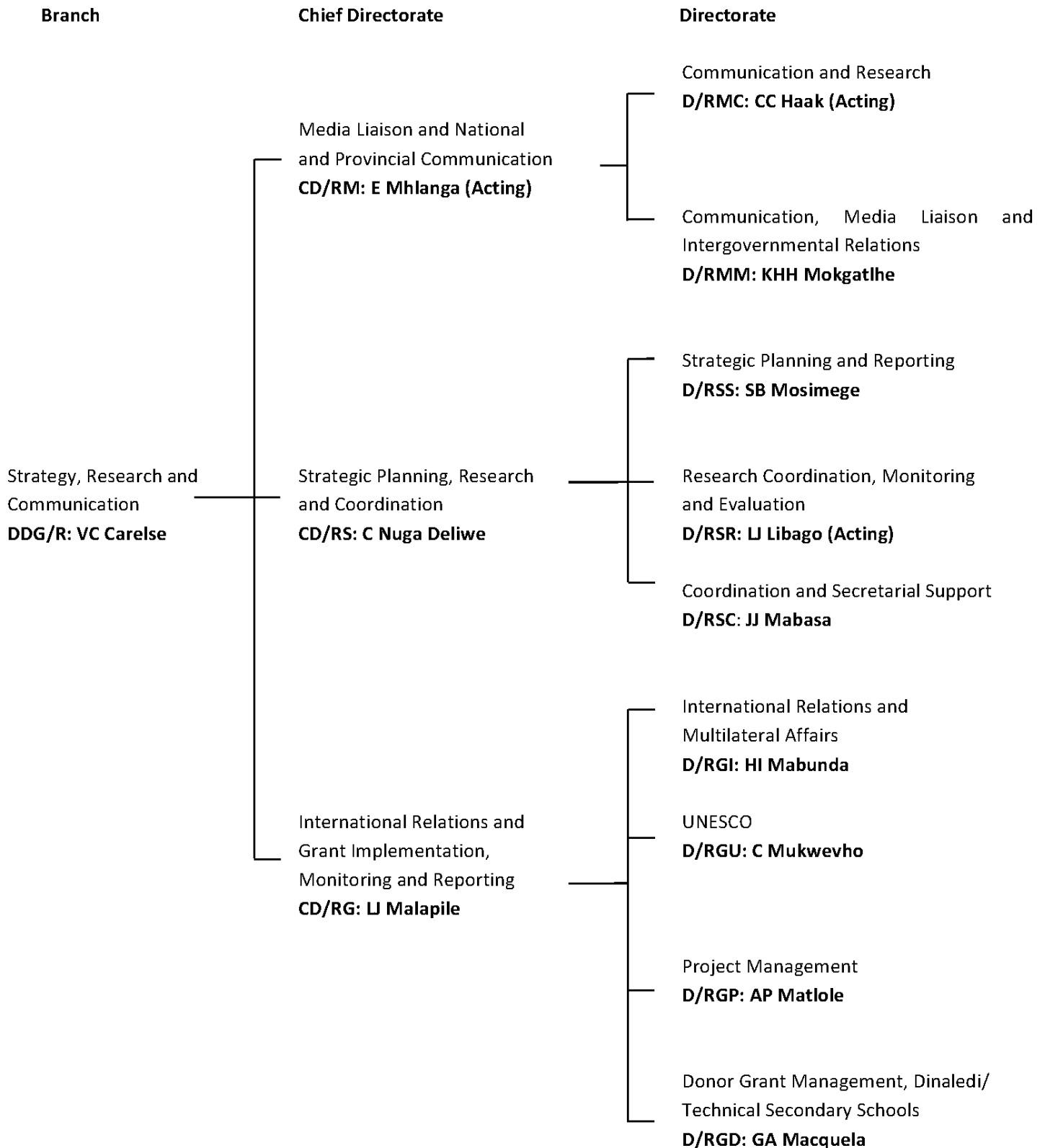
8. ORGANISATIONAL STRUCTURE

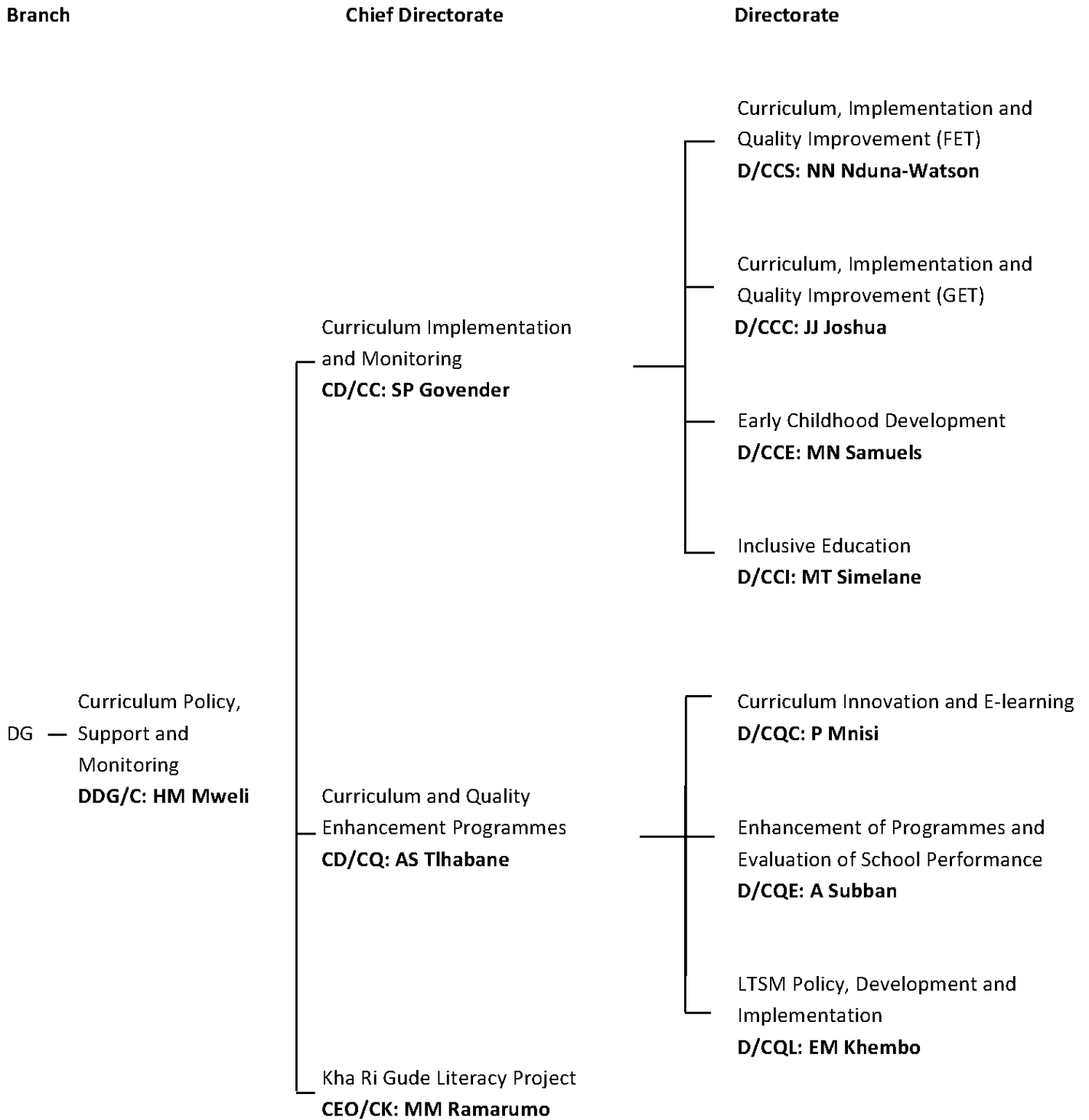


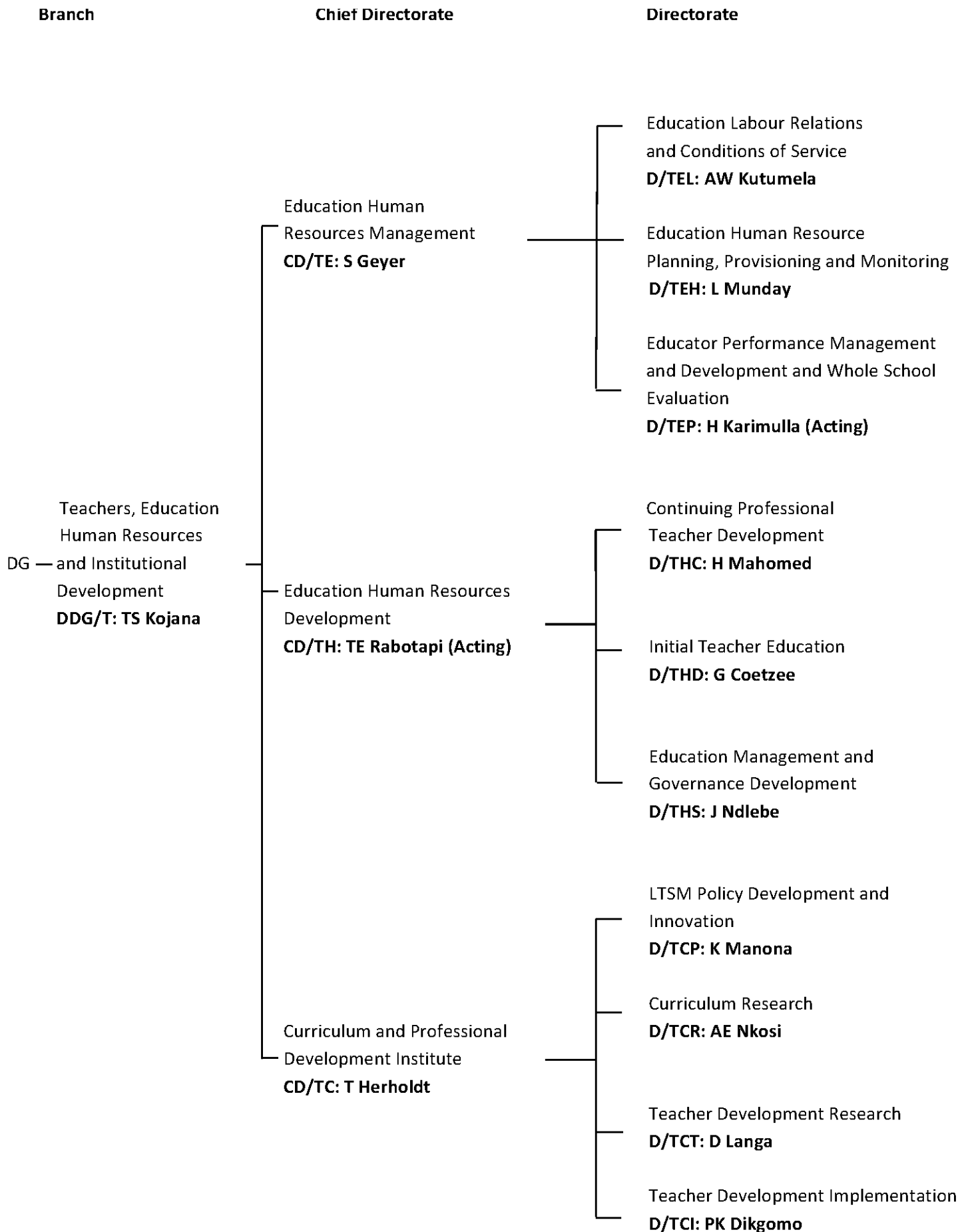
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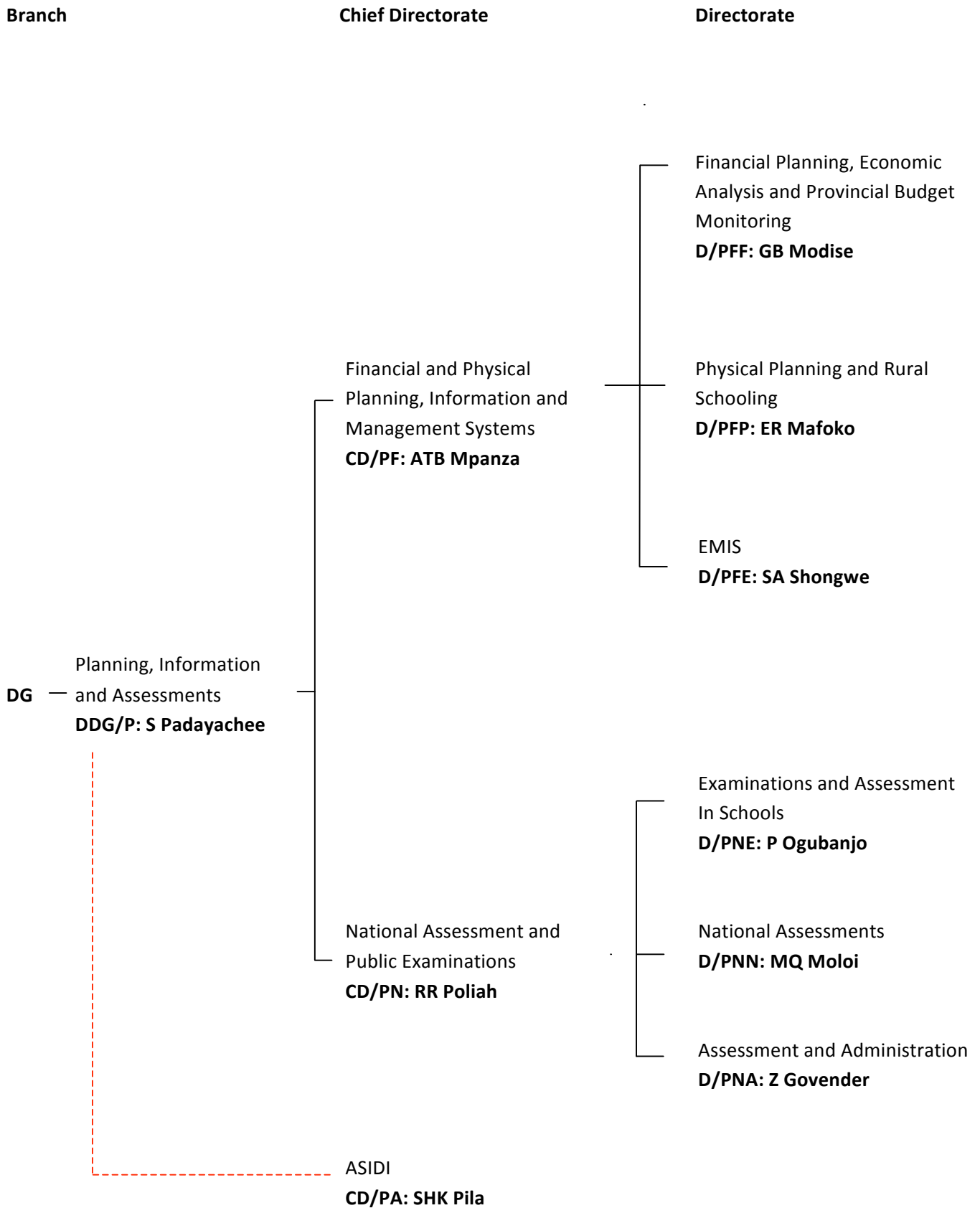


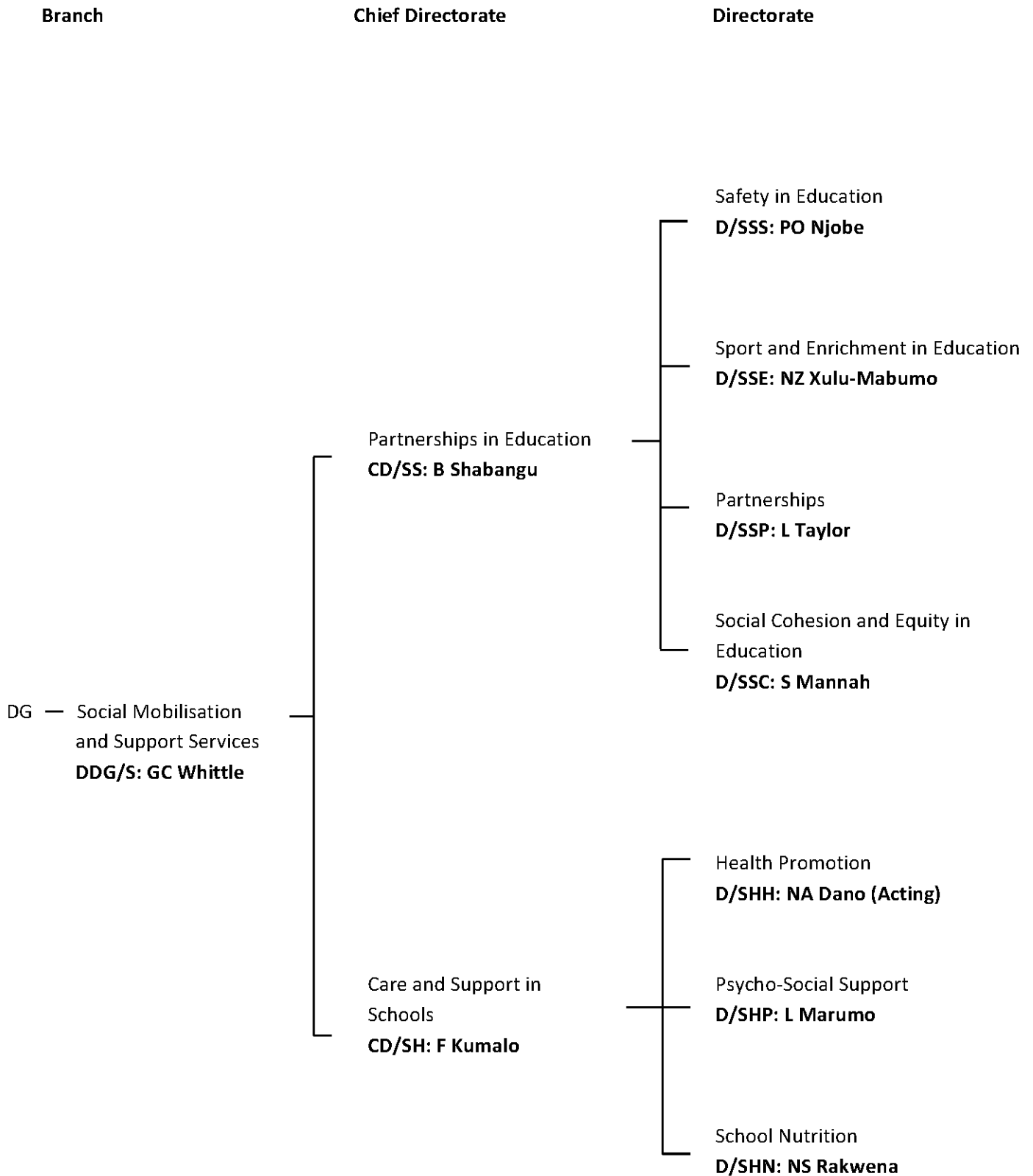


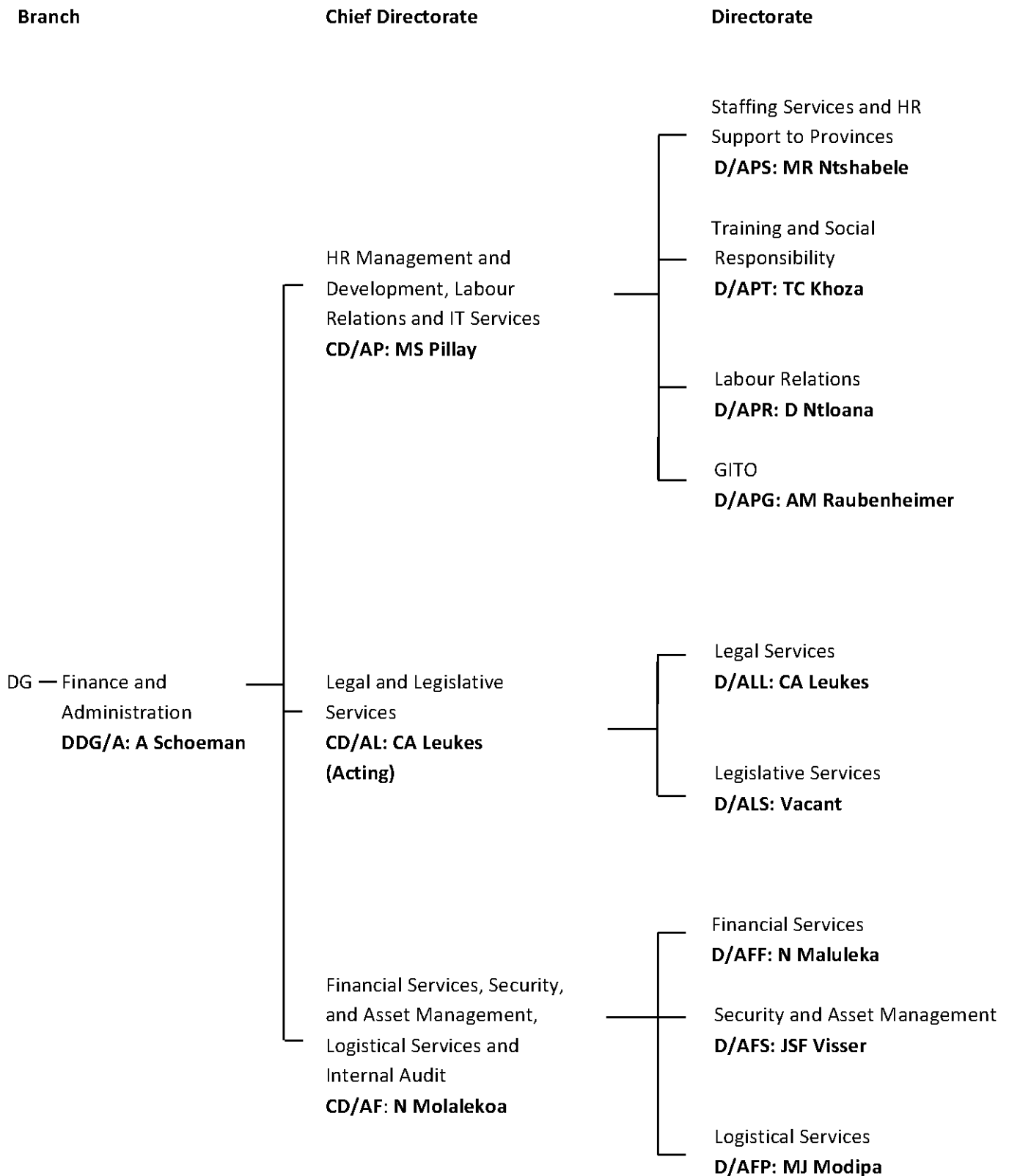












9. ENTITIES REPORTING TO THE MINISTER

Three public entities report to the Minister.

Table 9: Public entities reporting to the Minister

Name of Entity	Legislative Mandate	Financial Relationship	Nature of Operations
Education Labour Relations Council	<p>ELRC is a Schedule 3A public entity in terms of the Public Finance Management Act (PFMA).</p> <p>Labour Relations Act, 1995 (Act 66 of 1995), as amended.</p> <p>Employment of Educators Act, 1998 (Act 76 of 1998).</p> <p>Further Education and Training Colleges Amendment Act, 2012 (Act 3 of 2012)</p>	Human Resources support	Negotiates agreements on matters of mutual interest (collective bargaining) and to settle disputes between parties in the Council (dispute management services).
South African Council for Educators	South African Council for Educators Act, 2000 (Act 31 of 2000).	Subsidy for Continuous Professional Training and Development	Registration, promotion and professional development of educators, as well as setting, maintaining and protecting the ethical and professional standards of educators; Policy, Planning and Research; and Professional Ethics.
Umalusi	<p>Umalusi is a Schedule 3A public entity in terms of the Public Finance Management Act (PFMA).</p> <p>National Qualifications Framework Act, 2008 (Act 67 of 2008).</p> <p>General and Further Education and Training Quality Assurance Act, 2001 (Act 58 of 2001).</p>	Grant	Develop and maintain a framework of qualifications for general and further education and training: NQF Levels 1 – 4; and for the attendant quality assurance and certification of such qualifications; Curriculum and Certification; Quality Assurance of Assessment; Evaluation and Accreditation; and Statistical Information and Research.

PART B: PERFORMANCE INFORMATION





1. AUDITOR-GENERAL'S REPORT: PREDETERMINED OBJECTIVES

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

The Report of the Auditor-General appears on pages 198 – 202 in Part E: Financial Information.

2. OVERVIEW OF DEPARTMENTAL PERFORMANCE

2.1 Service Delivery Environment

The national and provincial spheres of governments are jointly responsible for the functions in the basic education sector. The national Department of Basic Education develops national norms and standards and creates the main policy and legislative frameworks for schooling. The nine provincial departments of education are largely responsible for enacting policy and making funding decisions. While the central government provides a national framework for school policy, the administrative responsibility lies with the provinces. Power is further devolved to local level via the election of School Governing Bodies, which play a significant role in the running of schools. The schools are the primary terrain for service delivery in the education sector, where improved learner performance is the key measure of successful education delivery.

There are, however, special services and functions that the national Department assumed in order to augment what provincial departments do. These include the provision of workbooks and some textbooks, and the administration of the Accelerated School Infrastructure Delivery Initiative (ASIDI) to deal with school infrastructure backlogs.

While the Department has made significant progress in terms of equity and access to basic education, there are still many challenges relating to quality that the whole sector needs to address. Improved learner performance across all grades remains the central goal throughout the sector.

In the period under review, the Department successfully completed the phasing in of the Curriculum and Assessment Policy Statements (CAPS). The phasing in of CAPS was preceded by teacher and subject advisor training in preparation for implementation. The Department has prioritised Mathematics, Science and Technology (MST) through the MST conditional grant. The intention behind the grant is to promote the teaching and learning of Mathematics, Science and Technology and also to increase the number of learners taking these subjects. As a response to the persistently poor performance, especially in Grade 9 Mathematics, the Department developed and launched the '1+4 Model' – a strategy to improve Grade 9 Mathematics ANA results – during the fourth quarter of 2014/15.

Great strides were made in relation to access to Grade R and in strengthening the entire ECD sector. However, quality remained a challenge in respect of the lack of a coherent legislative framework; unqualified and under-qualified teachers working under challenging conditions of service in some instances; varied quality of curriculum implementation; and funding for Grade R. In responding to these challenges the Department of Social Development (DSD), in collaboration with other departments, developed *The South African Integrated Programme of Action for Early Childhood Development – Moving Ahead (2013/14–2016/17)* which was approved by Cabinet in August 2013. In terms of this plan, the DBE has the responsibility for human resource development and curriculum development. At the end of the 2014/15 financial year the draft *ECD Policy and Programmes for Children* was approved by Cabinet for public comment. The development and implementation plan of the National Curriculum Framework for Children from Birth to Four (NCF) was approved in September 2014. An interim Grade R policy was submitted to Cabinet with all relevant legislation amended to ensure that all aspects of Grade R implementation have a solid legislative basis and are fully integrated into the schooling system. The Department established a training and curriculum subcommittee (with key stakeholders) to address broader human resource development issues.

The 2014 NSC examination was written by 550 127 full-time candidates and 138 533 part-time candidates across 6 735 examination centres, over a period of five weeks from 27 October 2014 to 28 November 2014. The NSC 2015 Supplementary examinations were written between 16 February and 24 March 2015. A total of 90 020 full-time and 991 part-time candidates entered the Supplementary examinations. Irregularities regarding group copying were uncovered, mainly in KwaZulu-Natal and the Eastern Cape, which necessitated an investigation that will result in formal charges being laid against all those implicated.

In 24 570 mainstream public and special schools and 851 independent schools, learners in Grades 1–9 who were targeted for participation in ANA 2014 were registered on the national Information Technology platform known as the General Education and Training (GET) Mainframe System. The administration of tests in schools took place between 16 and 19 September 2014 following a national time-table that was sent to all schools in January 2014. The ANA provided the Department with valuable information that informs future strategies and teacher training programmes aimed at improving performance, especially in the Senior Phase band (Grades 7–9).

The 2014 school year was not disrupted by any industrial action. Community service delivery protests in some areas of our country, however, led to the closure of schools and learners were prevented from attending school. The situation in Malamulele in Limpopo was made even worse when schools were set alight. Such incidents of vandalism disrupt the provision of quality education and challenge the Department to use and deepen institutional mechanisms such as the Quality Learning and Teaching Campaign (QLTC) to ensure that such disruptions do not occur, even during service delivery protests.

Through the ASIDI project, the DBE completed 106 schools while 99 schools were at implementation stage, 371 schools were provided with sanitation, 381 schools were provided with water and 292 schools were provided with electricity. Despite progress over the past few years in dealing with school infrastructure challenges, there are still school structures across the country that do not meet the minimum uniform norms and standards for school infrastructure. This poses a challenge for the Department as it is expected that all schools in the country should have met the basic norms and standards for infrastructure by 2017.

The Department has managed to attract young teachers in targeted subjects to opt for teaching as a career through the Funza Lushaka Bursary Scheme. There are challenges in some provinces with placing all the graduates once they qualify as teachers. The number of Funza Lushaka bursaries awarded reached 14 349 by the end of the third quarter of the 2014/15 financial year. The DBE continues to host the annual National Teaching Awards and observes World Teachers' Day to underscore the crucial role played by teachers in the system.

The Department managed to visit and support PEDs, districts and schools in all provinces over the 2014/15 financial year using the Whole School Evaluation process and conducted numerous other engagements through the Integrated Quality Management Systems (IQMS). Findings and recommendations from these support visits are used by schools and districts to develop improvement plans.

As part of its oversight responsibility, the Department supported PEDs to improve audit outcomes in targeted provinces. Supportive engagements were held separately with four PEDs (Eastern Cape, KwaZulu-Natal, Limpopo and Northern Cape) to provide assistance in order to improve their audit outcomes. A DBE team consisting of officials from Finance, Strategic Planning, Asset Management, Supply Chain Management and Human Resource Development was delegated to support PEDs. Meetings were conducted with all PEDs. The 2013/14 audited financial performance outcomes, progress on the 2012/13 audit action plan, 2013/14 preliminary audit outcomes and evaluation of the 2014/15 performance were analysed in line with 2014/15 Annual Performance Plans, and the 2014/15 spending performance was discussed in provincial monitoring meetings.

2.2 Service Delivery Improvement Plan

The Department has completed a Service Delivery Improvement Plan. The tables below highlight the service delivery plan and the achievements to date.

In terms of textbook provisioning, the Department of Basic Education is mandated to develop the national catalogues of textbooks, while the responsibilities of Provincial Education Departments are to procure books for schools in their provinces as well as to ensure that the procured books are delivered to each school. The PEDs and the DBE share responsibility for monitoring, with the DBE providing more support and oversight to all PEDs. The sector has been working towards 100% universal coverage since 2011. Universal coverage means every learner has a textbook for every subject including readers or core readers for languages. It should be based on minimum schoolbag criteria. The table below indicates the extent of universal coverage nationally.

2.2.1 Main services and standards

Table 10: Main services and standards

Main services	Beneficiaries	Current/actual standard of service	Desired standard of service	Actual achievement
Provision of LTSM.	All learners in public schools.	Not all learners have a textbook for every subject per grade.	100% universal coverage.	93% of learners have access to textbooks on average.

2.2.2 Minimum requirement of textbooks per phase

Table 11: Minimum requirements of textbooks per phase

Phase	Required textbooks per phase
Foundation Phase (Grades 1–3)	4 textbooks and 2 graded readers per learner
Intermediate Phase (Grades 4–6)	6 textbooks and 2 core readers per learner
Senior Phase (Grades 7–9)	9 textbooks; 2 core readers and 2 novels per learner
FET Phase (Grades 10–12)	7 textbooks and a set of prescribed literature per learner

2.2.3 Average percentages of universal coverage per province

Table 12: Universal textbook coverage, per province

Province	Universal coverage per province
Eastern Cape	100%
Free State	100%
Gauteng	93%
KwaZulu-Natal	63%
Limpopo	99%
Mpumalanga	100%
Northern Cape	98%
North West	92%
Western Cape	94%
Average universal access	93%

2.2.4 Batho Pele arrangements with beneficiaries (consultation access, etc.)

Table 13: Batho Pele arrangements

Current/actual arrangements	Desired arrangements	Actual achievements
Quarterly meeting with provincial LTSM coordinators.	Provinces to have the same meetings with districts and circuits.	Provinces reported that they have had quarterly meetings with districts.
Quarterly meetings with provincial publishers' associations and relevant stakeholders.	Quarterly meetings at the DBE.	Quarterly meetings were held on 24 March 2014, 25 June 2014 and 16 September 2014.

2.2.5 Service delivery information tool

Table 14: Service delivery information tools

Current/actual information tools	Desired information tools	Actual achievements
Sector Plan on Management of LTSM.	The enforcement of monitoring tools (Sector Plan) by provinces.	Most provinces are following the timeframes outlined in the Sector Plan.

2.2.6 Complaints mechanism

Table 15: Complaints mechanism

Current/actual complaints mechanism	Desired complaints mechanism	Actual achievements
Schools are reporting shortages to the District office. The District office consolidates and submits all shortages to the Provincial Education Department for consideration.	To improve the turnaround time in addressing shortages.	Shortages are being address by provinces depending on the provinces' procurement model.

2.3 Organisational Environment

During the period under review, the key human resource priority for the DBE was the reconfiguration of the organisational structure of the Department. The organisational structure of the Department evolves and changes as needs dictate. Hence, after the last national elections, the Minister found it necessary to reorganise the Department to improve the synergy between the structure and its capacity to deliver the mandate of the Department. The DBE has not yet completed the reconfiguration process that started in 2014 but significant progress has been made. All Deputy Directors-General and Acting Deputy Directors-General have offered inputs in terms of staffing requirements and the reorganisation of Branches to meet the strategic intent of the Department. The various unions represented in the Department were also asked to submit inputs on the organisational structure. All inputs were considered and a draft organisational structure was prepared, costed and forwarded to the Acting Director-General. The Acting Director-General established a task team to review the structure and offer further input. The DBE is now in the advanced stage of finalising the structure.

Eight key senior appointments were made to strengthen capacity in various units, and to bolster processes and delivery in the respective Branches:

Deputy Director-General: Teachers' Education, Human Resources and Institutional Development;

Chief Director: HRM and Development, Labour Relations and IT Services;

Director: Learning and Teaching Support Material Policy Development;

Director: National Institute for Curriculum and Professional Development;

Director: Provincial District Planning, Implementation and Monitoring Support;

Director: Teacher Development Implementation;

Director: Kha Ri Gude Mass Literacy Campaign;

Director: Kha Ri Gude Mass Literacy campaign.

The Department's recruitment strategy of placing advertisements on the Intranet of the DBE, the DBE website, the DPSA website and in the national newspapers yielded the expected results. Presently, the Department's vacancy rate stands at 6.03%.

The Department acknowledges that for the DBE to deliver its mandate, the work environment of employees must be conducive to delivery. As part of the employee wellness programme, an in-house doctor renders medical services to internal staff members on site during working hours. The DBE plays a supporting role in terms of assisting employees and family members with HIV-related problems. Officials are also visited when hospitalised and receive counseling. Officials and family members who have alcohol and drug problems, work-related and social problems were assisted through the Employee Assistance Programme.

In terms of the role determined by the National Education Policy Act, 1996, there was a need to strengthen the organisation's capacity to exercise oversight in provinces. This meant strengthening each unit in terms of building systems and business processes that would enable DBE to monitor and support education throughout the country. The current structure and functions have allowed the Department to deliver on the imperatives of the Action Plan 2019. The Department has begun a process of developing norms and standards for all key programmes in the sector in order to guide provinces. These have gone a long way in improving services in areas where norms existed for the period under review.

A number of other key developments were put in place in the system to improve the management and administration of the Department. A key milestone was the development of a Service Charter and Service standards to ensure that the Department remained conscious of its mandate and obligations to the citizens of this country.

Management structures of the sector have been reviewed to strengthen the level of participation and calibre of members of HEDCOM subcommittees. The review was also done to make linkages between the different subcommittees with the aim of timely sharing of information and improved communication between the national Department and provinces.

2.4 Key policy developments and legislative changes

The Department processed the following legislation in the reported period:

Basic Education Laws Amendment Bill

The Minister identified the review of all basic education legislation as a strategic priority for the Department. With this in mind, the Minister appointed a task team during April 2013 to undertake the review. The task team consists of officials from the national Department and legal representatives from the provincial departments of education of the Western Cape, Free State, Gauteng and KwaZulu-Natal.

The work is still in progress and it is hoped that a final draft bill will be ready for consultation purposes towards the end of 2015 or, at the latest, the beginning of 2016.

Office of Standards and Compliance for Basic Education

In the previous Annual Report, it was indicated that the National Education and Development Unit Bill would not be further pursued. Instead, regulations would be drafted in terms of section 11(1), read with section 6(a) of the National Education Policy Act, 1996 (Act 27 of 1996), to establish an Office of Standards and Compliance for Basic Education (OSCBE). These regulations have been drafted and will be published once the legislative consultation processes have been finalised. Thereafter, the Minister of Public Services and Administration will be asked to begin the process for making a recommendation on the organisational form for the OSCBE. The intention is to establish the OSCBE as a national government component in terms of section 7 of the Public Service Act, 1994 (Act 103 of 1994).

Regulations for the Exemption of Parents from payment of school fees

This matter has been tabled at the task team responsible for the review of all basic education legislation for perusal and possible inputs. Further consultation is underway with internal units that have an interest in the matter.

Safety Regulations

Draft Amended Regulations for Safety Measures in Public Schools have been developed. Internal consultation processes are underway with affected units within the Department.

Personnel Administration Measures (PAM)

The Education Labour Relations Council (ELRC) is currently reviewing the PAM. A document has been drafted and consultation with internal units in the Department is underway.

3. STRATEGIC OUTCOME-ORIENTED GOALS

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

With effect from the second quarter of the 2014/15 financial year, the Department started reporting against the Medium Term Strategic Framework (MTSF) priorities for the sector. These areas are linked to the updated sector plan, Action Plan to 2019: Towards the Realisation of Schooling 2030. The report on goals will be a combination of the previous outputs and the current six outputs listed below:

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

These focus areas are a first step by the Department to consolidate what has been achieved while mapping the route towards achieving the goals of government's long-term visionary plan, the *National Development Plan: Our future – make it work*.

Output 1

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

In an effort to improve employment conditions for teachers, the Department developed a draft policy that addresses payment of a monetary allowance to attract teachers to rural areas and explores the possibilities of State housing for educators in terms of the prescripts governing the provision of State housing as well as the issue of reliable official transport for educators with regard to transport from home (place of residence) to work.

The DBE initiated a teacher profiling project in August 2014 to clean up data by reconciling data in the educators' personnel files with data on PERSAL. This project will improve the efficient data capturing and quality assurance processes within PERSAL since it was noted that some information in the system was inaccurate or incomplete.

Teacher profiling and matching of skills were done for:

- Subjects that teachers are teaching;
- Subjects that teachers are qualified to teach;
- Relative Education Qualification Value (REQV) qualification mismatch;
- Percentage of professionally qualified educators per province;
- Number of educators' qualification records per province (7%).

A report on placement of excess educators as at the end of September 2014 was received. PEDs have plans in place to identify and place their excess educators according to the policies. The movement of excess educators in the Eastern Cape was identified as a serious challenge and interventions were made to assist and support the province to address this issue.

A range of programmes were presented by the DBE on Maths, Science and Technology Curriculum Management for principals and PEDs. Seven hundred and twelve teachers were assessed using a knowledge testing system. Four hundred teachers participated in self-assessments using the self-diagnostic assessment system in November/December 2014.

Two hundred and thirty-four teachers in 45 schools were trained in preparation for the implementation of South African Sign Language (SASL). One hundred and twenty-eight subject advisors were trained in multi-grade teaching and on how to use the multi-grade toolkit at a workshop that was held from 22 to 27 February 2015.

In the Learn English Audio Project (LEAP), a partnership with the British Council, 30 subject advisors were trained as researchers from 2 to 6 February 2015. These subject advisors will monitor and evaluate the LEAP project in the 168 schools that are piloting the project in Mpumalanga, Eastern Cape and KwaZulu-Natal.

During the 2014/15 financial year, 10 748 young and qualified educators entered the system. The highest numbers of new entrants were observed in the second and the fourth quarters, with 3 077 and 4 827 respectively. Just over 70% of these educators were appointed in a temporary capacity.

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

The Basic Education Ministry hosted the third Mathematics, Science and Technology Roundtable on 19 March 2015. The key objectives of the third MST Roundtable were to ensure that the NGOs' plans are aligned to the DBE's interventions so that there are concerted and uniform efforts across all provinces to improve learner outcomes, especially in Senior Phase; strengthened partnerships for focused interventions to increase participation and success rates of learners in MST; a framework for stakeholders to invest resources in MST; and short and medium-term solutions to improve participation and success in MST education.

Eighty-two out of 227 schools introduced Mathematics in Grade 10 for the first time nationally. Grade 10 teachers from these schools were trained in Mathematics content by the national training team composed of DBE and provincial subject specialists.

ICT implementation is being subjected to the Operation Phakisa methodology to fast-track its implementation. Preparations for the ICT lab started in December 2014 with a pre-lab workshop with over 100 participants. The lab will commence in June 2015. DBE ICT training of 49 ASIDI school teacher champions and four district officials in the Eastern Cape was conducted from 18 to 20 February 2015 by SchoolNet (the official Google Education Partner) in partnership with DBE.

To guide procurement and delivery of textbooks and stationery, the DBE collaborated with PEDs to develop a Sector Plan to serve as a roadmap towards achieving timely delivery to schools. The Sector Plan set out key stages in the provincial textbooks and stationery procurement and delivery process and provided deadlines that had to be achieved if textbooks and stationery were to be in schools by the end of October 2014.

For the 2015 school year, the DBE printed a total of 56.8 million workbooks. Of these workbooks 3.8 million were for Grade R and 53 million were for Grades 1 to 9. The Department printed and delivered Grade 3 Home Language braille workbooks and Grades 1–3 Home Language braille Toolkits in all 11 languages to all the Special Schools. All braille workbooks are accompanied by teachers' guides.

The Department is in consultation with Times Media to procure an anthology of Intermediate Phase stories. The process of printing and delivering an anthology of English stories developed through Times Media to 1.2 million Grade 4 learners for the 2015 school year was a major undertaking in partnership. The books were delivered to all identified schools by January 2015.

The Department and Sasol Inzalo Foundation entered into a partnership and developed Grade 4–6 Natural Sciences and Technology and Grades 7–9 Mathematics, Natural Sciences and Technology hybrid workbooks to support the effective teaching and learning of the CAPS. The quality of the Siyavula Grade 10 Mathematics and Science textbook titles was enhanced.

In 2014/15, the Minister directed that all schools that were not offering Mathematics should begin at least one Mathematics class to ensure that all learners had access to the subject in the country. Provision of Grade 10 Mathematics textbooks to schools not offering Mathematics was completed by 19 January 2015. The total number of Grade 10 textbooks delivered to schools that were not offering Mathematics is detailed per province, in the table below.

Table 16: The total number of Grade 10 textbooks delivered to schools that were not offering Mathematics

Province	No. of Schools	No. of books per Province
Eastern Cape	47	1 880
Free State	4	200
Gauteng	4	160
KwaZulu-Natal	27	1 080
Limpopo	73	2 960
Mpumalanga	6	240
Northern Cape	5	200
North West	5	200
Western Cape	11	600
Total Schools	183	
Total Books Delivered		7 520

The DBE started the process of providing the Grade R CAPS-aligned workbooks as edifying material to the materials currently being evaluated. The printing of Grade R resource packs was staggered starting from the beginning of March 2015. The printing of posters and Big Books as well as copying of the DVDs was completed. It should be noted that having procured textbooks for the roll-out of CAPS in each of the implementing years, the 2015 textbook orders were only top-ups with the exception of Grade 12 Folklore which is a new genre for African Home Languages. The delivery of Volume 2 workbooks for the 2015 school year was completed at the end of February 2015. The delivery of workbooks for the 2015 school year was at 100%.

The Department of Basic Education has been developing National Catalogues over the past four years as part of CAPS implementation. Six hundred and thirty FET Literature networks and 74 Grade R Integrated Packs were screened. The materials will be used by schools in 2016. DBE plans to develop State-owned textbooks that will be produced, printed and delivered to all schools as core textbooks, while the rest would be used as supplementary textbooks. This will be in addition to the LTSM already procured over the years. The DBE has developed the following textbooks:

- Grade 10 Technical Mathematics textbooks;
- Grades 1–3 English Home Language (Graded Readers and Big Books); and
- Grades 4–6 Mathematics textbooks.

Of the 106 schools completed under the ASIDI programme as at 31 March 2015, thirteen schools were completed in the fourth quarter of the 2014/15 financial year. There are eighty-four completed ASIDI schools in the Eastern Cape, four in Mpumalanga, four in the Free State, two in Limpopo, one in the Northern Cape and eleven in the Western Cape.

Output 2

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

The Draft Policy and analysis detailing the role of Universal and Verification ANA was developed and prepared for circulation for public comment. The creation of an item bank of high quality, valid and reliable items started in 2014 and will continue until there are enough items to bank. It will be shared with schools. It must be noted that items used in the Universal ANA are piloted a year before being used, on learners matching the target population for the assessment.

The ANA Technical Report is produced after every pilot study and is used to refine items for the main test administration. The learner and teacher instrument is developed and piloted to collect background information. Draft questionnaires for collecting contextual information were developed and will be refined in preparation for the 2015 ANA. The 2014 ANA Report has a technical report and a district report that details learner performance. Even though the ANA is not comparable year on year, there was significant improvement in learner performance in language and mathematics in the Foundation and Intermediate Phases. Grade 3 Literacy improved from 31% in 2011 to 56% in 2014. Grade 3 Numeracy improved from 17% in 2011 to 56% in 2014. Grade 6 Language improved from 15% in 2011 to 63% in 2014. Grade 6 Mathematics improved from 12% in 2011 to 43% in 2014. The performance in the Senior Phase, especially Grade 9 Mathematics, has remained at unacceptably low levels. As a response to this persistent poor performance, the Department developed and launched the '1+4 Model', a strategy intended to improve Grade 9 Mathematics ANA results.

There has been progressive improvement in the National Senior Certificate pass rate over the past five years. The pass rate has increased from 60.6% in 2009 to 75.8% in 2014, an increase of 15.2%. Learners passing Matric with university entrance have more than doubled from about 70 000 in 2000 to over 150 000 in 2014, although this was a slight decrease compared to 2013.

Output 3

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

In an effort to ensure that Grade R classes are well resourced, 3 860 practitioners were enrolled for different qualifications. These included 1 845 enrolled for the Advanced Diploma and 2 015 for the Bachelor in Education (B.Ed) courses. 77% of the targeted 5 000 practitioners were enrolled in either B.Ed or the Diploma in Grade R teaching. The DBE is working towards ensuring that Grade R becomes compulsory by 2019. Copies of the National Curriculum Framework for Children Birth to Four (NCF) were printed and delivered to all PEDs for distribution to registered ECD centres. The NCF provides information on the development and implementation of publicly funded ECD programmes to ensure that all children have an opportunity to access the essential package of ECD services. The NCF is being implemented in the pilot centres. The draft *ECD Policy and Programmes for Children* (2014) was approved by Cabinet for public circulation and comments.

Grade R resource packs aligned to CAPS were developed. 3 700 980 Grade R workbooks were delivered to 16 063 schools. A total of 21 542 Grade R practitioners have ECD qualifications in all provinces excluding North West which employs qualified teachers. The totals per level of ECD qualifications are as follows: 10 933 are at level 4, 4 619 at level 5, 4 191 at level 6 and 1 799 above level 6 as at the end of the 2014/15 financial year.

Output 4

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

The revised Guidelines for the Capacity-Building Programme for School Governing Bodies were finalised, printed and distributed to provinces to send to schools. Guidelines for the March 2015 elections were developed for provinces to use to develop provincial regulations. The DBE produced several documents aimed at guiding and standardising the election process across all provinces.

The DBE conducted school readiness assessment visits in January 2015, in Mount Frere District, Eastern Cape. This was a follow-up visit to monitor progress in the district's performance in the National Senior Certificate (NSC) examination and Annual National Assessments (ANA) following the interventions which the Minister initiated in 2012.

Draft regulations were developed for implementation of the Policy on the Organisation, Roles and Responsibilities of Education Districts. Led by the Minister, the DBE has strengthened its support to all 81 districts in the system through intense and regular engagements with district directors over the past five years. Mentoring of poorly performing districts was undertaken to strengthen monitoring and support of schools at local level.

The National Quality Learning and Teaching Campaign Steering Committee (NQLTCSC) mandated the Quality Coordinating Team (QCT) to empower and strengthen the functionality of QLTC structures. Twenty-seven districts were targeted to be trained for 2014/15. Sixteen districts were monitored during the 2014/15 financial year to assess and evaluate the functionality of QLTC structures and the impact of the training programme in districts and schools.

Agreement on the introduction of work plans that will measure the performance of school principals, deputies and heads of departments was reached in the Education Labour Relations Council. However, only CTU-ATU and the DBE signed the agreement in January and February 2015 respectively. A policy document on the appointment of principals based on competency assessment processes was developed and will be subjected to negotiations with the trade unions during the 2015/16 financial year. Competency frameworks that will detail criteria to assess district directors using key performance indicators (KPIs) have been developed.

Partnerships for education reform and improved quality.

After the extensive district profiling process conducted towards the end of 2013, the National Education Collaborative Trust (NECT) initiated a process of responding to the identified development needs. Four lead agencies were engaged to implement the district intervention programme in the eight target districts, that support 4 362 schools.

Teachers from 1 488 schools received support from the NECT during 2014/15. The support received included training, development and provision of materials, and in-school support. In KwaZulu-Natal, teachers from uThungulu and Pinetown districts received curriculum toolkits comprising lesson plans, trackers, classroom resources, readers and learning materials targeting Grades 1–3 in 845 primary schools for the first term of the year. A total of 1 674 teachers of Grades 4, 8 and 9 were trained in the use of trackers for mathematics, science and language.

The NECT organised one provincial and three national dialogues with key stakeholders to discuss aspects of professionalisation of teaching and rebuilding the desired school ethos. The dialogues created a valuable avenue for structured conversations among stakeholders with diverse backgrounds; they kept over 2 000 stakeholders informed about the teacher professionalisation programme; and they contributed to nurturing a common education improvement agenda among key stakeholders.

At district level, the NECT focused on improving the planning and implementation of school support and monitoring activities in the eight target districts. The NECT supported District Management Committees' planning and implementing of school support and monitoring, and worked with subject advisors and institutional development officers to implement school intervention programmes that form part of the NECT programme.

4. PERFORMANCE INFORMATION BY PROGRAMME

The Department of Basic Education aims to improve the quality of learning and teaching in a sustained manner across the education sector guided by the National Development Plan, Delivery Agreement and the Action Plan to 2014: Towards the Realisation of Schooling 2025.

The Action Plan is the basic education sector plan structured around the 27 national goals. It 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 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 provides a framework through which researchers can examine the trends and patterns in the schooling sector.

The Strategic Plan and Annual Performance Plan of the Department of Basic Education have been developed to deliver the requirements of the Delivery Agreement and the 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 below relates to 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 details of achievements will be found in the programmes as implemented and reported by the nine provincial education departments.

4.1 Programme One: Administration

4.1.1 Purpose

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

4.1.2 List of Sub-Programmes

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

4.1.3 Strategic Objectives

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

4.1.4 Programme Overview

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

4.1.5 Programme Summary and Performance Information

4.1.5.1 Corporate Services

Human Resource Management and Development

For the 2014/15 financial year, 26 appointments were made of which eight posts were the key senior management posts of Chief Director (Human Resource Management and Development), Chief Director (Labour Relations and IT), Director (Learning and Teaching Support Material Policy Development and Innovation), Director (National Institute for Curriculum and Professional Development), Director (Provincial and District Planning, Implementation, Monitoring and Support) Director (Teacher Development Implementation) and two Director posts for the Kha Ri Gude Mass Literacy Campaign.

The DBE managed to complete its MTEF Human Resource Plan and submitted the plan to the DPSA as required. This plan outlines initiatives adopted by the DBE to address employment equity and diversity, among other matters.

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

To this end, 452 officials were trained in the 2014/15 financial year, of whom 317 attended accredited courses that were funded from the skills development and training budget of the Department per head count. A total of 135 officials attended courses that were not funded from the allocated training budget but from training sponsored through SITA, DIRCO, NSG, New Leaders Foundation and SAOU funds.

The Department has heeded Cabinet's call for internships which seeks to address the problems of skills shortage, youth unemployment in particular and unemployment among graduates. The Department recruited 72 interns in the 2014/15 financial year, exceeding the target set for 2014/15 by seven interns.

The Department is committed to providing financial aid in the form of bursaries to staff members who are interested in making use of formal study opportunities to equip themselves with the knowledge and skills required in their present and future duties. The Department funds 49 bursary holders of whom 14 were registered in the 2014/15 financial year and 35 were holders of recurring bursaries.

DBE officials attended the Compulsory Induction Programme managed by PALAMA. The programme was attended by officials in the Directorate: Training and Social Responsibility.

The Department held successful campaigns on Mandela Day, Wellness Day, the HIV Counselling and Testing Campaign World Aids Day and Women's Day, that were well attended and highlighted issues important to the Department.

4.1.5.2 Legal and Legislative Services

The Legal and Legislative Services unit of the Department provides the Minister, the Deputy Minister, Director-General, all directorates in the Department with legal advice, manages all litigation against the Department, scrutinises and drafts contracts, scrutinises policies, guidelines, norms and standards as well as drafts legislation.

The legal advisory functions contribute to Outcome 1 by ensuring that the Minister and the Department are provided with sound and well-researched legal advice on court cases, contracts and policy-related matters. This in-house capacity reduces the potential legal costs that the Department would otherwise incur. Sound legal advice ensures that laws that support the education system are put in place and weaknesses in legislation are addressed. These factors lower the risk to the Department of litigation and contribute to the advancement and quality of the education system.

Legal Services

The work done by the Legal Service directorate depends on the number of court cases that take place and legal matters submitted to the Department. During the 2014/15 financial year, the Minister received correspondence relating to 44 matters requiring response. All these were addressed adequately with the assistance of Legal Services.

The Department also scrutinised 22 contracts in the form of eight memoranda of agreement, 12 memoranda of understanding, one confidentiality and non-disclosure agreement and one implementation protocol, as stated below:

- Memorandum of Agreement between DBE and ETDP SETA.
- Memorandum of Agreement between DBE and Comair.
- Memorandum of Agreement between DBE and SAA.
- Memorandum of Agreement between DBE and E-classroom.
- Memorandum of Agreement between DBE and Discovery Vitality.
- Memorandum of Agreement between DBE and AVBOB.
- Memorandum of Agreement between DBE and General Motors South Africa.
- Memorandum of Agreement between DBE and DHET.
- Memorandum of Understanding between DBE and the South African Principals' Association.
- Memorandum of Understanding between DBE and Kellogg's South Africa.
- Memorandum of Understanding between DBE and University of KwaZulu-Natal.
- Memorandum of Understanding between DBE and Platco Digital.
- Memorandum of Understanding between the DBE and Tiger Brands Foundation.
- Memorandum of Understanding between the South African National Commission for UNESCO and the Korean National Commission.
- Memorandum of Understanding between the DBE and UNISA.
- Memorandum of Understanding between South Africa and Cuba on recruitment of teachers for Maths and Science.
- Memorandum of Understanding between DBE and Spell It South Africa.
- Memorandum of Understanding between DBE and Girl Guides South Africa.
- Confidentiality and non-disclosure agreement between DBE and HRG Rennies Travel.
- Implementation protocol between DBE and Transnet.

For the period under review 20 cases of litigation against the Department were handled. Two cases have been finalised and 18 are ongoing.

Legal opinions on three matters were provided regarding:

- Evaluation of pricing for tenders DBE 051 and 052;
- termination of a contract for hiring of office space from UNESCO;
- termination of a contract with Konani Training and Development.

Furthermore, Legal Services studies each policy and /or regulation produced by the different operational units of the Department. Its main responsibility is to check the legality of the document and to remove all legal pitfalls before the document is publicised.

The following are some of the policies that were in development during the period under review:

- Admission policy;
- SGB guidelines;
- Pregnancy policy;
- Guidelines on focus schools;
- Policy on the roles and responsibilities of education districts;
- Policy on school calendars;
- Policy on Whole School Evaluation;
- National education and information policy; and
- Guidelines for the registration and accreditation of independent schools.

In response to the presence of foreign nationals in the country, the Department was proactive in releasing a circular on the admission of foreign learners to public schools. This helped to stabilise schools during the incidents of attacks on foreign nationals.

Legislative Services

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

- Basic Education Laws Amendment Bill, 2014;
- Regulations for the exemption of parents from payment of school fees;
- Safety Regulations;
- NEEDU Bill; and
- Personnel Administration Measures.

4.1.5.3 Internal Audit and Risk Management

During the 2014/15 financial year, the Internal Audit Activity (IAA) experienced constraints when executing the coverage plan. Capacity to complete the coverage plan for the 2013/14 and 2014/15 financial years required additional human resources to be appointed. Audits that were not completed within 2013/14 were rolled over to the 2014/15 year coverage plan. The coverage plan for the 2013/14 financial year was approved after the appointment of the Head of Internal Audit on 16 September 2013. The following audit reports were approved during the 2014/15 financial year:

- 13 assurance audits signed in the 2014/15 financial year which had been included on the 2013/14 coverage plan.
- 2014/15 financial year coverage plan – 14 audits completed.
- 2014/15 ad hoc assignment reports – six audit reports completed.
- 2014/15 financial year – seven investigation reports completed.
- 2014/15 financial year – two consulting audit reports were completed by external contractors.

Risk Management

A Risk Committee meeting was held on 16 March 2015. The Department developed documentation associated with Risk Management and submitted it to the Risk Committee for recommendation for approval. The following documentation was recommended for approval by the Risk Committee:

- (a) Fraud and Corruption Policy;
- (b) Fraud and Corruption Plan;
- (c) Whistle Blowing Policy;
- (d) Risk Management Policy;
- (e) Risk Management Strategy;
- (f) Risk Management Implementation Plan;
- (g) Risk Management Committee Charter; and
- (h) Department Risk Register for the 2015/16 financial year.

Two HEDCOM Subcommittee meetings for Heads of Internal Audit and Risk Management were held. The terms of reference for the Committee were approved. The annual audit coverage plan was formally approved during this period by the Audit Committee. Internal Audit week was held in October 2014.

4.1.5.4 International Relations and Multilateral Affairs

The consultative process for the development and approval of agreements and memoranda of understanding with other countries is a lengthy process deeply dependent on political variables.

Bilateral Agreements

In 2014/2015, the DBE made progress on agreements on collaboration in basic education with Angola, Kenya, Swaziland, Turkey and Guinea. Agreements with Cuba and Serbia have reached advanced stages and will be finalised during 2015. The Department signed a service level agreement with the Flemish Association for Development Cooperation and Technical Assistance (VVOB) on the multiyear programme for 'teaching for improved learning outcomes in primary education in SA'.

Ministerial high-level international relations engagement

The Department facilitated several engagements between the Ministry and relevant international stakeholders:

- The Deputy Minister visited Japan from 25 to 26 June 2014 to attend the 2014 Organisation for Economic Cooperation and Development (OECD)/Japan Seminar, an informal meeting of Ministers of Education.
- The Deputy Minister, and the MEC for Education in Gauteng, participated in the World Innovation Summit for Education (WISE) Roundtable Discussion on *Creative Ways of Building Africa's Youth Skills* on 10 July 2014 during the Africa EduWeek Exhibition at Sandton Convention Centre.
- The Minister of Basic Education met with the Country Director of the World Bank in South Africa on 13 August 2014. The purpose of the meeting was to discuss a continued collaboration between the DBE and the World Bank.
- The Deputy Minister of Basic Education met with the Country Director of the World Bank in South Africa on 22 September 2014. The purpose of the meeting was to further the discussion of continued collaboration between the Department and the World Bank.
- The Minister met with the United States Ambassador to South Africa, Mr Patrick Gaspard, on 23 September 2014, to review areas of support to the Department.

- The Deputy Minister addressed the 2014 South African Model United Nations (SAMUN) prize-giving luncheon, held in Cape Town on 20 October 2014.
- The Minister met with the United States Ambassador to South Africa on 13 November 2014 in Pretoria, to explore further collaboration through USAID, and to share experiences and knowledge on implementation.
- The Minister addressed, on behalf of the country, the Japan National Day reception of the Embassy of Japan on 27 November 2014.
- On 2 December, the Minister met with the Cuban Ambassador to South Africa to discuss renewal of cooperation between the two countries in the field of basic education, and the Minister's attendance of the 16th Pedagogy International Congress, to be held from 26 to 30 January 2015 in Havana, Cuba. The Minister subsequently attended the Congress.
- The Minister met with the Minister of Education and Training of Swaziland on 2 December to discuss possible areas of cooperation. The Ministers agreed to explore cooperation in the fields of standardisation of qualifications, examination administration and teacher development, among others.
- The Deputy Minister participated in the Education World Forum, in London, from 18 to 21 January 2015.
- The Department attended the meeting of SADC Ministers of Education and Training, Science, Technology and Innovation held in Maputo, Mozambique, from 18 to 20 June 2014.
- The Department visited the China Educational Instrument & Equipment Corporation (CEIEC) in October 2014, led by Deputy Director-General, Mr HM Mveli, on behalf of the Minister. The visit took place from 11 to 16 October 2014.

The DBE coordinated programmes to foster cooperation with foreign governments and relevant agencies to support basic education, including:

- Several briefing sessions with Heads of Mission (HOMs) designates. The purpose of the sessions was to brief the HOMs on the state of basic education in South Africa, as well as the priorities for the sector, so that they could advocate support for the DBE in countries where they are posted. The briefing sessions were supported by the Chief Directorate for Strategic Planning and Research, and the Chief Directorate for Curriculum Implementation.
- Participating in a range of bi-national commissions, bilateral forums and joint commissions for cooperation with different countries with a view to maintain or initiate relations.
- Hosting the Namibian delegation on 14 and 15 May 2014 that visited South Africa on a study tour to learn from South Africa's experience in the field of health and social services in education, within the framework of the Integrated School Health Programme (ISHP). Their objective was to benchmark practices for an integrated school health programme.
- Hosting the inaugural seminar on 6 June 2014 on the Teaching of Mandarin and Cultural Exchange in South Africa, as well as setting up a task team for development and approval of the Mandarin Curriculum envisaged for implementation in South African schools.
- Coordinating several meetings with the World Bank to explore possible areas of partnership. It was agreed that the DBE and the World Bank will focus on developing a partnership in Infrastructure, Information and Communications Technology (ICT), and curriculum implementation, which will be implemented through Operation Phakisa. In this regard, a planning workshop took place on 10 and 11 December 2014, with a follow-up meeting on 26 March 2015. Discussions on the nature and form of partnership between the two parties will continue.

The Department developed the Minister's programme for international relations engagements with Education MECs, to provide for well-coordinated sector participation on the international platforms. The programme was approved by CEM on 18 September 2014. The Department concluded the drafting of the Departmental International Relations Engagement Strategy 2016–2018 which will be submitted for approval and implementation.

4.1.5.5 International Partnerships

During the reported period, the Department convened initiatives to support partnership with the United States Agency for International Development (USAID), the Japan International Cooperation Agency (JICA) and the Flemish Association for Development Cooperation and Technical Assistance (VVOB).

UNESCO

The UNESCO Secretariat facilitated the transfer of South Africa's annual assessed membership fee contribution, amounting to R13.9 million. Implementation contracts with three South African recipients of UNESCO Participation Programme funding were signed and transfers were done. The recipients and contract details are as follows:

- Molteno Institute for Language and Literacy – The contract was signed on 28 January 2015 to the value of \$26,000 (R299,719.77 at the prevailing exchange rate). Its purpose is to improve the literacy levels of targeted learners in Limpopo, which are the lowest recorded in the Annual National Assessment (ANA) reports.
- Project Literacy – The contract was signed on 18 February 2015. It aims to support the family literacy programme, *Run Home to Read*. The programme has serviced the communities of Soshanguwe and Smash Block in Limpopo, Kliptown in Gauteng and Bushbuckridge in Mpumalanga. UNESCO contributed \$26,000 (R299,719.77 at the prevailing exchange rate).
- University of Pretoria – The implementation contract was signed on 12 March 2015.

UNESCO has held several international meetings. The following are those that the Department attended, that relate to DBE activities:

- The Department represented the country at the 64th Session of the Council of the UNESCO International Bureau of Education (IBE) held in Geneva, Switzerland on 28–30 January 2015.
- The Department of Basic Education participated in the meeting between the BRICS Ministries of Education and UNESCO, held on 3 March 2015 in Brasilia, Brazil. The purpose of the meeting was to discuss further cooperation. South Africa also hosted UNESCO International guests. The Department was part of these meetings:
 - A meeting between DBE officials and the Paris-based UNESCO Director of Education for All, Mr Aaron Benavot, on 24 February 2015. Mr Benavot conducted a working visit with DBE officials responsible for Education For All to brief them about the *2015 Education For All Global Monitoring Report*.
 - The Secretariat hosted the Director of the UNESCO Multi-sectoral Regional Office for Southern Africa, Professor Hubert Gijzen, on 23 February 2015 at the Global Campaign for Education Assembly (GCE) in Johannesburg.

The UNESCO Secretariat formed part of the DBE team that participated in the preparatory workshop hosted by the Department of Home Affairs with key stakeholders, on 23 February 2015, in order to draw up a country report on what departments spend on asylum seekers and refugees.

4.1.5.6 Media Liaison and National and Provincial Communication

Media Liaison

The Media Liaison unit dealt with numerous information requests from members of the public regarding, for example, the National Senior Certificate Examinations, load shedding during the exams, the introduction of Mandarin in South African schools, and requests for past examination papers.

There has been an overall increase in the number of media queries, the issue of statements and participation in interviews. Media advisories that were issued have helped to increase awareness of the Department of Basic Education’s programmes and activities. Interviews were conducted, statements released and direct media enquiries received via email and telephone by the Media Liaison team.

Daily media monitoring was conducted of 20 publications showing the most popular education-related topics covered were National Senior Certificate examinations, textbooks, school nutrition, school infrastructure, school safety, scholar transport and sign language.

Publications

The Department produced an education magazine called *Thuto*. For the year under review, 32 editions were published with over 330 articles being written and edited for publication. The publications team also ensured that email signatures were designed to promote key events and dates in the education space, such as the opening of schools, the school governing body elections and the 15th Annual National Teaching Awards.

Continuous graphics were created for the public area information display system which showcased the various projects and programmes during the reported period. The videography team recorded and edited a video on the 2nd Annual District Excellence Awards and a YouTube video on the Action Plan.

Directorates within the Department were assisted to communicate effectively important internal messages to all staff members with a total of 267 *News Flashes* distributed over the last two quarters.

Media Liaison and National and Provincial Communication have been strengthening the web presence and e-communication of the Department through the website, Intranet, Facebook, Twitter and YouTube, to ensure that education stakeholders are kept abreast of Departmental programmes and activities on a daily basis. There are currently 18 024 followers on Facebook, 37 000 followers on Twitter and approximately 3 000 messages were received through the information email system. The major topics that were dealt with on these platforms during the reported year were bursaries, matric certificates, Annual National Assessments, National Senior Certificate examinations, Senior Certificate examinations, school admissions, school management, provincial departments, LTSM and infrastructure.

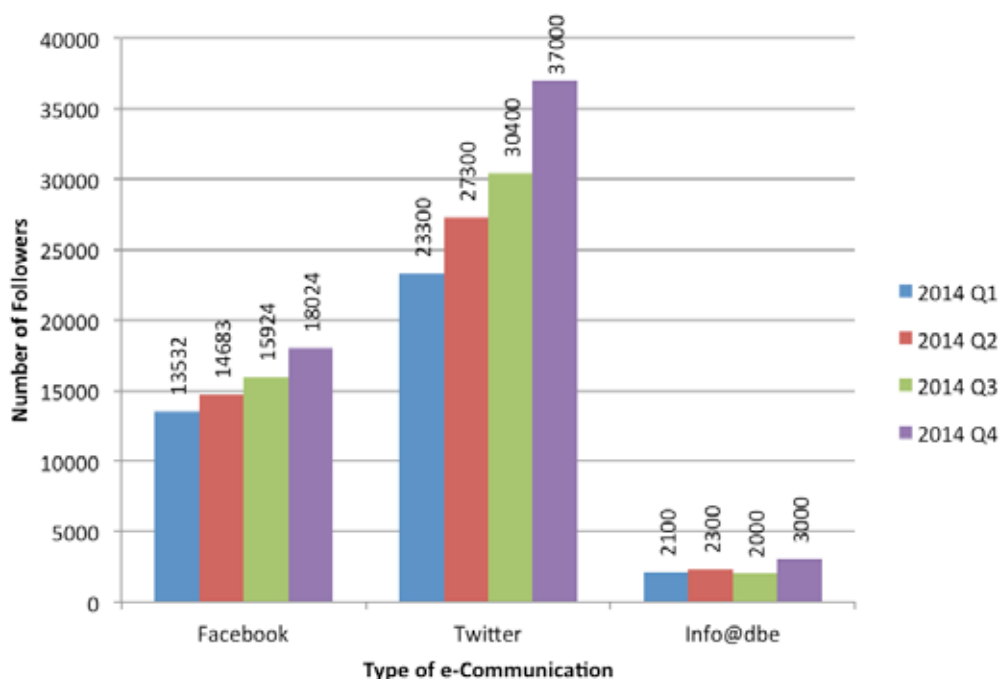


Figure 1: E-Communication users

The Department's website was viewed 49 429 times during the period under review. The website team reloaded all documents, articles, media releases, reports, manuals, etc, to ensure that the Department's website was 100% updated and functioning normally, after the website crashed in January 2015. Together with GITO, various contingency plans have been put in place to reduce the turnaround time in terms of the recovery of the website should it crash again in future.

The Information Resource Centre continues to provide a valuable library service to the Department on a daily basis. An additional 218 titles were captured in 2015 with a total of 594 to date. The total number of books, journals, pamphlets, posters and digital publications amounts to 13 101. There were 895 searches on the E-Journal platform. The user guide is available at the issue desk and on the Department's website. There are now 446 members, 25 of whom joined in the last quarter of 2014/15.

Thirty-five Departmental and Ministerial Events have been assisted by the events management coordination, branding and/or exhibition management services including the Ministerial announcement of the 2014 National Senior Certificate Examinations results live broadcast and event, the 15th Annual National Teaching Awards television broadcast and event, and the 2nd Annual District Excellence Awards television broadcast and event.

4.1.5.7 Strategic Planning, Research and Coordination

a. Planning and Reporting

The Department was able to meet its reporting, planning, monitoring, evaluation and coordination obligations for the period under review, in compliance with the outcomes approach of government.

Planning

The Department produced its five-year Strategic Plan for 2015/16–2019/20 and the Annual Performance Plan for 2015/16. The DBE tabled the Strategic Plan and the Annual Performance Plan in Parliament on 11 March 2015.

The Planning Unit of the Department analysed the plans of DBE's public entities, Umalusi, SACE and ELRC, and feedback was provided. Furthermore, draft provincial education departments' plans for 2015/16 were analysed twice and the PEDs were given feedback for them to improve their final plans.

The Department developed and submitted the Service Delivery Improvement Plan (SDIP) in 2013. The SDIP was signed and approved by the Minister. The Service Charter and Service Standards were developed to strengthen the focus of the Department on the public's expectations of officials and approved by the Acting Director-General in 2014.

Reporting

The Quarterly Performance Reports for all the quarters were received from the different branches. Accuracy of information was verified, and the reports were compiled, consolidated and edited. Submissions to the Department of Planning, Monitoring and Evaluation (DPME) and National Treasury were made on time. The Department produced analyses of its three public entities, based on their third quarter performance information. The analyses were sent back to the CFO, combined with the financial analysis and returned to the entities.

For the year under review, the Strategic Planning unit held branch review meetings with branches A, DCMS, P and S, and T. The branch reviews were used to address gaps in quarterly reports as well as audit issues. Quarter 1, 2 and 3 report presentations were also compiled and presented to the Portfolio Committee. Guidelines and templates were issued to all branches in preparation for the compilation of the 2014/15 Annual Report.

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

b. Systematic Monitoring

The Management Performance Assessment Tool (MPAT) is a tool that collates existing management policy and guidelines into a framework of standards and indicators of good practice in order to promote a common understanding of good management practice. MPAT self-assessment for DBE was finalised, approved by the Acting Director-General and submitted to the DPME on the due date of 10 October 2014. The DPME opened the MPAT challenge period on 20 January 2015 and the Department submitted areas of dissatisfaction to the DPME on the set date. By 31 March 2015 the final moderation had not yet been concluded.

c. Research Coordination, Monitoring and Evaluation

Monitoring

The following was achieved in the reported year:

- The General Household Survey (GHS) 2013 Report: Focusing on Schooling has been finalised and will be completed and published by the end of April 2015.
- The Education for All (EFA) Country Progress Report has been finalised and published on the DBE website and Intranet. The final report was shared on 24 February 2015 with Mr Aaron Benavot, UNESCO Director of the Education for All (EFA) Global Monitoring Report.
- The DBE participated in the compilation of the Millennium Development Goals (MDG) Sectoral Working Group Report on Education and Gender at Statistics SA's offices.
- The media analysis, based on articles published on education, was completed for the second, third and fourth quarter of 2014/15. The analysis is completed on a quarterly basis and forms part of the resources for planning and reporting in the sector.
- The DBE completed a desktop analysis of the DBE's responsibilities and those of its three public entities, SACE, ELRC and Umalusi. The final report was presented at a Senior Management meeting held on 20 February 2015.
- The Directorate undertook an analysis of under-performing schools (pass rate of 40% and below) in the NSC exams. This analysis focused specifically on the schools that under-performed in the 2014 exams and their respective preceding performances between 2009 and 2013. The analysis showed that a number of schools, particularly in Eastern Cape and Limpopo, have consistently under-performed in the NSC exams for the past five to six years.

Research and evaluation

Research and evaluation achieved in the reported period were as follows:

- The Early Grade Reading Strategy (EGRS) was implemented in schools. The Human Sciences Research Council (HSRC) conducted baseline assessments through learner testing, home background questionnaires and teacher questionnaires from 2 to 23 February 2015.

- The reading strategy research project 'Improving Early Grade Reading in South Africa' in the North West. The research project was intended to evaluate three new interventions aimed at improving early grade reading, namely: (i) a teacher training course focused specifically on the teaching of reading; (ii) a school support programme for teachers consisting of reading coaches, lesson plans and graded readers; and (iii) a package designed to improve parental involvement and monitoring of children learning to read. The project will use the evaluation method of a Randomised Control Trial to evaluate the causal impacts of the three interventions. Each intervention will be implemented in 50 schools in North West. A further 80 schools will be used as a control group for comparison. A total of 230 schools will thus participate during 2015 and 2016.
- The inception reports for the National School Nutrition Programme (NSNP) implementation were revised and finalised. Piloting of the draft evaluation tools was conducted by the service provider from 16 to 20 February 2015. JET Education Services has begun fieldwork in 230 schools which is expected to be concluded by May 2015.
- The Funza Lushaka Bursary Programme (FLBP) implementation evaluation by JET Education Services was conducted during this financial year. The second approval of the revised report was given on 30 March 2015.
- A research project entitled 'Informed and empowered: Using the Annual National Assessments to improve our schools' has been approved. The research is focused on investigating effective ways of using the ANA in schools and their communities to further improve learning.
- A Technical Working Group meeting was held on 4 March 2015 to discuss the terms of reference for the Curriculum and Assessment Policy Statements (CAPS) implementation evaluation. The DPME and the South African Monitoring and Evaluation Association (SAMEA) have commissioned a feasibility study on professionalisation of evaluation in South Africa. An official from the unit participated in a workshop held on 26 March 2015 that explored the most appropriate route for professionalising evaluation in South Africa and developed a roadmap for implementation of professionalisation.

d. Coordination and Secretariat Support

The Department has various governance and management structures such as the Council of Education Ministers (CEM), the Heads of Education Departments Committee (HEDCOM), Ministerial Management (MM), Senior Management (SM) and Broad Management (BM). The Department is, together with the Department of Social Development, also responsible for managing meetings of the Forum of South African Directors-General (FOSAD), the Social Protection, Community and Human Development (SPCHD) Cluster and the SPCHD Technical Working Group (TWG).

During the 2014/15 financial year, a total of 75 meetings were held. These included 73 scheduled meetings and two unscheduled meetings. Therefore, out of 123 planned meetings, 50 meetings were not convened. These were Broad Management meetings (6), Senior Management meetings (23), Ministerial Management meetings (18), SPCHD Cluster (1) and SPCHD TWG (2) meetings.

Some of the reasons for not convening meetings were unexpected cancellations as a result of the busy schedules of the Executive Authorities and Senior Managers; provincial visits on interventions and preparations for the 2014 National Senior Certificate (NSC) examinations; as well as urgent requests to appear before the Portfolio Committee on Basic Education and the Select Committee on Education and Recreation. The Department has successfully managed the logistical arrangements, agenda-setting and records drafting for all the convened meetings, the breakdown of which is as follows:

Table 17: Meetings convened

Governance Structures	Number of Scheduled Meetings	Number of Meetings Held	Number of Meetings Not Held	Number of unscheduled Meetings
CEM	7	9	0	2
HEDCOM	9	9	0	0
MMM	28	10	18	0
SMM	45	22	23	0
BMM	12	6	6	0
SPCHD Cluster	11	10	1	0
SPCHD TWG	11	9	2	0
Overall Total	123	75	50	2

4.1.5.8 Conditional and Donor Grants

Grant Management

The Department coordinated the submission of all 54 business plans – six business plans per PED for approval and certificates of compliance for all six conditional grants. The DBE managed to submit all four quarterly performance reports of the six conditional grants to the National Treasury within DORA-stipulated timeframes. All the tranche payment schedules for the conditional grants were formulated and where required the payment schedule was amended.

During the reported term, the DBE provided preliminary input to the draft conditional grant frameworks and MTEF allocations that were sent to the National Treasury. The grant management unit facilitated interaction between the Department and the National Treasury on the preliminary inputs.

The monitoring and evaluation of conditional grants were conducted for five conditional grants in all the provinces. The sixth conditional grant was only implemented in the year in which the evaluation was undertaken and as such did not qualify for evaluation. The five conditional grants were evaluated and reports from the provinces were analysed and incorporated into the Department's Annual Evaluation Report for Conditional Grants. The approved Annual Evaluation Report was submitted to the National Treasury before the DORA-stipulated deadline.

An improvement and implementation strategy for the performance of conditional grants in Limpopo was developed. The strategy involved identifying and dealing with bottlenecks that inhibited the performance of conditional grants and was implemented with the Department grant managers meeting monthly with their Limpopo counterparts as well as senior management members from the provinces. The Department instituted support visits to the Limpopo Department of Education to assist the administrator in normalising the performance of conditional grants in the province. A visit to unblock under-expenditure of conditional grants was undertaken to the Eastern Cape. The intervention succeeded as performance improved and this improvement was sustained.

Not all provinces conducted provincial evaluation of the conditional grants. The National Treasury will provide the provinces with a Practice Note for conducting evaluation as the provinces cited a lack of capacity (skill) as the reason for non-compliance in this regard.

The DBE also experienced serious challenges with receiving quarterly reports from PEDs that were not signed off at the required level or were submitted late. Over and under-expenditure on conditional grant funds by PEDs, as well as withholding of funds as a result of non-compliance by provinces, are some challenges that the Department continues to experience in managing the conditional grants.

4.1.5.9 Project Management

The Department administers and manages the processes relating to donor funding and the related projects. The current mandate is to ensure that the European Union (EU) donor funding that has been earmarked for the Primary Sector Policy Support Programme is properly administered and that appropriate control measures are in place to ensure compliance. Managers and coordinators of Departmental programmes/ projects that were the recipients of sector budget support were technically supported through the planned monthly technical committee meetings that also provided an opportunity to monitor spending patterns and advise on possible improvements.

In the 2014/15 financial year, the Department ensured compliance with the financing agreement by honouring the quarterly bilateral meetings between the Department and the EU Delegation. The Department has also sharpened its quarterly reporting to the National Treasury by supporting project managers through the monthly technical committee meetings and donor funding financial management training. The annual high-level meeting between the Director-General and the EU Ambassador was facilitated during the reported period.

The Department submitted the fourth tranche application during the period under review. Due to the lack of audited evidence, KPI 2 and 3 were held over for the submission of the fifth tranche application request. An amount of €13,090,000 was paid into the RDP fund for the Department's use in 2015.

In contributing to Outcome 1: *Improved quality of basic education*, the following projects were supported by EU donor funding:

- Mind the Gap;
- IIAL;
- Delivery of Afrikaans CAPS;
- Piloting of Sign Languages;
- Home Education;
- School of Skills;
- Multi-Grade teacher training in rural schools;
- Teacher Development for Curriculum Implementation (DHET);
- NEIMS Alignment with Norms and Standards for School Infrastructure;
- School Furniture purchasing and provisioning;
- Annual National Assessment;
- CPTD (SACE) Management System Development; and
- Teacher Recruitment and Transfer.

4.1.6 Strategic Objectives, Performance Indicators, Planned Targets and Actual Achievements

Table 18: Programme 1 Strategic Objectives, Performance Indicators, Planned Targets and Actual Achievements

PROGRAMME ONE: ADMINISTRATION						
Strategic objectives	Programme Performance Indicator	Actual Achievement 2013/14	Planned Target 2014/15	Actual Achievement 2014/15	Deviation from planned target for 2014/15	Comment on variances
Improve the capacity of the Department of Basic Education (development).	Number of officials participating in staff development activities.	359	315	317	+2	The Department had emerging priorities and needs that necessitated training of officials on unplanned courses.
	The number of internships implemented for unemployed graduates in the Department.	63	65	72	+7	The variance is due to seven additional interns being requested within DBE to alleviate the workload of units.
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 organisations in support of the development of the education system is produced.	Two Reports	Two reports on partnerships and participation.	Two reports were generated. These reports will be utilised to conduct environmental scanning during the development of the next Strategic Development Plan of the DBE.	None.	None.
	Signed financial disclosure forms (FDIs) for all DBE SMS members submitted by 31 May 2014.	79	All SMS members have signed financial disclosure forms by 31 May 2014.	All FDIs were submitted to the Public Service Commission (PSC) including FDIs for acting SMS members.	None.	None.
Improve capacity of the Department of Basic Education (efficiency).	Signed Performance Agreements by all DBE SMS members by 31 May 2014.	77	All SMS members have signed PAs by 31 May 2014.	All Performance Agreements were submitted including Performance Agreements for acting SMS members.	None.	None.
	Management Performance Assessment Tool (MPAT) process is facilitated and report developed on time.	Scores finalised and submitted to DPME on 18 October 2013.	MPAT process results available and self-assessment scores submitted to DPME.	Scores finalised and submitted to DPME on 10 October 2014.	None.	None.
	Number of audit reports signed off.	-	29	35	+6	Capacitating the Directorate with officials with the necessary skills.

4.1.7 Strategy to Overcome Under-performance

None.

4.1.8 Changes to Planned Targets

None.

4.1.9 Linking Performance with Budgets

Table 19 Programme 1 Linking Performance with Budgets

Programme 1: Administration						
Detail per sub-programme	2014/15			2013/14		
	Final Appropriation	Actual Expenditure	(Over)/ Under Expenditure	Final Appropriation	Actual expenditure	(Over)/ Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
1.1 Ministry						
Current payment	26 286	26 166	120	28 757	28 738	19
Transfers and subsidies	332	332	–	3	2	1
Payment for capital assets	936	925	11	1 010	1 008	2
1.2 Department Management						
Current payment	80 898	80 665	233	61 316	61 215	101
Transfers and subsidies	38	31	7	93	93	–
Payment for capital assets	829	494	335	530	523	7
1.3 Corporate Services						
Current payment	52 694	52 646	48	69 847	69 749	98
Transfers and subsidies	178	178	–	15 278	15 277	1
Payment for capital assets	1 585	1 254	331	1 089	1 083	6
Payment of financial assets	–	–	–	5	5	–
1.4 Office of the CFO						
Current payments	55 612	55 573	39	34 301	34 301	–
Transfers and subsidies	93	90	3	–	–	–
Payment of capital assets	346	184	162	196	194	2
1.5 Internal Audit & Risk Management						
Current payments	5 603	5 588	15	5 133	5 103	30
Transfers and subsidies	9	7	2	49	49	–

Programme 1: Administration						
Detail per sub-programme	2014/15			2013/14		
	Final Appropriation	Actual Expenditure	(Over)/ Under Expenditure	Final Appropriation	Actual expenditure	(Over)/ Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Payment of capital assets	112	13	99	245	245	–
1.6 Office Accommodation						
Current payments	142 981	143 180	(199)	134 384	135 347	(963)
Payment of capital assets	15 047	13 473	1 574	14 678	13 568	1 110
Total	383 579	380 799	2 780	366 914	366 500	414

4.2 Programme Two: Curriculum Policy, Support and Monitoring

4.2.1 Purpose

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

4.2.2 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.

4.2.3 Strategic Objectives

- Improve teacher capacity and practices;
- Increase access to high-quality learning materials;
- Strengthen partnerships with all stakeholders resulting in education becoming a national priority; and
- Universalise access to Grade R.

4.2.4 Programme Overview

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

- Goal 1: Increase the number of learners in Grade 3 who, by the end of the year, have mastered the minimum language and numeracy competencies for Grade 3.
- Goal 2: Increase the number of learners in Grade 6 who, by the end of the year, have mastered the minimum language and mathematics competencies for Grade 6.
- Goal 3: Increase the number of learners in Grade 9 who, by the end of the year, have mastered the minimum language and mathematics competencies for Grade 9.
- Goal 4: Increase the number of Grade 12 learners who become eligible for a Bachelor's programme at a university.
- Goal 5: Increase the number of Grade 12 learners who pass Mathematics.

- Goal 6: Increase the number of Grade 12 learners who pass Physical Science.
- Goal 7: Improve the average performance of Grade 6 learners in Languages.
- Goal 8: Improve the average performance of Grade 6 learners in Mathematics.
- Goal 9: Improve the average performance of Grade 9 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, and Mathematics, Science and Technology.

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

4.2.5 Programme Summary and Performance Information

4.2.5.1 Curriculum Implementation and Monitoring of Grades R to 12

a. General Education and Training (GET)

Reading Promotion and Library Information Services

In terms of Reading Promotion and Library Information Services (LIS), exemplar reading norms for Grades R–12 have been developed, a comprehensive Sector Report for Reading Promotion and LIS for terms 1 and 2 for 2014 were produced, and the Council of Education Ministers approved the LIS plan for 2014–19. The Department launched two Book Flood campaigns that ran simultaneously at the DBE offices and Menlyn Shopping Centre from 18 July to 18 August 2014. Four hundred and fifty books were donated during the campaign. Times Media Group donated 8 000 books that were delivered to 50 NECT 'Fresh Start' schools and Gauteng. The CEM approved the collaboration and strengthening of the partnership with the Department of Arts and Culture (DAC).

On 23 March 2015, the Department formed a steering committee to start off the 1 000 Libraries Campaign, comprising representatives from the DAC, Tshwane Municipality Libraries, four representatives from two reading advocacy NGOs, DBE Communications, and Branches C and T LIS officials. The outcome of the meeting was a draft operational plan.

The Department hosted a Reading Roundtable that was attended by more than 141 participants representing international and national donor organisations, reading and library NGOs, DAC, the Department of Higher Education and Training and the National Education Collaboration Trust (NECT). The main outcome of the Roundtable was to strengthen strategic partnerships with key stakeholders to enhance a reading culture in schools. The Commission reports will be consolidated into a Basic Education Sector Plan: 'Getting the Nation to Read'.

Early Grade Reading Assessment (EGRA)

The EGRA was developed by the United States Agency for International Development (USAID), in partnership with the World Bank in 2006, in response to the need to assess reading outcomes in the early grades globally. The Department was assisted by USAID to implement the EGRA project in South Africa soon after. The EGRA is a diagnostic reading assessment tool that focuses on four key reading components, namely phonemic awareness, phonics, word recognition and oral comprehension. Reading promotion was identified as one of the priority programmes for 2014/15. The implementation of the EGRA in Grades 1 to 3 is one of the key interventions in the reading promotion plan.

Multi-Grade Teaching

The DBE and the PEDs implemented the Learn English Audio Project (LEAP) programme in the Eastern Cape, KwaZulu-Natal and Mpumalanga, in partnership with the British Council. The programme seeks to strengthen the teaching of English First Additional Language in Grades 1 to 4. Provinces identified teachers and subject advisors to be trained as well as the venues where the training sessions were held. The workshops were successfully conducted in all three participating provinces.

The workshop training focused on the usage of MP3 LifePlayer players and the audio content with a particular focus on how to use the MP3 LifePlayers to enhance teaching and learning in multi-grade classes. The audio content that was used for the training is aligned to the CAPS for Grades 1 to 4. A total of 285 teachers from 159 multi-grade schools and 42 subject advisors were trained during May and June 2014. Workshops continued from 1 to 10 December 2014 with the aim of finalising the development of the multi-grade toolkit and the teacher training manual. The multi-grade toolkit comprised multi-grade annual teaching plans and exemplar teaching plans in all subjects ranging from Grade 1 to 9. Implementation of the multi-grade toolkit started in January 2015.

A five-day workshop that was held from 22 to 27 February 2015 focused on the preparation of subject advisors who will train teachers to use the multi-grade toolkit in multi-grade teaching.

Incremental Introduction of African Languages (IIAL)

The IIAL pilot project was successfully rolled out in 215 schools across six provinces, namely Western Cape, Northern Cape, North West, Limpopo, Mpumalanga and Eastern Cape. Monitoring and evaluation of the project was conducted on two levels. The DBE was responsible for conducting the internal monitoring and evaluation, while the external monitoring and evaluation was performed by Class Act, a leading organisation in external monitoring and evaluation of projects of this magnitude. The DBE commissioned Class Act to provide an independent opinion regarding the implementation of this pilot project. The DBE performed internal monitoring in 50 schools sampled from all six provinces, during May to June 2014. Class Act provided the external monitoring of the implementation in 20 schools – five schools each were sampled in Gauteng, Mpumalanga, Eastern Cape and Limpopo. The preliminary monitoring and evaluation findings of the implementation of the pilot project showed that the pilot was well supported and received. Pilot schools complied with policy requirements. They are implementing three languages in Grade 1 and have extended the school day.

The plan to phase in the implementation of IIAL in Grade 1 in 2015 in the 3 738 schools that do not currently offer an African language because of budget constraints has been placed on hold due to lack of funding, especially for teacher provisioning. This decision was made by the Council of Education Ministers at its meeting in September 2014. The CEM has decided that the IIAL pilot be continued in Grade 2 in the existing pilot schools and identified additional schools. CEM further indicated that 2015 should be used to plan for the 2016 IIAL roll-out.

Sector Plan: Entrepreneurship in Basic Education

The Deputy President and key Cabinet Ministers on the Human Resource Development Council of South Africa (HRDCSA) approved the recommendations tabled by the 'Enabling Entrepreneurship' technical task team at the beginning of the financial year and the Department of Basic Education was identified as the implementing agency. By the end of January 2015, based on the above approval, GET and Council member, Taddy Blecher, developed *the Draft Sector Plan for Entrepreneurship in Basic Education from Grades R–12*, also known as the Blueprint.

b. Further Education and Training (FET)

Subject Committees

The Department launched national subject committees on 7 August 2014, working with the British Council. The aim of the subject committee meetings was to create a platform for curriculum development and for teachers to participate collaboratively in professional development. The subject committees are aimed at encouraging teachers to collaborate through Professional Learning Communities (PLCs) to improve their effectiveness in the classroom, leading to improved learner outcomes. The Department held the subject committee meeting for the Social Sciences – including History and Geography, Life Orientation, Religious Studies and Services subjects – in February 2015. The meeting was attended by provincial officials from different provinces.

Subject Profiles

Subject Specialists updated the subject profiles for the following subjects: Languages, History, Geography, Tourism, Consumer Studies, Hospitality Studies, Business Studies, Economics, Accounting, Life Orientation, Religious Studies, Visual Arts, Dramatic Arts, Music, Design and Dance Studies. The 2014 NSC results were analysed and added to the subject profile and were presented at EXCO and Technical Teacher Development and Curriculum Meetings on 24–26 January 2015 for the different provinces.

Focus Schools

The Department has acknowledged the importance of identifying areas of strategic intervention in the face of growing skills shortages. The alignment of the Further Education and Training (FET) level curriculum to respond directly to scarce skills is a priority for the Department.

The identification of focus education is a strategic process of having schools that will deliver subjects aimed at producing learners that are skilled in specific areas that will strengthen the economy of the country. Maritime Studies was included as a key subject but it should, however, be noted that the maritime subjects are currently not examined by the Department at the NSC certificate level. It was agreed that the IEB would take responsibility for Maritime Economics and Nautical Science, in relation to curriculum development, assessment and examination, teacher orientation and the registration of learners who have opted for the subjects at a cost to be determined by the IEB and underwritten by the province/school offering the subject.

The introduction of Maritime Studies into the public school curriculum was a response to:

- The need to widen and redress curriculum imbalances;
- The need for systematic transformation of schools; and
- The need to grow particularly scarce skills which are responsive to societal and economic needs.

The Department has partnered with the Human Resource Development Council of South Africa (HRDCSA) through its stakeholder role within the Council, to identify areas of strategic importance in addressing skills shortages, and with the South African Maritime Sector Authority, as part of the redevelopment of the curriculum for maritime subjects.

c. Inclusive Education

Inclusive Education is defined as a process of addressing and responding to learners' diversity by increasing their participation in learning, cultures and communities, and reducing exclusion within and from education.

South African Sign Language (SASL) CAPS

One of the major deliverables for the reported period was the implementation of South African Sign Language (SASL) CAPS in the Foundation Phase and Grade 9 in schools for the deaf in all provinces. A draft SASL monitoring questionnaire was developed to determine the progress made with the implementation of SASL. The guidelines for quality education and support in special schools and special schools resource centres that were introduced in 2013 have been rolled out through provincial training programmes and are being monitored through the revised National Strategy for Learner Attainment (NSLA) monitoring and reporting system. A framework for remediation and support has been finalised, and is being discussed with PEDs before implementation. One hundred and thirty-seven full-service schools were physically upgraded, out of a target of 791 full-service schools earmarked for upgrades (15% completion).

Strengthening of Special and Full-Service Schools

Funding norms for an inclusive education system were finalised while a national task team worked on developing post provisioning norms. A Home Education policy review process and consultation with various stakeholders, and a discussion document and draft instrument for monitoring the provision of home education, have been developed in collaboration with EMIS and the South African School Administration and Management System (SA-SAMS), with a view to developing a uniform data management system. The policy on Screen, Identification, Assessment and Support (SIAS) and its implementation plan were approved and a transversal National Training Team (NTT) comprising PEDs officials was established to facilitate the implementation in 2015.

The draft General Education and Training Certificate (GETC): Skills and Vocational Education and Training has been completed in consultation with DHET, Umalusi, the QCTO, SAQA, SANASE, INSETA, the Association of Technical High Schools and teacher unions. A proposal for the introduction of the GETC has been developed and is ready for presentation to the Curriculum Branch and Senior Management.

Home Study

An audit was conducted of existing registration and monitoring systems used by provincial education departments (PEDs). In addition, a survey was conducted on curriculum providers for Home Education. A second consultation session was held with provincial Home Education coordinators on 29 July 2014.

The Home Education task team that was responsible for the policy review held a number of meetings to discuss and review the draft discussion document. Inputs from provinces were solicited. The first consultation meeting with home education associations and curriculum providers was also held, where inputs and comments regarding the policy review process were gathered for consideration in the review.

d. Early Childhood Development

In collaboration with Sesame Workshop, Sanlam and the SABC, Petanque Consultancy was appointed to develop the sustainability model for Takalane Sesame in South Africa. The Takalane Sesame outreach materials were launched on 20 May 2014 in East London, Eastern Cape. The materials consist of a floor mat, finger puppets of the Takalane Sesame characters, a basic mathematics set and the teacher's guide on how to use the materials.

In collaboration with the ETDP SETA and Early Childhood Development (ECD) stakeholders, the profiling of occupational competencies was finalised for a new Level 4 ECD qualification. Furthermore, *'The Impact of the Introduction of Grade R on Learning Outcomes'*, an impact evaluation commissioned by the Department of Performance Monitoring and Evaluation (DPME) had been completed in June 2013 and presented to Cabinet. The management response and improvement plan were submitted to (DPME) in May 2014 upon request from Cabinet. The key features of the improvement plan are: the development of an interim Grade R Policy to ensure that the implementation of Grade R had a solid basis in law and was fully integrated into the schooling system; a human resource development strategy to ensure that public and private training institutions develop the capacity to provide appropriate pre-service and in-service training to Grade R practitioners; the development of a programme to support curriculum implementation in all Grade R classes, including those in community-based sites; and the development of a monitoring and evaluation system that includes Grade R in the Annual National Assessment (ANA) system.

Although progress has been made in improving access to ECD provisioning in the country, the quality of programmes remains a challenge. The Department has attempted to address the lack of a coherent legislative framework by working with the Department of Social Development to develop the South African Integrated Programme of Action, which is a draft ECD policy and programme. This legislative framework has been approved by Cabinet for public comment.

The Grade R database indicated a total of 21 542 Grade R practitioners in South Africa with NQF Level 4 of which 15 552 did not meet the minimum requirement for teacher qualification, which is REQV 13/14 or NQF Level 6. The Department produced an upgrading plan for Grade R practitioners at different qualification levels. The plan was shared with all provincial education departments (PEDs) and a target was set for yearly enrolments. Provinces were requested to plan and budget for the enrolments and set their provincial targets. The 2014/15 financial year reflected a steady increase in the enrolments of practitioners who were supported by PEDs either to complete the B.Ed Foundation Phase (REQV 14) or the Diploma in Grade R Teaching (REQV 13). As at the end of the reporting period, a total of 3 860 Grade R practitioners (77.2% of the target set for 2014/15) had been supported to upgrade their qualifications to the minimum requirement.

4.2.5.2 Curriculum and Quality Enhancement Programmes

a. Information Communication Technology (ICT)

Curriculum Innovation and E-Learning

Interactive Workbooks

In the period under review, 12 interactive workbooks were developed to support the Incremental Introduction of African Languages (IIAL). Grade 1 First Additional Language (FAL) workbooks were developed and completed for IsiXhosa, IsiZulu, Sepedi, Setswana, Sesotho and Afrikaans. The interactive workbooks are available to learners and teachers and can be accessed via mobile and online platforms, e.g. all 12 workbooks have been uploaded onto the DBE website.

Four additional interactive workbooks were developed for Grade 3 English FAL Book 2 (Terms 3 and 4); Grade 3 Mathematics in English Book 2 (Terms 3 and 4); Grade 4 English FAL Book 1 (Terms 1 and 2); and Grade 4 English FAL Book 2 (Terms 3 and 4). The four workbooks are among ten that were to be produced for 2014/15 as per the Annual Performance Plan.

In partnership with the Sasol Inzalo Foundation, seven multimedia textbooks for Grades 4–9 Mathematics, Natural Science and Technology were developed and are available in PDF and e-Book/ePub formats. The textbooks are compatible with a range of different electronic devices. They are available on the Department's website.

Video Content

Six existing Departmental videos for Early Childhood Development (ECD) Grade R educators were reproduced in shorter downloadable segments and transferred to digital video format (DVDs) to allow greater access and utilisation by teachers. The titles of the converted videos are: 'Laying Solid Foundations for Learning' (four videos); 'We are Getting There' (one video); 'Techniques for Effective Teaching (Sesame Square)' (one video to 10 downloadable modules); 'Early Childhood Development (ECD) in South Africa' (one video); 'Be Happy! (Tikalani Sesame)' (one video); and the five 'Teach Right, Learn Right' DVDs for Foundation Phase. All of the DVDs were given to the Early Childhood Development directorate for distribution.

Metadata

Metadata, or information about data, was created for 348 workbooks, specifically Books 1 and 2 of the Department's Rainbow Workbook series. Acquiring the metadata for these workbooks ensured that additional workbooks could be loaded onto e-Book readers without overwriting existing workbooks.

DBE Cloud

The learner solution for the Department's cloud web portal (www.dbecloud.org.za) was developed and prepared to go 'live.' During this process, content was provided to Telkom to be loaded onto the solution. Telkom appointed a user interface specialist to complete the learner component of the solution. The Department and the Department of Telecommunication and Postal Services (DTPS) finalised the negotiations to conduct the pilot of the solution in three schools.

Thutong Portal

The 2014 National Senior Certificate (NSC) examination question papers (1 & 2) and accompanying memoranda for the following subjects were uploaded on the portal: Accounting, Agricultural Management Practices, Agricultural Sciences, Agricultural Technology, Business Studies, Civil Technology, Computer Application Technology, Consumer Studies, Dance Studies, Design, Dramatic Arts, Economics, Engineering Graphics and Design, Geography, History, Hospitality Studies, Information Technology, Life Sciences, Mathematics, Mathematical Literacy, Mechanical Technology, Music, Physical Science, Religious Studies, Tourism and Virtual Arts. Several Language question papers and memos were also included.

Broadcasting Solution

The Department started an awareness campaign to advocate dedicated educational channel broadcasting on DSTV (319) and OVHD (201), e.g. *Newsflash*, 23 Jan 2015. A total of 248 revision lessons were broadcast to support learners writing the 2015 Supplementary examination. The support continued until the end of the examinations period. The following subjects were covered by the broadcasts: Accounting, Business Studies, Economics, History, Geography, Life Sciences, Mathematics, Mathematical Literacy and Physical Science. Advocacy was done using internal *Newsflash*, Thutong, and an article prepared and submitted for publication using different platforms. Particular subjects (including Mathematics, Science, numeracy and literacy) across all other phases were also supported through the broadcasts.

Teacher Professional Development

Forty-nine teachers from Umtata, Eastern Cape, attended the ASIDI schools ICT training. The two-day training was conducted by the Department on 9–10 February 2015. Content packs containing digital resources, training support material and software applications were distributed to all participants. In addition, 36 schools that received ICT infrastructure from the Telkom Foundation were also provided with content packs.

Connectivity

The Department facilitated the creation of about 40 000 mailboxes (email addresses) for 1 508 Proof of Concept (POC) schools, and also facilitated the signing of the user requirements for the first case of the implementation of the Broadband Policy which aims at connecting about 5 700 schools in a 10 to 20km radius of the National Health Insurance pilot clinics to the internet and a dedicated educational network.

An additional 133 schools were connected, increasing the number of schools connected during the 2014/15 financial year to 1 783. Below is the breakdown by number of schools, province and service provider:

- Universal Service and Access Obligation (License obligation): 40 schools in KwaZulu-Natal (Vodacom), 43 schools in the Eastern Cape (Vodacom), 10 schools in Free State (Vodacom).
- Corporate Social Investment contribution: 10 schools in the Eastern Cape (Vodacom), 10 schools in Mpumalanga (Vodacom), 20 schools – 4 in the Western Cape, 3 in the Eastern Cape, 5 in KwaZulu-Natal, 2 in Limpopo, 3 in Mpumalanga, 2 in Northern Cape and 1 in North West (SITA). With respect to the zero rating of DBE websites (www.education.gov.za and www.funzalusha.doe.gov.za) is taking place with Vodacom.

The Department facilitated additional connectivity and provision of end user devices to 22 schools in the Northern Cape through the License Obligation Project during the last quarter of the year.

Copyright Permission

Copyright permission contracts with all the rights holders have been secured. The Technical Support Unit has processed the signed contracts and payments for the copyright holders and is now in a position to publish web versions of the PDFs on the DBE website at <http://www.education.gov.za/Learners/MindTheGap/tabid/793/Default.aspx>.

In the interests of supporting learners with special educational needs, audio versions of all the EFAL Paper 2 short stories and poems have been prepared for the DBE website accompanied by password protection. The password protection secures access to the original full texts of the short stories and poems, as agreed with the publishers.

Plan to fast-track E-Education Delivery: Operation Phakisa

The intended outcomes of Operation Phakisa for ICT are to:

- improve the speed and efficiency of ICT delivery and integration in schools; and
- address the gaps which negatively impact on the advancement of ICT initiatives in the basic education sector.

These gaps include:

- Lack of a coordinated national system for e-Education implementation, e.g. structures, resources and policies;
- Lack of effective models, specifically funding, procurement and human resources models, to deliver and sustain a national e-Education initiative; and
- Lack of a comprehensive national implementation plan with clear deliverables, delineated roles and responsibilities, timelines and accountability mechanisms.

The Department prepared the concept document for the Operation Phakisa ICT Lab. The concept document was sent to the DPME for comment (comments were duly received and considered). The concept document outlines the proposed Lab scope (defines the content) and Lab charter (operational set-up and execution of the lab delivery). The concept document also includes a situational analysis that highlights critical areas to be addressed by the ICT Lab. Planning is at an advanced level and the project is scheduled to take place in 2015/16.

b. Learning and Teaching Support Materials (LTSM)

Workbooks

The delivery of Grades 1 to 9 Volume 2 workbooks for the 2015 school year commenced in October 2014 and was completed by the end of February 2015. As in previous years, the delivery of workbooks was guided by the data received from provinces. The Eastern Cape, Gauteng, KwaZulu-Natal, Mpumalanga, North West and Western Cape participated in the workbook national printing tender by ordering additional workbooks to address shortages experienced by their respective schools at the start of school year. In the Free State, Limpopo and Northern Cape, shortages were addressed from the Department's surplus warehoused stock.

Table 20: Workbooks delivered, per province

Province	Total Schools Allocated	Total Books Allocated	Books Delivered	% Schools Delivered	% Books Delivered
Eastern Cape	5 151	4 476 520	4 476 520	100%	100%
Free State	1 251	1 548 130	1 548 130	100%	100%
Gauteng	2 125	4 566 115	4 566 115	100%	100%
KwaZulu-Natal	5 925	5 650 560	5 648 755	99.97%	99.97%
Limpopo	3 926	3 404 635	3 404 635	100%	100%
Mpumalanga	1 620	2 211 365	2 211 365	100%	100%
Northern Cape	542	662 010	662 010	100%	100%
North West	1 474	1 800 135	1 800 135	100%	100%
Western Cape	1 494	2 155 640	2 155 640	100%	100%
Total	23 508	26 475 110	26 022 165	98.66%	99.99%

National Catalogue

The Department of Basic Education has been developing National Catalogues over the past four years as part of CAPS implementation (catalogues could not unfortunately be developed for Grade R and the Grades 10 – 12 Literature). The Department has always relied on the expertise and experience of subject specialists from the Department, provinces and districts to carry out this function.

The Department also utilised the services of professionals from higher education institutions (HEIs) and (NGOs), as well as retired teachers, to be part of the screening process. In total, the screening involved 191 individuals.

Broadly, this process aims to ensure that high-quality learning materials are selected and also to ensure that the materials being evaluated have the following qualities:

- they are appropriate for learners in a diverse society;
- promote social transformation;
- are suitable for South African learners in diverse school contexts; and
- are presented in a manner that:
 - demonstrates an appreciation of cultural and racial diversity;
 - provides positive gender representation;
 - shows an appreciation of indigenous knowledge systems; and
 - shows an appreciation of environmental sustainability.

Literature networks are critical to the delivery of the CAPS and an important aspect of the Department's policies not only for languages, but in all subjects. Research shows that reading, which includes the study of literature, is important in the development of language skills that are essential for the development and improvement of critical and analytical thinking.

As the country strives towards Grade R Universal Access, it is important that the required Grade R material is made available to schools. The Department has started in earnest with the process of providing the Grade R CAPS-aligned workbooks as edifying material to the Grade R materials currently being evaluated.

The evaluation process began on 16 January 2015 and was completed on 20 February 2015. Six hundred and thirty FET Literature networks and 74 Grade R Integrated Packs were screened. The Grade R Integrated Pack consists of 20 posters, 40 graded readers, four Big Books, a story anthology, and a teacher’s guide. The materials will be used by schools in 2016.

Development of State-owned textbooks

The Department has adopted a centralised approach to the procurement of Learning and Teaching Support Materials (LTSM) and also to expand the capacity of the State to develop and print LTSM and own the intellectual property. The Central Procurement Officer in the National Treasury will play an important role in ensuring that the centralised procurement model is implemented in anticipation of the attainment of 100% universal coverage. The new books will be produced, printed and delivered to all public schools as core textbooks and the rest would be used as supplementary textbooks. This will be in addition to the LTSM already procured over the years.

Between January and March 2015, the Department developed the following textbooks:

- Grade 10 Technical Mathematics textbooks;
- Grades 1–3 English Home Language (graded readers and Big Books); and
- Grades 4–6 Mathematics textbooks.

The development process for Grade 10 Technical Sciences started in February 2015.

Provision of Grade 10 Mathematics textbooks to schools that did not previously offer Mathematics

The Department has distributed Grade 10 Mathematics textbooks to schools that did not previously offer Mathematics but that offered Mathematics from January 2015. The provisioning process was completed by the end of February 2015. The total number of Grade 10 textbooks delivered to schools that did not previously offer Mathematics is detailed per province, per language, in the table below:

Table 21: Grade 10 textbooks delivered to schools that did not previously offer Mathematics

Province	Number of Schools	English	Afrikaans	No. of books for both languages, per province
Eastern Cape	47	45	2	1 880
Free State	4	3	2	200
Gauteng	4	4	0	160
KwaZulu-Natal	27	27	0	1 080
Limpopo	73	74	0	2 960
Mpumalanga	6	6	0	240
Northern Cape	5	0	5	200
North West	5	4	1	200
Western Cape	11	4	11	600
Total Schools	183	167	21	
Total Books Delivered		6 680	840	7 520

Provision of English storybooks for Grade 4 to school learners taking English for the first time

This is an initiative to support learners that will be exposed to English LoLT for the first time in Grade 4. These are predominantly learners who were taught in an African language in the Foundation Phase.

The books have been developed and printed by Times Media. The books were handed over to the Government Printing Works for delivery. Delivery was completed by mid-March 2015. The total number of books delivered per province is detailed in the table below:

Table 22: Total number of books delivered, per province

Number of learners whose home language is not English								
Eastern Cape	Free State	Gauteng	KwaZulu-Natal	Limpopo	Mpumalanga	Northern Cape	North West	Western Cape
169 650	56 445	135 210	198 355	137 720	82 530	25 985	69 035	62 590

Grade R Resource Packs

The development of Grade R resource packs commenced during the third week of January 2015. The contents of the resource pack and progress in development thereof are described in the table below:

Table 23: Grade R resource packs

Items developed	Progress
20 theme posters and four charts	Completed by end of January 2015.
Two Big Books, each having 24 pages	Completed by mid-February 2015.
One lesson plan and assessment book	Alignment completed by end of February 2015; layout and design completed by end of March 2015.
One teacher's guide book	Alignment completed by mid-February 2015; layout and design completed by 23 March 2015.
One DVD with songs and video clips	Repackaging of audiovisual content and alignment to lesson plans and teacher's guide completed by 20 March 2015.

The printing of Grade R resource packs was staggered, starting from the beginning of March 2015. The printing of posters and Big Books, as well as copying of the DVD, was completed. Printing of lesson plans and assessment and teachers' guide books is progressing.

Incremental Introduction of African Languages (IIAL) FAL workbooks

The Department delivered Grade 1 FAL workbooks to the 48 public schools nominated for the pilot project in the Free State, as well as Grade 2 FAL workbooks to 252 schools in the other eight provinces that are continuing with the IIAL pilot. Distribution of FAL workbooks commenced in January 2015 and was completed in February 2015. Volumes 1 and 2 were delivered together. Grade 1 workbooks in the Free State were delivered to districts. Grade 2 workbooks were delivered to provincial offices and districts depending on the preference of the province.

Adaptation, printing and delivery of Grades 1–6 Home Language braille workbooks and toolkits to 22 special schools

The Department developed, printed and distributed Grade 7 braille workbooks to 22 special schools, in addition to the Grades 1–6 Mathematics braille workbooks already distributed.

c. Mathematics, Science and Technology (MST)

The Cabinet of South Africa mandated the DBE, DHET and the Department of Science and Technology (DST) to work collaboratively towards developing a framework for Mathematics, Science and Technology (MST) in the education sector. A trilateral steering committee in MST education, consisting of DBE officials, was constituted to work on the framework. At the workshop held on 27 August 2014, the trilateral steering committee nominated seven officials from the DBE, DHET and DST to serve as the writing team to review the MST Strategy. The first writing session was held on 4 September 2014, where the outline and format of the first draft and the management plan for the writing process were discussed.

Interventions to increase participation and performance in MST

The review of the MST Strategy of 2001 is gaining momentum as part of the process of collaboration between the Departments of Basic Education, Higher Education and Training, and Science and Technology. As indicated in this report, the Department has taken action to improve participation and performance of learners in Mathematics, Science and Technology (MST). As part of stakeholder engagement and consultation, a roundtable was convened with all relevant non-government organisations to share experiences and discuss plans to improve learner participation in MST. The third MST Roundtable was held on 19 March 2015. The commissions' reports for the five MST pillars were circulated to the stakeholders and will be incorporated into the revised MST integrated framework (the implementation strategy originally described four pillars; Research, Monitoring and Evaluation now constitutes a fifth pillar¹).

Progress report on implementing the two conditional grants to support MST activities

As part of the review of the implementation of the MST strategy, the Department completed the review of the Dinaledi and Technical Secondary Schools conditional grants. The review of the implementation of the MST strategy by a Ministerial task team resulted in the introduction of a new MST conditional grant. The purpose of the grant is to strengthen the implementation of the National Development Plan (NDP) and the Action Plan to 2019 by increasing the number of learners taking Mathematics, Science and Technology subjects, improving the success rates in the subjects and improving teachers' capabilities. All provinces submitted their 2015/16 business plans by 24 March 2015. The approved business plans were submitted to the National Treasury by 31 March 2015. The first transfer of funds to all provinces as a condition of submitting an approved business plan will be effected on 15 May 2015.

Progress report on supporting schools that did not offer Mathematics

On 18 September 2014 the Council of Education Ministers (CEM) approved the Mathematics, Science and Technology (MST) Sector Plan, pronouncing national and provincial targets for increasing the number of schools offering Mathematics. This was necessary as the National Development Plan (NDP) sets a target for increasing the number of learners eligible for a Bachelor's programme with Mathematics and Science to 450 000 by 2030. An audit, conducted by the Department in 2014 to establish learner participation in Mathematics in all schools, revealed that there were 353 schools not offering Mathematics in Grades 10–12, while analysis of the 2013 DBE EMIS data showed that there were 227 such public ordinary schools.

A total of 82 out of 227 schools have introduced Mathematics in Grade 10 for the first time in 2015. Some of the findings during the provincial visits revealed that some schools are not offering Mathematics because their schools have either merged or do not have Mathematics teachers. Grade 10 teachers from these schools were trained in Mathematics content by the national training team composed of DBE and provincial subject specialists. The national training team conducted a dry run from 11 to 13 March 2013 at the DBE Conference Centre.

The training manual was developed and finalised during the dry run as was the programme that reflects topics to be facilitated. Pre-tests and post-tests were also developed for the teachers to measure the impact of the training. The first training programme covered all topics taught in the first and second semesters. The Department decided that these schools should be given special support. The trained teachers would also be supported on-site and guidance would be provided in their classrooms.

¹ The four are: improving participation and performance of girl learners; support for teaching and learning; teacher development; and provision of resources.

Implementation of the 1+4 Model

With the release of the 2014 ANA results, it became evident that the sector needed to craft a strategic response after the results showed that the Grade 9 Mathematics performance was unacceptably low, at an average of 10.7%. The CEM of November 2014 directed that an emergency Teacher Development and Curriculum Meeting (TDCM) be convened to develop a plan to be implemented in 2015. The meeting was held on 3 December 2014 and attended by curriculum heads, teacher development officials and MST coordinators. The meeting resolved that the Department should develop a framework for improving learner performance in the Senior Phase that would be sent to provinces for further input.

The 1+4 Model turns teachers into learners, promoting the principle of a teacher as a lifelong learner. On the first day, on arrival at the venue, teachers undertake a pre-test to assess their level of content knowledge of the section of the curriculum to be covered over the next four days of structured, effective and guided teaching. At the end of day one, a post-test assesses how well they have grasped the content that they must take to the learners in their respective classes in their schools over the following four days.

Consultation with the ELRC before the implementation of the 1+4 Model was underway by the end of the financial year. Several consultative meetings were held. After lengthy deliberations with union organisations, the unions and the Department agreed to the 1+4 methodology being implemented from the beginning of April 2015. While negotiations were continuing, the Department developed lesson plans for the first and second terms and submitted them to all provinces for implementation.

4.2.5.3 Kha Ri Gude Mass Literacy Project

The target for the 2014/15 Kha Ri Gude mass literacy campaign was set at 545 386 learners and 40 000 volunteers. To date 431 253 learners have been registered and verified by the Department of Home Affairs, which is below the target. The reason is that the project had to effect all the new processes of controls as per the programme audit that was conducted on Kha Ri Gude in the previous financial year. The Department applied more systematic and strict measures of verification of learners entering the programme and employed more stringent measures for the appointment of volunteers, dismissing volunteers involved in fraud and removing volunteers who were over the age of 65 or employed by government.

This led to the delays in the appointment of the service provider for distribution and warehousing of materials and the processes implemented in response to the Auditor-General's findings in the 2013/14 Audit Report. This has impacted on the number of learners registered for the current campaign and the delivery of materials to learners.

As a result, the campaign only started in September 2014 (instead of June) and ended in March 2015, instead of December 2014. A clearer and more systematic running of the programme took place in the period under review. The service providers were monitored and managed to ensure efficient and effective delivery of the campaign. Regular meetings and site visits were conducted and reported. In addition, monitoring meetings were conducted in all provinces with monitors, coordinators and, in some cases, supervisors and volunteers. Fraud cases have been investigated and reports compiled.

Classes for people with disabilities resumed early in July 2014. The focus of teaching and learning has thus far been on the introduction to braille. All braille materials have been printed and packed per province. Materials have been packed for each volunteer educator (VE) according to the number of learners and the language used. Skynet started distributing material to all VEs in respective provinces on 22 September 2014. Camelot paper and teaching aids were procured and are being distributed to provinces with braille materials. Classes for the able learners commenced on 1 September 2014.

The advantage of the Kha Ri Gude programme is that the programme is calculated according to notional hours and not the school or calendar year. Learners are expected to complete 240 hours within the financial year and it was therefore possible for the learners to complete the 240-hour programme within the 2014/15 financial year. The Learner Assessment Portfolios (LAPs) of 421 440 learners were being collected by the service provider for the SAQA moderation scheduled to take place during May 2015.

4.2.6 Strategic Objectives, Performance Indicators, Planned Targets and Actual Achievements

Table 24: Programme 2 Strategic Objectives, Performance Indicators, Planned Targets and Actual Achievements

PROGRAMME TWO: CURRICULUM POLICY, SUPPORT AND MONITORING						
Strategic objectives	Programme Performance Indicator	Actual Achievement 2013/14	Planned Target 2014/15	Actual Achievement 2014/15	Deviation from planned target for 2014/15	Comment on variances
Improve teacher capacity and practices (e-Education).	Number of interactive workbooks developed.	-	10 interactive workbooks developed.	4	-6	As per the APP deliverables, only four workbooks were developed due to the delay in tendering processes by Supply Chain Management. However, 20 extra interactive workbooks were developed through sponsorship by MTN Foundation.
Improve teacher capacity and practices.	Percentage of learners who obtain a National Senior Certificate.	78.2%	75%	77.1% (412 606 /534 952)	+2.1%	The increased achievement is the result of a number of interventions that were embarked upon by DBE and the PEDs. The areas of low performance identified from the analysis of the 2013 results were given attention to ensure that the class of 2014 was better supported.
Increase access to high-quality learning materials.	Percentage of Grade R workbooks developed, printed and delivered to learners in public primary schools.	-	97%–100% as per data sets from provinces of Grade R learners in public primary schools.	99.96%: 3 699 340 books divided by 3 700 980 books	None.	None.
	Percentage of Grade 9 Mathematics workbooks developed, printed and delivered to learners in public schools.	-	97%–100% as per data sets from provinces of Grade 9 learners in public schools.	98.19%: 960 025 books divided by 977 740	None.	None.
Strengthen partnerships with all stakeholders resulting in education becoming a national priority.	Number of learners completing the Kha Ri Gude programme per year.	526 450	545 386	421 440	-123 946	Late appointment of the service provider led to some learners who were recruited for the campaign dropping out.

4.2.7 Strategies to Overcome Areas of Under-performance

For both interactive workbooks and Kha Ri Gude it is critical to appoint service providers timeously.

4.2.8 Changes to Planned Targets

None.

4.2.9 Linking Performance to Budgets

Table 25: Programme 2 Linking Performance to Budgets

Programme 2: Curriculum Policy, Support and Monitoring						
Detail per sub-programme	2014/15			2013/14		
	Final Appropriation	Actual Expenditure	(Over)/ Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/ Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
2.1 Programme Management: Curriculum Policy, Support and Monitoring						
Current payment	2 540	2 988	(448)	2 598	2 597	1
Transfers and subsidies	–	–	–	–	–	–
Payment for capital assets	7	–	7	26	0	26
Payments for financial assets	–	–	–	–	–	–
2.2 Curriculum Implementation and Monitoring						
Current payment	92 234	72 199	20 035	34 526	34 514	12
Transfers and subsidies	233 612	233 622	(10)	290	287	3
Payment for capital assets	287	262	25	272	133	139
Payments for financial assets	–	–	–	–	–	–
2.3 Kha Ri Gude Literacy Project						
Current payment	495 235	386 814	108 421	599 913	598 726	1 187
Transfers and subsidies	4	3	1	–	–	–
Payment for capital assets	500	139	361	40	40	–
Payments for financial assets	–	–	–	–	–	–
2.4 Curriculum and quality Enhancement Programmes						
Current payments	891 793	886 240	5 553	833 116	833 187	(71)
Transfers and subsidies	111 263	102 725	8 538	10	9	1
Payment of capital assets	286	227	59	297	99	198
Payments for financial assets	–	–	–	–	–	–
Total	1 827 761	1 685 219	142 542	1 471 088	1 469 592	1 496

4.3 Programme Three: Teachers, Education Human Resources and Institutional Development

4.3.1 Purpose

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

4.3.2 List of Sub-Programmes

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

4.3.3 Strategic Objectives

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

4.3.4 Programme Overview

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

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

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

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

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, and 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.

4.3.5 Programme Summary and Performance Information

4.3.5.1 Education Human Resource Management

a. Human Resource Planning Provisioning and Monitoring Management

Maintaining stability in schools in support of curriculum delivery and improved learner performance is a critical focus of human resource planning, provisioning and monitoring.

Supply of qualified educators

The number of qualified teachers 30 years and younger entering the profession for the first time.

During this financial year, 10 788 young and qualified educators entered the system, 2 788 above the annual target of 8 000. The highest numbers of new entrants were observed in the second and the fourth quarters. Just over 70% of these educators were appointed in a temporary capacity. Due to the imperative that no class should be without a teacher, and as a way to fast-track the appointment of teachers, provinces appoint educators in a temporary capacity while formal appointment processes are undertaken. At any given time, approximately 10% of educators are appointed in a temporary capacity. The challenge is to ensure that the appointments of the educators are converted to permanent position in line with the applicable legislation, based on whether they fully match the profile of the post.

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

Table 26: Qualified teachers aged 30 and below entering the public service, by quarter

Province	Q1	Q2	Q3	Q4	TOTAL
Eastern Cape	13	122	32	1	168
Free State	93	176	5	355	629
Gauteng	511	476	305	1 393	2 685
KwaZulu-Natal	528	588	156	461	1 733
Limpopo	123	206	94	215	638
Mpumalanga	137	103	29	261	530
North West	149	208	80	663	1 100
Northern Cape	27	506	38	272	843
Western Cape	149	692	375	1 206	2 422
Total	1 730	3 117	1 114	4 827	10 788

During the 2014/15 financial year, 1 321 young and qualified educators left the system. 82% of those had been appointed in temporary posts (52%) and substitute posts (30%). As this number is lower than the number entering the system, it suggests that the majority of the young educators entering the system are appointed for at least a period of one year.

Numbers of qualified teachers aged 30 and below exiting the public service as teachers during the past year, by quarter.

Table 27: Number of qualified teachers aged 30 and below entering the public service in the past year, by quarter

Province	Q1	Q2	Q3	Q4	TOTAL
Eastern Cape		5	15		20
Free State	6	11	19	30	66

Province	Q1	Q2	Q3	Q4	TOTAL
Gauteng	61	71	168	131	431
KwaZulu-Natal	21	51	266	126	464
Limpopo	2	6	120	11	139
Mpumalanga	4	7	31	31	73
North West	2	11	15		28
Northern Cape	1	7	5		13
Western Cape	16	25	49		90
Total	113	193	688	327	1 321

Placement of Funza Lushaka Bursary Scheme beneficiaries

The placement of all Funza Lushaka bursary recipients is critical to ensure a constant supply of young and qualified educators to the system. In 2014, 3 875 Funza Lushaka bursary recipient graduates were eligible for placement. By December 2014, 3 221 graduates were placed. North West, Northern Cape, Mpumalanga, Limpopo and Free State placed between 94 to 100%. It should be noted that the 654 graduates have been carried over to the 2015 placement.

Table 28: Placement of Funza Lushaka bursary scheme beneficiaries

Province	Total Placed	Not Placed	Total Allocation	Placement %
Eastern Cape	229	191	420	55%
Free State	256	17	273	94%
Gauteng	610	157	767	80%
KwaZulu-Natal	741	131	872	85%
Limpopo	280	10	290	97%
Mpumalanga	250	7	257	97%
North West	277	0	277	100%
Northern Cape	119	2	121	98%
Western Cape	459	139	598	77%
TOTAL	3 221	654	3 875	83%

National Recruitment Database (NRD) of qualified educators seeking employment

This database stores information of educators seeking employment in public schools. It is hosted on the Departmental website. The database provides a much needed source of qualified educators for schools, especially when a school requires an immediate replacement for a teacher.

A strategy was implemented to advocate and increase awareness of the National Recruitment Database (NRD) among qualified educators seeking employment, school principals and school governing bodies seeking to employ qualified educators. This strategy included the re-advertising of the NRD in the print media; SMSs to principals; the design, printing and distribution of posters and pamphlets to teacher centres, tertiary education sites offering teaching, and district offices. In February 2015, there were details of 3 020 of educators on the database of which 809 were found to have been employed. At the beginning of March 2015, 2 211 names had been published. By the end of March 2015, 2 385 names remained on the database. This figure includes 174 new entries made during March 2015.

Teacher Profiling Project

The Department initiated a teacher profiling project in August 2014 to clean up data records by reconciling data in the educators' personnel files with data that exists on PERSAL. Since the inception of the project, the focus has been on monitoring and reporting exceptions or inconsistencies in the data captured on PERSAL. The aim is to have zero exceptions in the targeted fields in terms of the criterion or standard set for each field. The majority of exceptions were in the capture of subjects a teacher was qualified to teach.

Three critical challenges threatened the success of the project:

- Shortage of staff and equipment;
- Access to PERSAL; and
- Unavailability of personnel files at the district offices.

The MECs were asked by the Minister to ensure that all teacher profiles are available.

Review of the policy on teacher incentives to attract and retain educators in areas of need

The Department initiated the review of the policy on teacher incentives that is being implemented in provinces. The revised policy will focus on scarce skills – in particular, Mathematics, Science and Technology – and geographical areas where it is difficult to recruit and retain teachers. Subsequent to the concept paper on teacher incentives, a draft policy was developed and tabled at the February 2015 HEDCOM. It is envisaged that the revised policy and the implementation plan will be finalised in the 2015/16 financial year. The revised policy will include the issue of monetary incentives for teachers qualified in and teaching Mathematics, Science And Technology, and incentives to attract quality teachers to geographical areas experiencing difficulties to attract and retain teachers, such as providing accommodation, transport and/or monetary incentives.

b. Educator Performance Management and Development and Whole School Evaluation

The importance of enhancing accountability in the education sector is emphasised in the National Development Plan (NDP) which mentions the mutual accountability of schools, districts and communities for their overall improvement on key indicators of teaching and learning in schools. The Medium Term Strategic Framework (MTSF) prioritises strengthening accountability and improving management at the school, community and district level as well as partnerships for improved quality and educational reform.

The Department's response to the above needs is embedded in three key initiatives: the Integrated Quality Management System (*Collective Agreement No. 8 of 2003*); the national policy on Whole School Evaluation (*Government Gazette Vol. 433, No. 22512*); and the Performance Management and Development Scheme (*Collective Agreement No. 3 of 2002*).

Integrated Quality Management System (IQMS)

The focus on IQMS implementation saw the development of a concept paper on *Enhancing Accountability through Performance Management*. This was supplemented by enhancing the implementation of IQMS for school-based educators. The focus was on performance management of school-based educators and verification of reports submitted by provinces. Quarterly progress reports on the implementation of the IQMS received from provinces were reviewed and support was provided where gaps were identified. Furthermore, oversight visits were undertaken in four provinces to 21 schools.

A total of 31 968 educators participated in information sessions on IQMS implementation in the provinces, including 22 363 members of the School Management Teams (SMTs). Furthermore, 78 303 educators participated in developmental programmes that were based on their personal growth plans and school improvement plans, of which 27 724 members were from SMTs.

The Department deployed 62 external moderators to monitor IQMS implementation in schools, as well as to complete the school profiling process which commenced in June 2013. In 2014/15, 8 730 schools were visited to monitor IQMS implementation. Moderators' individual school reports were analysed and quarterly reports were developed. A database was created of teachers with specific developmental needs in Mathematics and English FAL in Grades 6 and 9 from 565 schools.

IQMS moderators completed the school profiling project in November 2014, with 10 193 schools profiled during the period under review, completing the profiling of 24 270 schools countrywide. The profiling reports provide data collected on-site to improve the system in key areas such as LTSM provisioning, curriculum coverage, school management and infrastructure.

Participation in the Quality Management System (QMS) task team at the ELRC led to the review of the appraisal instruments and their alignment with the NDP, CAPS and other applicable policies in the Department. A draft Collective Agreement on the QMS was adopted by all parties at the ELRC in November 2014. Subsequently, the Combined Trade Unions–Autonomous Teachers' Unions (CTU–ATU) and the Department signed the agreement in January and February 2015 respectively. At the time of compiling this report, SADTU stated that it was committed to signing the agreement but would sign only once there was agreement on its demand for a 0.5% pay progression increase.

Whole School Evaluation (WSE)

The Department oversees the development, administration and periodic review of the policy on WSE, i.e. policy, guidelines and instruments in response to changing circumstances. WSE includes school self-evaluation as well as external evaluation.

The Department decides the national sample of schools to be externally evaluated. External evaluations are conducted by provinces and monitored by the DBE. The WSE supervisors verify findings presented through school self-evaluation in order to formulate the performance profile of a school, and make recommendations to enable the school to institute an improvement plan or well-targeted intervention strategies. To date, 398 schools were evaluated externally across provinces in 2014/15. Western Cape (97 schools) and Gauteng (104 schools) evaluated more schools than the other provinces. The evaluation shows that a total of 138 schools received a rating of 1 (*Needs urgent support*) or 2 (*Needs improvement*). PEDs have been urged to provide continuous support to these schools to promote better school functionality and improved learner performance.

The Department creates systems for monitoring the quality of whole school evaluation and the work of supervisors. During the period under review, four provincial oversight visits were undertaken in 35 schools with seven in Limpopo, 11 in Mpumalanga, four in North West, and 13 in Free State. All schools provided the teams with the necessary documentation as evidence and the schools cooperated fully with the supervisory teams. Supervisors conducted ethical external evaluations, observed an appropriate balance of lessons, scrutinised documents and learners' written work exercises, and provided feedback, including oral feedback on the last day. However, there are still areas for improvement. There were delays in issuing written reports in some provinces, some schools did not undertake school self-evaluation after whole school evaluations, and some circuit managers did not assist in the crafting and implementation of school improvement plans.

School Self-Evaluation (SSE)

Basic annual management processes such as budgeting, annual reporting and school improvement planning are required to take place in all public schools in the country in a way that contributes towards a functional school environment. Every school is required to have an annually updated school improvement plan, detailing the key challenges of the school and how they will be addressed. Prior to developing a school improvement plan, school communities are required to undertake School Self-Evaluation (SSE). A user-friendly SSE instrument was developed, together with a rating guide, and has been placed on the DBE website as a resource for all schools. The SSE instrument was also forwarded to all WSE supervisors in the provinces to increase its distribution footprint.

The Department and General Motors South Africa Foundation (GMSAF) entered into a Memorandum of Understanding to collaborate on implementing an online SSE instrument for schools. The implementation of an online SSE instrument in 225 schools countrywide commenced in the North West on 16–17 March 2015 and Mpumalanga on 19–20 March 2015. A total of 216 participants (teachers and officials) attended the training in the two provinces over four days. The online self-evaluation will enable school communities to undertake a realistic and honest assessment of their schools against the criteria within the nine areas of evaluation set out in the Whole School Evaluation policy. This process will generate a report which will be used by a school to develop a school improvement plan, working with the district office. The online SSE is intended to promote efficiency, increase productivity and strengthen accountability.

The Department has revised and streamlined the existing WSE policy to fulfil the mandate of promoting functional schools with the aim of improving learner performance. This revised policy was presented to the HEDCOM at its meeting on 9 February 2015.

Performance Management and Development Scheme (PMDS)

The Department, as part of its oversight function, monitors the implementation of the PMDS in provinces. During the period under review, the Department interacted with provinces in order to intensify the PMDS processes to enhance accountability and promote a culture of excellence. The assessment of office-based educators, especially subject advisors and circuit managers, has been strengthened through intensifying the PMDS programme with a specific focus on signing work plans and scoring during quarterly reviews.

Although further work is required to improve the accountability mechanism within the PMDS, the progress made is encouraging, particularly in the light of calls to strengthen the quality of district support to schools. While the PMDS remains an important element of our accountability system in the education sector, as guided by Collective Agreement No. 3 of 2002, the finalisation of the Education Management Service (EMS) in the ELRC will help to strengthen efficiency in districts. The EMS and its alignment with the education outputs elaborated in the National Development Plan will enhance the accountability of circuit managers and subject advisors. The EMS task team has been refining the job descriptions of office-based educators. Agreement was reached at the ELRC that the Council should appoint a service provider to evaluate the draft job descriptions for office-based educators.

Skills Development

The Department ensures that provinces comply with the provisions of the Skills Development Act, 1998 (Act 97 of 1998). The PEDs completed an online template which was accessible on the ETDP SETA website to report on their Workplace Skills Plans (WSPs). Provinces are progressively reporting on a quarterly basis on the utilisation of the skills levy and training planned and offered to educators and clerical support staff.

4.3.5.2 Education Human Resource Development

a. Continuing Professional Teacher Development (CPTD)

The Department is monitoring the mopping up exercise on the registration of principals and their deputies for participation in the Continuing Professional Teacher Development (CPTD) Management System by SACE. A second cohort consisting of practicing teachers will follow.

SACE, with the support of the DBE and PEDs, appointed nine CPTD provincial coordinators to support teachers at school level. SACE also developed a mobile app of the CPTD Management System; distributed a large number of advocacy materials and guidelines on how to participate in the CPTD Management System; recruited 58 evaluators for Professional Development Programmes; developed 5 712 instruments to identify the professional development needs of principals and their deputies; and conducted a workshop on the Code of Professional Ethics.

Registration of HODs in schools for participation in CPTD activities increased from 27 836 to 32 000 signed-up HODs. A total of 6 727 principals and deputy principals are participating in programmes linked to the CPTD Management System. The SACE also completed the process of analysing the training needs of principals and deputies after receiving 12 500 responses.

National Teaching Awards (NTA)/ World Teachers' Day

The NTA process began with the distribution of the 2014 National Teaching Awards Nomination Guide to all the schools in the country, which was also placed on the DBE website. The Adjudication Procedure Manuals were finalised and sent to all PEDs. NTA adjudication workshops were conducted in the Eastern Cape, Gauteng, KwaZulu-Natal, Limpopo, Mpumalanga, North West and the Western Cape. Workshops for the Free State and Northern Cape could not take place due to a scheduling problem.

Seven provinces (with the exception of KwaZulu-Natal and Northern Cape), organised provincial ceremonies where provincial winners were acknowledged. From 18 to 25 January 2015, an adjudication panel comprising representatives of the DBE, teacher unions, school governing bodies, universities and SACE met and selected winners for ten categories of teachers. The NTA national ceremony was held on 7 March 2015 at Gallagher Conference Centre in Midrand. The national winners were announced at a ceremony that was addressed by the Deputy President of the Republic of South Africa.

A World Teachers' Day seminar was hosted on 31 October 2014 to commemorate the twentieth anniversary of the declaration of 5 October as World Teachers' Day. Participants included representatives of NECT, UNESCO, SGBs, teacher unions, SACE, ELRC and ETDP SETA.

b. Initial Teacher Education

Funza Lushaka Bursary Programme

The Funza Lushaka Bursary Programme is a multi-year programme that promotes teaching in public schools. Full-cost bursaries are available to 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 the National Treasury for 2014/15 was R947,499,000. The number of new bursaries awarded was 14 349 by the end of the third quarter. Approved lists of the selected students were forwarded to the National Student Financial Aid Scheme (NSFAS), the body responsible for the disbursement of the bursaries to students through the higher education institutions (HEIs).

The Implementation Protocol was revised to strengthen the management of the Funza Lushaka Bursary Programme and to improve the monitoring of students at universities. Four Funza Lushaka interprovincial meetings were held to clarify the policies and processes guidelines of the bursary programme which guide operational management and ensure consistency across institutions. One of the four meetings was with the Deans of Education faculties to reflect on the Funza Lushaka Bursary Programme and discuss different funding options for the programme. The Funza Lushaka bursary agreement with students was also strengthened to ensure the placement of Funza Lushaka graduates and to restrict changing of subjects and courses, once the bursary has been awarded.

The Department also went on a roadshow of universities around the country, meeting with final-year Funza Lushaka recipients to discuss the practical arrangements for their contractual obligations to serve as teachers at public schools. A dataset was compiled of 4 197 students who completed their study programmes at the end of 2014 and were ready for placement.

JET Education Services was appointed to undertake the evaluation of the Funza Lushaka Bursary Programme and the first draft of the evaluation report was released on 18 February 2015. The final report was approved by the steering committee on 30 March 2015.

Recruitment for the Funza Lushaka Bursary Programme has been done through different forms. District-based recruitment and selection of Funza Lushaka bursary applicants took place in all provinces. 1 650 promissory letters were issued to students recruited through the district-based teacher recruitment programme. Community-based recruitment committees were established in Modjadji, Limpopo, and in almost all the regions of Gauteng. Eighty-nine promissory letters were issued to students recruited through the community-based teacher recruitment programme. Students have been assisted to register at universities.

DBE-ISASA Internship Programme

Fifty-nine new interns were selected to participate in the DBE-ISASA Mathematics and Science programme during 2015. One hundred and seven interns will be participating in the project during 2015. A partnership with Elma Philanthropies Services will see approximately 100 interns participating in a project in the Thabo Mofutsanyana District of the Free State from 2016. Recruitment for the project will commence in 2015. Meetings were held with the Zenex Foundation and Independent Schools Association of Southern Africa (ISASA) to discuss expanding the DBE-ISASA internship programme to public schools in 2015. This is in line with the draft concept document and plan for broadening of the teacher internship/ teacher assistant programme to include public schools. A workshop for the DBE-ISASA interns was held in December 2014, wherein they were offered academic assistance, classroom management skills, basic life skills, help with personal branding and assistance with coping as teacher interns.

National induction of new teachers, school managers and leaders, and foreign teachers

A concept document on induction programmes was developed. A national teacher orientation booklet is being developed with the North-West University. Quarterly meetings of the Education Deans' Forum were attended and inputs were provided to strengthen initial teacher programmes offered at higher education institutions. The release of the first report of the Initial Teacher Education Research Project was supported and a briefing session on the report was arranged for the DBE staff.

Incremental Introduction to African Languages

The Incremental Introduction of African Languages (IIAL) was preceded by a pilot project in 228 schools in Grade 1 in all provinces except the Free State. The Department proposed phasing in the implementation of the IIAL in Grade 1 in 2015, in those schools that do not offer an African language. The CEM decided to place the plan to phase in the implementation of the IIAL in Grade 1 in 2015 on hold in the 3 738 schools that do not offer an African language because there was no budget for the full implementation. Instead, the CEM pronounced that the IIAL pilot in 228 schools and additional Free State schools would be continued to Grade 2 in 2015 and that all efforts in 2015 should be made to ready the system for implementation in Grade 1 in 2016.

Training workshops on IIAL took place throughout the year. The National Core Training Team (NCTT) workshop was attended by 70 trainers from all PEDs. The Department also approved two-day provincial IIAL workshops (Free State had a three-day workshop).

Multi-grade

The Department and British Council South Africa piloted the use of audio MP3 LifePlayers in the Eastern Cape at 50 schools, Mpumalanga (59 schools) and KwaZulu-Natal (50 schools). The project provided 318 MP3 LifePlayers in all the 159 multi-grade primary schools, from Grades R to 4. The Department and British Council South Africa then conducted training in the pilot provinces during May 2014. Sixteen teachers from eight multi-grade schools from King William's Town in the Eastern Cape were also provided with the MP3 LifePlayers, EFAL resources aligned to CAPS and training in the use of the MP3 LifePlayers and the audio content uploaded on them. Training aimed at strengthening the teaching of EFAL in Grades R to 4, particularly focusing on listening and reading in schools. During this process, 339 teachers from the three pilot provinces were trained to use the MP3 LifePlayers.

Table 29: Teachers that attended training in the use of MP3 LifePlayers

Province	District	Expected No. Teachers	Actual	Percentage
Eastern Cape	Mount Frere	54	62	115%
Eastern Cape	Butterworth	54	52	96%
KwaZulu-Natal	Ladysmith	54	58	107%
KwaZulu-Natal	Hluhluwe	54	58	107%
Mpumalanga	Ermelo	123	109	89%
TOTAL		339	339	100%

The Department and British Council South Africa organised a Learn English Audio Project (LEAP) media launch at Emperor's Palace on 16 September 2014 which was attended by the Minister and the British High Commissioner to South Africa. The British Council appointed the Open University to evaluate the project. For the evaluation, service providers filmed one class per participating province. The video recordings were done at Milken Primary School in Mpumalanga, Kuyasa Senior Primary School in the Eastern Cape and Oppermanskraal Primary School in KwaZulu-Natal. A week-long workshop was held at the SACE offices to evaluate the impact of the MP3 LifePlayers in multi-grade schools. The meeting was attended by 40 officials and the facilitators were from the Open University.

c. Education Management and Governance Development

South African Standard for Principalship

On 7 August 2014, the Minister of Basic Education published a call for public comments on the South African Standard for Principalship in the Government Gazette (National Gazette no: 37897 of 2014, Volume 590). Comments were received from teacher organisations, PEDs, the South African Principals' Association, SGB associations, non-governmental organisations, the Commission for Gender Equality, teachers, university lecturers, members of the public and from the Department. Public comments were received, analysed and incorporated into the final document. The Department completed the consultation process with stakeholders and unions before the final draft was completed, including further consultation with SADTU that took place to clarify concerns. The Standard has been approved by the CEM.

Preparations for the training of principals in curriculum management

The Department worked with the Suid-Afrikaanse Onderwysers Unie (SAOU) through the Teacher Union Collaboration to train circuit managers as core training teams, in preparation for the training of all school principals in curriculum management. A total of 923 circuit managers were trained across all provinces.

Booklet on establishing female principals support networks

The Department produced a booklet to guide provinces on how to establish support networks for female principals. The establishment of support networks for female principals follows the realisation that female principals encounter challenges that their male counterparts do not experience. The Department has established support networks in provinces and districts that will host capacity-building programmes involving the sharing of best practices in a non-threatening environment.

SGB Elections

The Department conducted the 2015 SGB elections in all provinces from 6 to 28 March 2015. The elections were preceded by a strong advocacy programme. The Department produced several documents to guide the election process and bring about uniformity across all provinces in the manner in which the elections were conducted. These guidelines were distributed to all provinces. The Department monitored the state of provincial readiness for the elections in all provinces, and all the provinces except the Eastern Cape had finalised elections regulations. Additional support was provided to the Eastern Cape and Limpopo to improve their state of readiness for the elections. The Department participated in Ministerial roadshows to encourage communities to participate in the elections. Monitoring and oversight visits were conducted in some provinces and the Department monitored the SGB elections in a selection of schools in the provinces as follows:

Table 30: Monitoring of SGB elections, by province

Province	Number of Schools Monitored by the DBE
Eastern Cape	2
Free State	12
Gauteng	14
KwaZulu-Natal	4
Mpumalanga	11
Northern Cape	16
Limpopo	13
North West	9
Western Cape	11
Total	92

d. Education Labour Relations and Conditions of Service

Teacher Union Collaboration (TUC)

All necessary procedures and processes were followed in accordance with the Teacher Union Collaboration (TUC) Memorandum of Agreement to ensure that TUC programmes comply with the Department's priorities. Following the adjudication process, teacher unions were allocated R19.5 million for their programmes with set targets. The Department paid half of the total allocation up front as the first tranche of payment. The Department monitored some of the training sessions. R500,000 was allocated to a service provider to conduct an impact analysis for the TUC programme since its inception. The impact analysis had not started by the end of the reporting period because the reporting timeframes changed, thus not allowing the procurement process to continue as planned.

Table 31: Teacher Union Collaboration Programmes

Teacher Union	Programme	Allocation	Target	Progress as on 18/03/2015
SADTU	Instructional Leadership Teacher development through Communities of Practice	R8,580,000	200 SMT	Completed.
	School-Based: Maths and EFAL Resource Development Teacher Training	R7,740 000	2 500 teachers	Completed.
SAOU	Curriculum Management	R3,552,000	Phase 1: 100 provincial officials. Phase 2: 1 117 circuit managers.	NCTT workshop completed. Only KwaZulu-Natal and Gauteng remain.
NAPTOSA	Curriculum Adaptation	R360,000	500 teachers	Completed.
	Grade 10-12 Mathematics website or classroom practice	R576,000		Completed.
	Promotion of thinking skills	R360,000	100 teachers	Completed.
	Foundation phase Mathematics assessment	R180,000	100 teachers	Completed.
	CAPS for FET	R720,000	1 000 teachers	Completed.
	Handwriting	R360,000	200 teachers	Completed.
NATU	Assessment for Learning	R3,415,500	3 000 teachers	Train the trainer done. 60% into the teacher training.
PEU	Curriculum Differentiation	R1,623,500	1 000 teachers	Completed train the trainer.

The Presidential Remuneration Review Commission

This commission was established by the President of South Africa in August 2013. The Commission held its first briefing session on 11 March 2015 with education stakeholders, to outline what the Commission would expect from education stakeholders and also to explain the nature and scope of the Commission. The Commission has begun conducting baseline research and will invite education stakeholders to make written submissions which must be submitted within two months of the request. Stakeholders will be invited to comment on the draft report of the Commission in the next financial year. The Commission is expected to complete its work in the 2016/17 financial year.

Introduction of work plans for school managers (Quality Management System)

Performance agreements for principals are new to the sector. The following progress has been made in implementing performance agreements for school principals:

- An agreement was reached in the ELRC between SADTU, CTU-ATU and the DBE on the introduction of work plans that will measure the performance of school principals, deputies and heads of department. However, only CTU-ATU and the Department have signed the agreement (Quality Management System for school-based educators), in January and February 2015 respectively.
- In the QMS agreement accountability is strengthened by ensuring that principals, deputy principals and heads of department develop work plans with clear targets and deliverables for their respective schools. These work plans are signed agreements between school managers and their supervisors.

- SADTU committed to signing the agreement contingent on the acceptance of its demand for a 0.5% pay progression increase.
- The Quality Management System (QMS), once signed by SADTU, will replace the Integrated Quality Management System (IQMS) which is informed by Collective Agreement No. 8 of 2003.
- Training on the QMS is projected to commence by July 2015 for implementation in January 2016. Work plan agreements signed by principals come into effect from the 2016 school year.

e. Curriculum and Professional Development

The utilisation of LTSM in the Foundation Phase

The programme focuses on the development of resource materials and a training programme that would enable districts and schools to analyse the Annual National Assessment (ANA) results to identify typical errors made by learners and select appropriate teaching strategies to correct these errors. Resource materials focus on Mathematics in key grades, i.e. Grades 3, 6 and 9. However, where appropriate, materials include references to concepts and skills taught in prior grades. This programme is being undertaken in partnership with JET Education Services and UNICEF. A project plan and joint work plan were developed, scripts for the analysis sourced and the error analysis of Grades 3, 6 and 9 Mathematics ANA data processed. The writing of the materials commenced with orientation and the first writing workshop for materials developers was held in September 2014.

ICT integration into teaching and learning

An ICT integration training programme took place in September 2014 in Cape Town. The PEDs were asked to submit their plans to the DBE for rolling out the ICT integration programme in their respective provinces over the next three years. Seven provinces submitted plans that included details of the programme and the number of district officials and teachers to be trained over the next three years. Using these provincial plans, the DBE developed a National ICT Integration Training Programme which has been submitted to the DBE senior management for approval.

Mobile phones are the most widely used communication resource in the country. A mobile platform –Ukufunda Virtual School – that can be hosted on any electronic communication device, has been developed to enable access to education resources for educators, learners and parents.

Promotion of school libraries

The promotion of school library and information services is one of the 10 non-negotiable priorities of the Department. The DBE has embarked on a campaign to strengthen and resuscitate school libraries in South Africa, as part of the plan to address some of the pivotal challenges of our education system, particularly the poor reading and language skills exhibited by learners. A draft manual on basic school library training has been completed to empower teachers, officials, library assistants and volunteers working in school libraries at provincial and school levels.

The DBE developed a plan to place out-of-school youth in a School Library Assistant Learnership Programme. It is planned that the learners will be placed in schools with centralised libraries for the in-service component of their learnership. Criteria were developed for selection of the schools where the learners will be placed, and for the selection of candidates for the learnership.

The ETDP SETA and the PSETA were approached to support the planned programme. Meetings have been held with both SETAs to negotiate for funding for stipends and tuition fees for learner school library assistants.

Teacher Centres

The 60 Teacher Centres have been upgraded by Vodacom. Twenty new Teacher Centres were established after a feasibility study was conducted. Draft norms and standards for Teacher Centres have been completed.

In July 2014, the Department conducted an audit to determine the functionality of all Teacher Centres in all provinces. The findings revealed that five provinces have established Provincial Teacher Development Institutes (PTDIs). These were the Eastern Cape, Gauteng, KwaZulu-Natal, Limpopo and the Western Cape. Free State, Mpumalanga, Northern Cape and North West are still in the process of establishing PTDIs. Furthermore, the audit revealed a landscape of 145 District Teacher Development Centres (DTDCs), with functionality levels as indicated in the table below:

Table 32: Functionality of Teacher Development Centres, by province

Province	No. of Centres	Centres with ICT Labs	Connectivity	Teacher Centres with Programmes	Access to Email	Functional
Eastern Cape	16	9	6	12	16	6
Free State	5	4	4	4	5	4
Gauteng	21	13	9	17	21	7
KwaZulu-Natal	49	35	19	38	47	28
Limpopo	9	8	8	9	8	8
Mpumalanga	17	12	6	16	17	6
Northern Cape	3	3	3	3	3	3
North West	24	16	5	14	23	7
Western Cape	3	3	3	3	3	3
Total	145	103	63	116	143	72

Training in the new topics in Grade 12 Mathematics

In the first year of the Grade 12 CAPS curriculum examination, there were two new topics in the Mathematics FET curriculum – Euclidean Geometry and Probability. The DBE conducted training to prepare the learners as these topics were to be examined for the first time. Five provinces, namely the Eastern Cape, KwaZulu-Natal, Limpopo, Mpumalanga and Northern Cape, required more support. Nine hundred and fifty Grade 12 Mathematics teachers attended the decentralised training sessions.

As part of the MST Improvement Three-Year Plan, the training of subject advisors was a critical component. This was done to increase their capacity in terms of content, pedagogy, as well as curriculum support and mentoring. Four hundred and sixty-two subject advisors from all provinces attended the ten-day training programme that was presented at three regional venues (delegates from three provinces clustered per venue).

4.3.6 Strategic Objectives, Performance Indicators, Planned Targets and Actual Achievements

Table 33: Programme 3 Strategic Objectives, Performance Indicators, Planned Targets and Actual Achievements

PROGRAMME THREE: TEACHERS, EDUCATION HUMAN RESOURCES AND INSTITUTIONAL DEVELOPMENT						
Strategic objectives	Programme Performance Indicator	Actual Achievement 2013/14	Planned Target 2014/15	Actual Achievement 2014/15	Deviation from planned target for 2014/15	Comment on variances
Improve teacher capacity and practices (recruitment).	Number of qualified teachers aged 30 years below entering the profession for the first time during the financial year.	6 762	8 000	10 788	+2 788	Provinces (Eastern Cape, KwaZulu-Natal and Limpopo) that previously had challenges regarding post provisioning processes were able to make more new appointments in 2014/15. There were more education graduates to recruit from. For instance, as at December 2014, 3 221 Funza Lushaka Bursary Scheme graduates had been placed in schools as opposed to only 2 556 in the previous year.
	A report on the number of qualified teachers aged 30 and below exiting the system during the past year.	–	A report produced on termination of qualified educators aged 30 and below.	A report reflecting 1 321 terminations was produced.	None.	None.
	Number of Funza Lushaka bursaries awarded to students enrolled for initial teacher education during the past year.	14 513	13 500	14 349	+849	At the beginning of the year, the Directorate projects the number of bursaries that can be awarded based on the estimated value of the bursary at each HEI. However, when the actual value of the bursary is lower than this estimate, the number of bursaries that can be awarded will increase.

4.3.7 Strategies to Overcome Areas of Under-performance

None.

4.3.8 Changes to Planned Targets

None.

4.3.9 Linking Performance to Budgets

Table 34: Programme 3 Linking Performance to Budgets

Programme 3: Teachers, Education Human Resources and Institutional Development						
Detail per sub-programme	2014/15			2013/14		
	Final Appropriation	Actual Expenditure	(Over)/ Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/ Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
3.1 Programme Management: Teachers, Education HR and Institutional Development						
Current payment	1 470	1 446	24	660	659	1
Transfers and subsidies	–	–	–	–	–	–
Payment for capital assets	35	30	5	28	27	1
Payments for financial assets	–	–	–	–	–	–
3.2 Education HR Management						
Current payment	53 919	57 962	(4 043)	50 177	49 822	355
Transfers and subsidies	14 564	14 472	92	1 136	1 131	5
Payment for capital assets	95	77	18	116	58	58
Payments for financial assets	–	–	–	–	–	–
3.3 Education HR Development						
Current payment	53 491	56 298	(2 807)	60 689	60 485	204
Transfers and subsidies	1 160 553	1 160 537	16	893 867	893 867	–
Payment for capital assets	189	133	56	188	124	64
Payments for financial assets	–	–	–	–	–	–
3.4 Curriculum and Professional Development Unit						
Current payments	23 422	23 337	85	4 652	4 621	31
Transfers and subsidies	15	15	–	–	–	–
Payment of capital assets	221	155	66	79	35	44
Payments for financial assets	–	–	–	–	–	–
Total	1 307 974	1 314 462	(6 488)	1 011 592	1 010 829	763

4.4 Programme Four: Planning, Information and Assessment

4.4.1 Purpose

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

4.4.2 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 the Planning and Delivery Oversight Unit.

4.4.3 Strategic Objectives

- Establish a world-class system of standardised national assessments;
- Strengthen school management and promote functional schools;
- Strengthen the capacity of district offices; and
- Strengthen partnerships with all stakeholders, resulting in education becoming a societal priority.

4.4.4 Programme Overview

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

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

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

The realisation of these goals is rooted in the work done within this programme in the core policy areas of assessments, school funding and infrastructure, and education information systems.

By working collaboratively with provincial education departments in developing policy, providing guidelines and institutionalising support in these core policy areas, the Department contributes to the improved quality of basic education with a special focus on 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.

4.4.5 Programme Summary and Performance Information

4.4.5.1 National Assessments and Public Examinations

a. Examinations and Assessments in Schools

2014 National Senior Certificate (NSC)

The Department continues to administer the National Senior Certificate examinations with great success. A total of 258 question papers were set that were moderated and approved by Umalusi for the November 2014 and March 2015 NSC examinations.

The 2014 NSC examination was written by 550 127 full-time candidates and 138 533 part-time candidates at 6 735 examination centres, over a period of five weeks from 27 October 2014 to 28 November 2014. The administration of the examinations was generally successful. Irregularities were uncovered in the Eastern Cape and KwaZulu-Natal but Umalusi pronounced that these did not compromise the integrity of the examinations.

Out of the total of 688 660 candidates who wrote the examination, there were 314 cases of serious irregularities implicating 5 305 candidates, or 0.7% of the total number of candidates. These cases related to behavioural offences and acts of dishonesty. In dealing with the irregularities detected in the 2014 NSC examination, all provinces submitted, through their respective Provincial Examinations Irregularities Committee (PEIC), comprehensive irregularity reports to the National Examinations Irregularities Committee (NEIC), which were intensely interrogated.

A preliminary report on the integrity of the NSC was submitted to the Minister of Basic Education and Umalusi on 24 December 2014 for consideration and approval. On the basis of the report as well as Umalusi's own quality assurance and monitoring reports, Umalusi was able to declare the 2014 NSC examination credible.

Marking was conducted in 123 marking centres across the country by 41 564 markers. On 21–22 December 2014, a two-day pre-standardisation meeting was hosted by the Department, involving provincial examination managers to prepare standardisation proposals to be presented to Umalusi on 23 December 2014. Umalusi hosted the standardisation of the 2014 NSC results on 23 December 2014.

The NSC 2015 Supplementary examinations were written between 16 February and 24 March 2015. A total of 90 020 full-time and 991 part-time candidates entered the Supplementary examinations. The marking of the Supplementary examinations commenced on 26 March and ended on 10 April 2015. Capturing of marks was completed by 19 April 2015 and the results processed and released by 30 April 2015.

The writing and marking of the Senior Certificate (SC) 2014, NSC 2014 and 2015 Supplementary examinations were monitored by the Department's staff augmented by 68 part-time monitors who were appointed to ensure that larger samples of centres were monitored across all provinces. An integrated team conducted an intensive quality assurance audit of the marking process entailing a moderation of the marking, an organisational audit of the marking process and an investigative audit to detect examination irregularities.

ANNUAL REPORT 2014/15
VOTE 15 DEPARTMENT OF BASIC EDUCATION

The table below compares the NSC November 2014 examinations with the final combined results (i.e. November 2014 and 2015 Supplementary examinations):

Table 35: Comparative Analysis of the November 2014 NSC and 2015 Supplementary Examination results

Province	November 2014 NSC examinations			November 2014 NSC exam combined with the 2015 NSC Supplementary exam		
	No. Wrote	No. Achieved	% Achieved	% Combined Achieved	No. Combined Achieved	Combined % - Nov % (Difference)
Eastern Cape	66 935	43 777	65.4	65.9	44 060	0.5
Free State	26 440	21 899	82.8	84.4	22 382	1.6
Gauteng	99 478	84 247	84.7	85.3	85 042	0.6
KwaZulu-Natal	139 367	97 144	69.7	71.4	100 695	1.7
Limpopo	72 990	53 179	72.9	75.0	54 774	2.1
Mpumalanga	45 081	35 615	79.0	80.2	36 187	1.2
North West	26 066	22 061	84.6	86.0	22 465	1.3
Northern Cape	8 794	6 715	76.4	78.7	6 933	2.3
Western Cape	47 709	39 237	82.2	83.7	40 068	1.5
National	532 860	403 874	75.8	77.1	412 606	1.3

The number of candidates that enrolled for selected subjects in the 2014 final examinations and 2015 NSC Supplementary examinations:

Table 36: Candidates enrolled in the 2014 final and 2015 Supplementary examinations, selected subjects

Subjects	Total number of candidates 2014				Total number of candidates 2015			
	Enrolled (E)	Wrote (W)	Difference (E-W)		Enrolled (E)	Wrote (W)	Difference (E-W)	
	No.	No.	No.	%	No.	No.	No.	%
Accounting	12 381	8 889	3 492	28.2	10 120	7 186	2 934	29.0
Agricultural Sciences	5 420	3 998	1 422	26.2	3 916	2 701	1 215	31.0
Business Studies	16 486	12 483	4 003	24.3	17 366	12 988	4 378	25.2
Economics	16 564	12 460	4 104	24.8	16 582	13 873	2 709	16.3
Geography	17 890	13 007	4 883	27.3	16 247	10 697	5 550	34.2
History	5 195	3 686	1 509	29.0	5 642	3 644	1 998	35.4
Life Sciences	25 805	18 419	7 386	28.6	23 200	15 231	7 969	34.3
Mathematical Literacy	13 518	9 391	4 127	30.5	14 336	9 169	5 167	36.0
Mathematics	26 632	18 687	7 945	29.8	30 172	19 131	11 041	36.6
Physical Sciences	23 119	16 091	7 028	30.4	27 106	17 530	9 576	35.3

The 2015 Supplementary examination materially affected the overall results as follows:

- The total number of candidates that achieved the NSC increased from 403 874 to 412 606, an increase of 8 732 candidates.
- The total number of candidates that obtained the Higher Certificate increased from 86 022 to 91 380, an increase of 5 358 candidates.
- The total number of candidates who obtained admission to Diploma studies increased from 166 689 to 168 755, which is an additional 2 066 candidates.
- The total number of candidates who obtained admission to Bachelor studies increased from 150 752 to 152 018, an addition of 1 266 candidates to the November 2014 NSC examination results.

The overall pass rate increased by 1.3% from 75.8% to 77.1%. Furthermore, it is noteworthy that five of the nine provinces achieved above 80% with six provinces performing above the national average.

NSC Examination results and feedback

Examination results were released to candidates on 5 January 2015. A comprehensive analysis and presentation of the examination results was communicated to stakeholders in education through four reports and an information brochure, as follows:

- A National Technical Report on learner performance in the NSC 2014;
- A Schools Performance Report which reflects the overall achievement of schools offering Grade 12, over a three-year period;
- A Schools Subject Report which highlights the performance in each school in terms of their performance in the 11 high enrolment subjects over a four-year period;
- A Diagnostic Report on learner performance for the 2014 NSC examinations. The Diagnostic Report highlights areas of weaknesses and provides suggestions for improvement in teaching and learning; and
- An information brochure targeting learners and parents, providing general information on the NSC examinations.

School-Based Assessment (SBA)

Moderation of the SBA was conducted in seven selected NSC subjects: Accounting, English FAL, Geography, History, Life Orientation, Mathematics and Physical Science. The moderation of the SBA was extended to include Grade 11 for the first time. Moderation was conducted twice in the year, in July, to evaluate provincial moderation systems and assessment tasks and provide feedback to provinces, and in October, to evaluate learner evidence and moderate the assessment/markings of the tasks. A total of 80 SBA moderators were appointed for this task. The focus was district-based. Two districts per province were sampled and 10 schools per district were selected, mainly but not exclusively from under-performing schools.

Certification

The Department has successfully processed the certificates of candidates who wrote the 2013 NSC examination and the 2014 Senior Certificate (SC) examination. Requests are received on a daily basis for replacement and duplicate certificates. Certificates are verified by the Certification unit and the turnaround time has been reduced to 24 hours.

2015 preparations

In preparation for the 2015 NSC examinations, 258 question papers for the November 2015/March 2016 examinations have been set and are at different stages of internal and external moderation. The 90 question papers required for the amended May/June 2015 Senior Certificate have been set and internally moderated and 78 have been approved by Umalusi. The remaining

12 papers are undergoing final external moderation. Folklore exemplars were developed in all African Home Languages as this genre will form part of the Grade 12 NSC Examination from 2015 onwards. The folklore exemplars were distributed to schools in February 2015.

b. National Assessments

2014 Annual National Assessment Processes

Registration of learners for the 2014 ANA started on 31 January 2014. Five provinces – Eastern Cape, Free State, Limpopo, Mpumalanga and North West – used the South African Schools Administration and Management System (SA-SAMS) as their registration data source. In Gauteng, KwaZulu-Natal and Northern Cape, registration data was captured directly onto the national Information Technology platform known as the General Education and Training (GET) Mainframe system. The Western Cape used its CEMIS system to upload learner registration data directly onto the GET Mainframe. The registration process closed in August 2014.

Learners in Grades 1–9 at 24 570 mainstream public and special schools and 851 independent schools who were targeted for participation in ANA 2014 were registered on the GET Mainframe System. The registration data was used to determine the numbers of test copies to print, pack and distribute to schools and was also used for compiling unique results per learner, school, district and province. The total number of Grades 1–9 learners who were finally registered on the GET Mainframe at the time of compiling ANA 2014 results was 7 376 334. Of this number, 11 250 were learners in Grades 7–8 who were sampled from 50 schools in each province to participate on a pilot study basis. In Grades 1–6 and Grade 9, all learners in all schools participated in the assessment.

Each participating learner wrote two tests in ANA 2014 – a language and a mathematics test. The tests were set by panels of experts who were selected from all the provinces. For the Foundation Phase (Grades 1–3), the tests were conducted in the 11 official languages. For the Intermediate and Senior Phases (Grades 4–9), separate tests were set for Home Language (HL) and First Additional Language (FAL). Altogether, 103 tests and memoranda were set.

In four provinces, marks were captured directly onto the ANA Mainframe system. A double-capturing process by different data capturers was followed as a quality control measure. Provincial system administrators at the capturing centres monitored capture rates on a daily basis. The capturing process started in October 2014 and was concluded by mid-November 2014. After moderation, teachers at schools and at the centralised moderation centres recorded all learners' marks on a computer-generated mark sheet. Across provinces the process of capturing marks ranged from 30 to 40 days. All capturing and uploading of data was concluded by 31 October 2014.

The marking and moderation occurred at centralised venues in each province from 3 to 11 October 2014. The number of marking centres varied from province to province with one each in Limpopo and Northern Cape, two each in Eastern Cape, Free State, Gauteng, KwaZulu-Natal, Mpumalanga and North West, and eight in the Western Cape. This process was preceded by a national marking guideline discussion workshop in Benoni in June 2014. This was to ensure standardisation of the marking guidelines. A total of 156 665 Grade 3 and 169 821 Grade 6 scripts were selected for centralised national moderation. A total of 21 100 Grade 3 and 27 545 Grade 6 scripts from State-funded independent schools were marked at the marking and moderation centres.

Two service providers were appointed for the verification processes. The SAB&T/ Deloitte consortium was appointed to independently mark scripts from a sample of schools and then to capture the data on overall learner scores and individual test scores. This process was completed in November 2014. The DBE appointed the Human Sciences Research Council (HSRC) to conduct an independent analysis of the learner scores. The DBE reported these results in the 2014 ANA Report released by the Minister on 4 December 2014.

c. International Assessments

Benchmarking Study: TIMSS

During the reported period, the Department completed the development of an appropriate instrument for the TIMSS study in Mathematics and Science at Grade 9 level. Data collection in the sampled schools will take place in August and September 2015 and the report is expected in 2016. Data collection for the TIMSS study in Numeracy at Grade 5 level was completed in October 2014.

Benchmarking Study: SACMEQ IV

Capturing and data cleaning of the SACMEQ IV data on Mathematics and Reading at Grade 6 level was completed and the data was submitted to the SACMEQ Coordinating Centre for approval and subsequent analysis. The preliminary SACMEQ IV report is expected by July 2015.

4.4.5.2 Financial and Physical Planning

a. Financial Planning and Economic Analysis

During the period under review, provinces were provided with copies of the document 'Guidelines Regarding Voluntary Contributions by Parents at Public Schools' in the 11 official languages and the notice regarding guidelines on voluntary contributions in public schools was published in the Daily Sun newspaper.

The National Norms and Standards for school funding were amended through a Government notice. The list of no-fee schools for 2014 was published. The national table of targets for the school allocation for the 2015 MTEF was published with the concurrence of the National Treasury.

Provinces were provided with the document 'Guidelines for the implementation and monitoring of the school funding policy in Independent Schools: Compliance with the South African Schools Act and the National Norms and Standards for School Funding'. A workshop was arranged with provincial education departments (PEDs) to share best practices and to provide them with assistance on issues or problems they experience, with regard to the implementation of the National Norms and Standards for School Funding (NSSF) to independent schools. A consultative meeting with provinces, The NAISA and other associations representing independent schools was held to discuss the funding of independent schools.

A plan and instrument to be used for a survey of 45 schools to monitor the implementation of the Grade R funding policy were finalised during May and June 2014. A survey was conducted to monitor the provincial implementation of the National Norms and Standards for Funding Grade R by PEDs. A report on the findings and recommendations was drafted and submitted to provinces, the Acting Director-General, the Deputy Minister and the Minister.

Two monitoring meetings were conducted with provinces in the 2014/15 financial year. The provincial education preliminary expenditure reports for the 2013/14 and 2014/15 financial years were released and provinces were provided with feedback. Analyses of financial performance reports were prepared for the Eastern Cape, Limpopo, KwaZulu-Natal and Mpumalanga during the Ministerial Outreach. A working meeting was held separately with the Eastern Cape, KwaZulu-Natal, Limpopo and Northern Cape to provide assistance in order to improve their audit outcomes. Officials from the Department of Basic Education's Finance, Strategic Planning, Asset Management, Supply Chain Management and Human Resource Development directorates formed part of the team.

The Provincial Programme Budget Structure was reviewed through consultation with the provinces, and all changes to the budget structure document were communicated to the National Treasury. The Department coordinated the 10 X 10 meeting with the National Treasury and participated in benchmarking with provinces and the National Treasury. A detailed 2014 MTEF provincial budget comparison report was compiled and submitted to the Acting Director-General, the Deputy Minister and the Minister and also to the provinces. The Education Budget Standard Exercise was conducted with all the provinces and a detailed report was compiled and submitted to the Acting Director-General, the Deputy Minister and the Minister.

b. Physical Planning

Expenditure Report

There were six transfers (100%) made to the respective provinces, amounting to R7.3 billion. The total allocated budget for the Education Infrastructure Grant 2014/15 was adjusted by R398 million which was converted to the Schools Infrastructure Backlogs Grant (Schedule 7). The sixth instalment, and the last instalment of the financial year, was made on 30 January 2015 and depended upon the approved and signed off infrastructure report and NEIMS assessment forms for the third quarter of the 2014/15 financial year. As a result of low spending, notice of intention to withhold the sixth and last instalment amounting to R78 million was sent to Gauteng. On receipt of a response from the PED stating satisfactory reasons for the low spending, the funds were released on 6 March 2015.

HR Capacitation

The process of strengthening infrastructure delivery capacity in the provincial education infrastructure units has been ongoing, with the key objective of recruiting and appointing built environment and finance personnel for improving school infrastructure delivery in provinces. A total of 153 vacancies was filled.

Table 37: Vacancies filled to improve school infrastructure delivery, by province

Provincial Infrastructure Unit	Total number of advertised posts	Percentage of posts filled	Number of posts outstanding
Eastern Cape	17	82%	3
Free State	15	73%	4
Gauteng	24	79%	5
KwaZulu-Natal	62	60%	25
Limpopo	16	31%	11
Mpumalanga	24	100%	0
Northern Cape	23	65%	8
North West	19	63%	7
Western Cape	18	89%	2
Total	218	70%	65

The skills required in the nine provincial departments include those from the built environment and finance sectors. To date, 20 architects, 18 quantity surveyors, three electrical engineers, three civil engineers, two GIS specialists, five town planners, 59 works inspectors and 39 finance personnel have been appointed. All incumbents are already in their respective provincial infrastructure units.

Progress on delivery of school furniture

By the end of the 2014/15 financial year, the Department had ordered 358 481 double combination desks to benefit 716 962 learners, 5 375 teacher's tables and 5 490 teacher's chairs from the Departments of Labour, Environmental Affairs and Correctional Services. Of the 358 481 desks, 144 985 were delivered to schools in the Eastern Cape, Mpumalanga, Limpopo and North West, with a few to KwaZulu-Natal. 259 612 learners in the above-mentioned provinces have benefited.

The Department of Labour delivered 83 040 desks and 5 292 teacher's tables and chairs to 763 schools (mostly in Limpopo). The Department of Correctional Services completed deliveries of 2 357 desks, 83 teacher's tables and 198 teacher's chairs to 35 schools in Bojanala District, North West. The Department of Economic Affairs placed two orders, one for 73 084 double combination desks and the second for 200 000 desks. Delivery of 59 588 desks was made to schools in the nine districts in the Eastern Cape and Bojanala District, North West. Delivery was still underway to 544 schools in eight districts when the school year ended. Of the 544 schools in the Eastern Cape, 127 have received furniture and the remaining deliveries to schools will be completed by the end of April 2015. The Department will provide furniture to an additional 845 schools in the Eastern Cape.

Limpopo water and sanitation programme

The programme has been structured in two phases. Phase 1 includes the original scope of work of 55 schools/projects and Phase 2 comprises 384 schools/projects. In Phase 1, the overall programme progress is estimated at 99%, where 51 projects have achieved practical completion representing 100% of the programme project quantity. With regard to Phase 2, the overall programme progress is estimated at 15%. The Standard Bills of Quantities for the following were completed:

- all types of Enviroloops;
- all types of waterborne toilets; and
- boreholes and water tank installations.

The professional service providers have been appointed and the bid adjudication committee has recommended the appointment of contractors to the Acting Director-General for his approval. Six sub-clusters were approved by the Acting Director-General for the work at eighteen schools to be urgently implemented. The procurement process for the remaining clusters and sub-clusters affecting 337 schools is being completed.

Mergers and rationalisation of small schools

Draft guidelines on the rationalisation process were developed and were approved by the HEDCOM and the CEM. Terms of Reference for the establishment of an interprovincial committee on rationalisation of schools were also approved by the CEM. Provinces provided details of contact persons to serve on the interprovincial committee. The interprovincial committee on school rationalisation was established and the inception meeting was held on 20 November 2014.

Regulations Relating to Minimum Uniform Norms and Standards for School Infrastructure

In terms of the Regulations Relating to Uniform Minimum Norms and Standards for Public School Infrastructure released on 29 November 2013, a Member of the Executive Council must, within a period of 12 months after the publication of the regulations and thereafter annually on a date and in the manner determined by the Minister, provide the Minister with detailed plans on the manner in which the norms and standards are to be implemented. The plans were received from all provinces and were presented to the CEM on 13 March 2015, and thereafter referred back to provinces for amendments. The amended plans will be resubmitted to the CEM in May 2015 for approval and subsequent publication.

Learner Transport

The Departments of Transport and of Department of Basic Education developed the Draft Learner Transport Policy through a consultative process. The draft policy was approved by the Ministers of Basic Education and Transport. The policy was presented to Cabinet and was approved for public comments on 13 November 2014. Comments closed on 3 December 2014 and an interdepartmental committee was established to analyse the comments and to finalise the policy for approval.

c. ASIDI

ASIDI is a multi-year programme and follows a complete project cycle before a school is handed over to learners, educators and their community. It should also be noted that the ASIDI is funded through the School Infrastructure Backlog Indirect Grant (SIBIG) which is a conditional grant with a grant framework. The project started in 2011/12 with a target of 49 schools. A cumulative target for 2013/14 was set at 140 schools and 150 for 2014/15.

By the end of 2014/15, a cumulative total of 299 schools was in implementation, of which a total of 106 schools had reached completion and were being used by communities. The balance of 211 schools are schools with low enrolments (less than 135) located in the Eastern Cape, that are undergoing a process of rationalisation and mergers.

Sanitation. At the time of reporting, 371 schools had been provided with sanitation and 214 schools are at various stages of procurement of contractors and construction. An additional 20 projects were reported as completed in the reporting period.

Water. A cumulative total of 381 schools have been provided with water, with 578 schools at various stages of procurement of contractors and construction.

Electricity. Since 2011/12, a total of 292 schools have been provided with electricity, while 218 schools are at various stages of procurement of contractors and construction.

Labour statistics. The programme aimed to create 30 000 job opportunities. The Department has created 23 179 job opportunities from the inception of the programme until February 2015. Equity components are as follows: Youth – 55%; Women – 12.4%; Disabled – 0.2%. In addition, 124 internship opportunities have been created.

4.4.5.3 Information Management Systems

a. Education Management Information System (EMIS)

EMIS constitutes an integrated education information system for the management of education. The integrated information system is accomplished through the acquisition, processing, dissemination and reporting of quality education data.

Learner Unit Record Information and Tracking System (LURITS)

The Technical System Specification (TSS) for the LURITS technology rewrite was signed off by SITA and the Department at the start of the 2014/15 financial year and development commenced.

Approximately 4 000 schools' data from the Eastern Cape, 1 600 from North West and 1 000 from Mpumalanga were quality assured on behalf of the provinces and uploaded to LURITS. A total of 24 706 public ordinary schools with 11 346 308 learners provided 2014 data to LURITS. During the second quarter of the 2014/15 financial year the 2014 data of 23 582 schools with 10 670 673 learners was uploaded successfully to LURITS. An additional 361 216 learners entered the system as provisional learners. Provinces were asked to correct these learners' data at school level and resubmit the corrected information. A total of 24 202 (99%) public and 572 (18%) independent schools with 10 975 340 (89%) learners from public schools and 145 720 (25%) learners from independent schools were recorded in the third quarter. During the last quarter of the 2014/15 financial year, 18 222 schools and 7 492 621 learners submitted data successfully to LURITS, which is an improvement as only about 7 300 schools submitted data in the last quarter of the 2013/14 financial year.

Training was provided to EMIS officials from KwaZulu-Natal on the LURITS quality assurance processes on 27 and 28 February 2015. A LURITS System Administrators' workshop was also held on 4 and 5 February to plan for 2015 and deal with LURITS quality assurance processes and LURITS 2 documentation and development. LURITS data was provided for the learner registration process of the Annual National Assessment (ANA) system and data was also provided to the Old Mutual insurance company to assist in tracing beneficiaries of deceased parents. The Eastern Cape LURITS-compliant Provincial Warehouses were implemented on 4 and 5 March 2015, with all their schools now uploading from their warehouse directly to LURITS. With regard to LURITS Phase 2, all the sub-phases for LURITS 2 are on track within the agreed project charter and plan. All the documentation and development of Sub-Phase 1 (application rewrite) and the documentation for Sub-Phases 2–4 (upload functionality, ANA compliance and master list functionality) have been completed.

The biggest challenges with the uploading of the LURITS data are as follows:

- Some schools submit for mere compliance, resulting in incomplete and inaccurate data which is rejected by LURITS or registered as provisional learners;
- Districts and provinces do not follow the correct quality assurance (QA) processes to ensure accurate first-time data submissions;
- Provinces are reluctant to change from their well-established aggregated data process to the new unit level process of collecting, processing and analysing data; and
- Budgets are not always allocated to provincial EMIS units for new hardware and software requirements.

South African School Administration and Management System (SA-SAMS)

The Departmental SA-SAMS Help Desk assisted schools, districts and provinces with telephone and email queries. The turnaround time for recovering corrupted databases was three hours on average.

Table 38: SA-SAMS help desk support provided

Month	Number of databases that were fixed	Number of queries
April	101	209
May	81	154
June	106	350
July	93	239
August	155	147
September	145	208
October	95	105
November	350	450
December		
January	115	205
February	149	209
March	144	198

Provincial support was given to Mpumalanga, Limpopo and North West with data uploads for ANA purposes. Curriculum information sessions were held for Technology subject writers at the writing workshop of the Senior Phase in Boksburg in December 2014, and for the Foundation Phase subject advisors conference at DBE headquarters on March 2015. SA-SAMS specialists participated in the 1+4 Model training of Grade 8 and 9 Mathematics teachers in February 2015. They also assisted with time-table solutions.

Advocacy and training was done for KwaZulu-Natal, Limpopo, Northern Cape and some of Mpumalanga’s provincial and district officials on current SA-SAMS functionalities and management of the data from schools. The ANA unit in KwaZulu-Natal took part in a workshop on the preparation for 2015 capturing. Presentations on school data management were given to assist with the Jika Imfundo project in Richards Bay on 15 October 2014 and for the MIET–SADC convention in Boksburg on 17, 21 and 27 November 2014 and in February 2015.

Communication includes updated SA-SAMS versions, manuals, newsletters and Tips on Thutong after every release. An SA-SAMS advocacy video has been finally edited and split into five tutorial videos, including a video on timetabling. A Data Quality Audit (DQA) tool was developed to assist reporting at district level and to improve the content and quality reported on the data collected. A circular on completion of selected data fields other than learner biographical data was sent to provinces for distribution to schools. Furthermore, SA-SAMS has aligned the policies and data needs of other directorates with other system updates. This includes CAPS updates (included in Version 14.4.0), updating of the Library module and finalising the requirements for the quality assurances. A Special Needs Education electronic form was developed according to specifications and final adjustments were identified during a joint application development session.

Table 39: Annual releases of versions of SA-SAMS

Version	Date released	Main Content Focus
14.0.0	23 March 2014	Enrichment Programmes
14.1.0	19 June 2014	School Safety
14.2.0	23 July 2014	ANA updates
14.3.0	27 September 2014	Mark schedules, progression / promotion analysis
14.4.0	1 December 2014	2015 system updates 2015 CAPS setup
14.4.1	6 December 2014	Progression and promotion reporting for schools not capturing marks

Documentation and information on the web-enabled SA-SAMS project was provided to Zenex Foundation for presentation to its Board in August, to assist with procurement of a suitable service provider that will compile user requirements specifications (URS) with overview solution architecture. The NECT project team was assisted with documentation and information, as requested, to assist with the project.

Business Analysis, Policy Monitoring and Government Partnership Projects

The pilot phase of the Data-Driven District (3D) Management System Project was successfully completed. The pilot project produced the following outputs:

- Pilot Report;
- Updated dashboard; and
- Updated Draft Implementation Guide.

The Data-Driven District Management System Pilot received positive feedback from users at the recent District Awards. The dashboard was updated for the fourth quarter release to improve its functionality.

The project has contributed to improving district effectiveness, as well as the new indicator for NECT interventions, by helping to determine the number and percentage of districts in which there are statistically significant improvements in ANA performance. The project allows analysis of problems and targeted interventions by district officials to improve achievement. The dashboard also views the current result and shows the percentage increase or decrease from the previous year (ANA) or quarter (SBA).

The Department has entered into the following agreements with other government departments:

- **Implementation of the intergovernmental protocol agreement between DBE and the Department of Home Affairs (DHA).** The implementation included analysis reports; verified ID numbers of learners who are on the school administration (eliminating ghost learners); datasets of learners without IDs per province/ per district and retrieved ID numbers from the National Population Register (NPR) that are not on the school system; a joint registration campaign plan; and communication content. A steering committee meeting was held on 20 February 2015 to approve the establishment of a legal work stream to provide guidance on legal matters concerning the Protocol and the implementation thereof. Matriculants without ID documents were identified and targeted for ID registration before the National Senior Certificate examinations. ID numbers for monitors, supervisors, volunteers, coordinators, helpers and adult learners in the Kha Ri Gude Campaign were verified against the NPR each month to eliminate ghost educators for stipend payment and to verify actual learners for enrolment, reducing fraud and saving costs.
- **Implementation of the intergovernmental agreement with the Department of Social Development (DSD) and the South African Social Security Agency (SASSA).** The implementation included data analysis reports and data on learners receiving grants and the possible eligibility of non-recipients. The SOCPEN system of SASSA provided LURITS with data on all child recipients of grants to establish if they are in school.
- **Establishment of the intergovernmental partnership protocol on EMIS matters with Swaziland and Zambia.** service-level agreements (SLAs) between the Department and the Education Ministries of the two countries have been drafted and communication with Zambian and Swazi officials is taking place to acquire input to the SLAs.

Data Management and Quality Assurance

The final Special Needs Snap Survey 2014 data quality assurance and consolidation was finalised and 2014 Ordinary Schools data was published in September 2014. The Department finalised the consolidation of the Annual School Survey (ASS) 2014 data. The 2015 Public Ordinary School Snap Survey was received from all provinces and the consolidation process will be completed by April 2015.

The Department's assessment report of Statistics SA 2013 datasets of learners, schools and educators in Limpopo was completed. Migration of EMIS databases, including historical data from the Aqua AlphaServer (MS SQL 2000 databases) to the more recent DBE EMIS SQL server in the MS SQL 2012 platform, was successfully completed. The LURITS dump was archived and loaded to warehouse. LURITS data quality assurance was performed.

b. Monitoring and Support

The QLTC Quality Coordinating Team (QCT) has collaborated with other units to support and monitor critical Departmental programmes, including:

- Monitoring the state of readiness for the reopening of schools in 2015 and the functionality of QLTC structures at school level. Due to limited personnel only three provinces were monitored, i.e. Eastern Cape, Free State and Limpopo;
- The QCT team developed the School Readiness Monitoring Tool which was utilised by various stakeholders involved in the monitoring of school readiness in 2015, e.g. Departmental officials, parliamentarians, community and traditional leaders, teacher union leaders, and SGB associations;
- QLTC officials participated in the monitoring of the writing of NSC examinations. The identified hotspots that were monitored by the QCT were the Eastern Cape (Butterworth, Cofimvaba, Dutywa, Lady Frere, Ngcobo and Queenstown) and KwaZulu-Natal (Ugu, uMkhanyakude, uThukela, uThungulu, Sisonke and Zululand);
- Monitoring and supporting the 2015 SGB elections was also done through the QLTC. The QLTC's main interest was to have functional SGBs in schools so that an all-inclusive stakeholder structure/forum (School QLTC Committee) could be established. Hence the QLTC officials collaborated with the Education Management and Governance Directorate (EMGD) officials to monitor the 2015 SGB elections in all provinces from 6–29 March 2015. A total of 82 schools were monitored; and

- The QLTC functions were extended to monitoring and supporting the functionality of Kha Ri Gude Centres, including the number of learners, the existence of venues, staffing, e.g. voluntary teachers and principals, and delivery of workbooks and other LTSM.

Establishment and empowerment of QLTC functional structures at district and school level

The National Quality Learning and Teaching Campaign Steering Committee (NQLTCSC) mandated the Quality Coordinating Team (QCT) to empower and strengthen the functionality of QLTC structures. The beneficiaries of the training were, among others, Departmental officials, teacher unions, SGBs, traditional/community leaders, learner formations, faith-based organisations, community members, business communities, RCLs and NGOs. There were 27 districts that were to be trained for 2014/15. As a means to assess and evaluate the functionality of QLTC structures and the impact the training programme achieved in districts and schools it was resolved that 16 districts (sampling) must be monitored and assessed for the 2014/15 financial year.

Of the 27 districts that were to receive training, only 13 were trained or empowered for 2014/15. The beneficiaries of the training were 1 749 school QLTC subcommittees, 214 Departmental officials and 1 749 QLTC stakeholders. During this training, 2 500 QLTC resource guides were distributed.

Table 40: Districts receiving training in 2014/15

Province	District	Number
Eastern Cape	Dutywa, East London, Engcobo, Fort Beaufort, Mount Fletcher, Mthatha, Port Elizabeth, Qumbu, Uitenhage, Mount Frere	10
Free State	Motheo	1
KwaZulu-Natal	Sisonke	1
Limpopo	Mokopane	1

Number of schools benefiting from the Adopt-a-school programme linked to the Nedlac Accord on Basic Education

Provinces have compiled reports and evidence on the adoption of schools coordinated by districts' QLTC coordinators that account to the provincial QLTC steering committee coordinators. Schools are making it their responsibility to record all adoptions, donations, sponsorships and interventions, in relation to better conditions of education that lead to positive results in quality learning and teaching and also the social wellness of learners and their communities. Collaboration with various partners contributes towards improving the quality of education in the country.

The provinces were given a target of 99 schools by the National QLTC to communicate to their districts for the fourth quarter and assigned to prepare a detailed database of companies, organisations and individuals that have sponsored or adopted schools. Each province had a target of at least 11 schools.

The QLTC managed to report with relevant evidence – letters from schools confirming sponsorship/donation or intervention, letters of acknowledgement by schools, photographs of achievement and letters of agreement – of 110 schools across all provinces which have been beneficiaries of sponsorship or adoption. The QCT also collected evidence during their school visits when training districts between August and September 2014.

4.4.5.4 Planning and Delivery and Oversight Unit

a. Strengthening the capacity of Districts to deliver their mandates

To establish a clear policy basis for the role and structure of districts, draft regulations were developed towards implementation of the Policy on the Organisation, Roles and Responsibilities of Education Districts. The DBE is finalising consultations with provinces to declare flexible norms in areas that can be implemented and that will not open the system to unnecessary litigation. The district regulations will be published after broad consultations with PEDs for gazetting, public comment and final approval by the Minister in August 2015.

In 2014/15 the system prioritised the filling of the posts of district directors, circuit managers and subject advisors. The analysis of the data collected indicates that the highest rate of vacancies is among subject advisors at 56%. This is, however, distorted by the vacancies in Limpopo which have not been resolved to date. The Free State, Gauteng, North West, Northern Cape and Western Cape were operating with a full complement of district directors (posts 100% filled). Limpopo and the Eastern Cape, on the other hand, were operating with the least number of filled posts at 62.5% and 61.9% respectively.

A draft guideline on protocols for school visits by district officials was developed. The guideline is currently also being refined to incorporate clear and critical in-office routines for district officials.

b. Support to Under-performing Districts

Over the past five years, the Department has strengthened its support to all 81 districts in the system through intense and regular engagements with districts – led by the Minister and the Department’s Senior Management – and on-site support in the various districts, led by the District Coordination, Management and Support Branch. The on-site visits to districts primarily targeted those districts that performed below the national average. In 2014, this group comprised 20 districts whose 2013 NSC percentage pass was below 70%. Eighteen of these districts were in the Eastern Cape while two were in Limpopo.

The 20 districts that performed below 70% in the 2013 NSC examinations received support from the Branch through focused quarterly workshops. More intense support was, however, provided to 10 Eastern Cape districts whose 2013 NSC percentage pass rate was below 65%.

Mentoring programme for selected under-performing districts

The intention of the mentoring programme is to develop capacity to implement departmental programmes at district level to ensure that the performance and effective management of the district is improved. The programme is aimed at improving the capacity of district directors and circuit managers in under-performing education districts, and focuses on supporting them in their management and leadership responsibilities. At the end of the financial year, a report was produced by the four mentors in the mentoring programme implemented in the ten selected education districts (Butterworth, Dutywa, Fort Beaufort, Grahamstown, Libode, Lusikisiki, Mbizana, Mount Frere, Qumbu and Sterkspruit), that highlights issues with regard to the implementation of the programme.

The following issues have emerged from this programme:

Coordination of activities: It was discovered that district directors were away from their offices too often because too many programmes competed for their attention. In some districts, district directors were replaced or moved (e.g. Lusikisiki and Sterkspruit), which often stalled the functioning of the districts while the new district directors were familiarising themselves with the dynamics of the districts. There is a need to improve the coordination of activities.

Training of district directors: Continuous job content induction (i.e. in the core skills of the job) into the job for which a district director has been employed was one of the most important drivers of the success of an education district. Job content induction enables district directors to:

- Consolidate their understanding of the duties and responsibilities of their roles;
- Understand their key performance indicators and how they align with the broader mandate of the sector; and
- Discover the information and support that is available to them, including mentoring and key contacts.

Historically, induction programmes have often not provided continuous intensive professional development for newly appointed officials. Within the current mentoring programme, mentors have identified project management, financial management for non-financial managers, labour relations and practice, strategic and operational planning, data-driven planning/decision making and computer literacy as the key skills areas of a district director.

The mentors reported that, other than some district directors having attended a course in computer literacy, none of those in the mentoring programme indicated that they had attended training in any of the other key skills areas identified.

Reconceptualisation of the role of IQMS moderators

The Department moved the functions of the IQMS unit to the District Coordination, Monitoring and Support division. The incorporation of IQMS project managers and moderators into a new branch necessitated that their roles and responsibilities be reshaped and aligned with the mandate of the new branch and sector. Three orientation and planning sessions were held with the officials, based on the utilisation of the school profiling data. It was also proposed that the title of IQMS moderators be changed to School Improvement Support Coordinators.

Process of profiling of all public schools

In response to the NDP, the Minister of Basic Education commissioned the profiling of all public schools, to implement a data-driven approach to developing intervention plans that would lead to the improvement of learner performance. Schools were profiled in all 81 education districts. Of the 24 727 schools shown in the EMIS database, 24 270 schools were profiled. The discrepancy in the number of schools in the EMIS database and the number of schools profiled in each district was due to merging of schools, closure of schools, opening of new schools, relocation of schools to other districts, and independent schools captured as public schools on the EMIS database.

c. Provincial Monitoring

The DBE Call Centre

The Department uses a number of strategies to ensure easy access for its clients. The call centre was established to assist the public to obtain information about services and programmes in the Department, report problems; provide tip-offs to authorities about fraudulent activities and to make complaints. The call centre can be accessed through the toll-free line (0800 202 933), email (callcentre@dbe.gov.za) or the Presidential Hotline (082177). The toll-free line is the most popular mode. Callers can leave messages after hours for processing the following day. The issues raised through the toll-free line, the Presidential Hotline, website enquiries, general correspondence and by walk-ins are generally similar.

The call centre resolved 10 167 enquiries between 1 April 2014 and March 2015, a 4.1% increase compared to the 9 765 that were processed in 2013/14. Five percent of the enquiries were referred to other branches while the remaining 95% were dealt with by the call centre agents. Where necessary, the PEDs were contacted to assist. Among the strategies developed to improve customer services were the development of standard operating procedures to ensure improved performance, and the proposed establishment of call centres in the provinces where they do not exist and their strengthening where they do exist. An article profiling the call centre was published on the Thutong website on 27 March 2015 and will be posted on the Intranet.

The call centre followed up on issues that were raised by schools during the School Readiness Assessment visits in January 2014. Issues that recurred most often during the reported period included queries about the replacement of certificates (2 905 enquiries), old curriculum rewrites (807 calls received), the 2014 NSC results (639 calls), FET examinations and certification (532 calls) and admissions (503 calls).

Website enquiries

The Department's website received 1 508 enquiries via email since the activation of the call centre email in September 2013. Of these calls, 1 109 were resolved, 251 were junk mail, and 148 were duplicate enquiries.

Presidential Hotline

DBE performance

The Presidential Hotline was established to assist citizens to resolve queries relating to government services, especially in cases where calls to other government structures did not yield results. Since the inception of the Hotline in 2009, 1 057 queries were received and the resolution rate fluctuated between 99.15% and 100% during the reporting period, exceeding the 90% benchmark set by the Presidency for the resolution of enquiries. The turnaround time for the resolution of queries has improved from 1 255 business hours in February 2014 to 1 199 in February 2015. Quarterly reports were compiled to advise the Minister on the trends.

The Department received letters of commendation for its consistently excellent performance and is one of the departments that were selected by the Presidency to assist in the review of the complaints handling process to ensure that the Presidential Hotline is strengthened. In the new structure, provision has been made for a sub-directorate that will develop strategies for resolving persistent problems raised through the call centre.

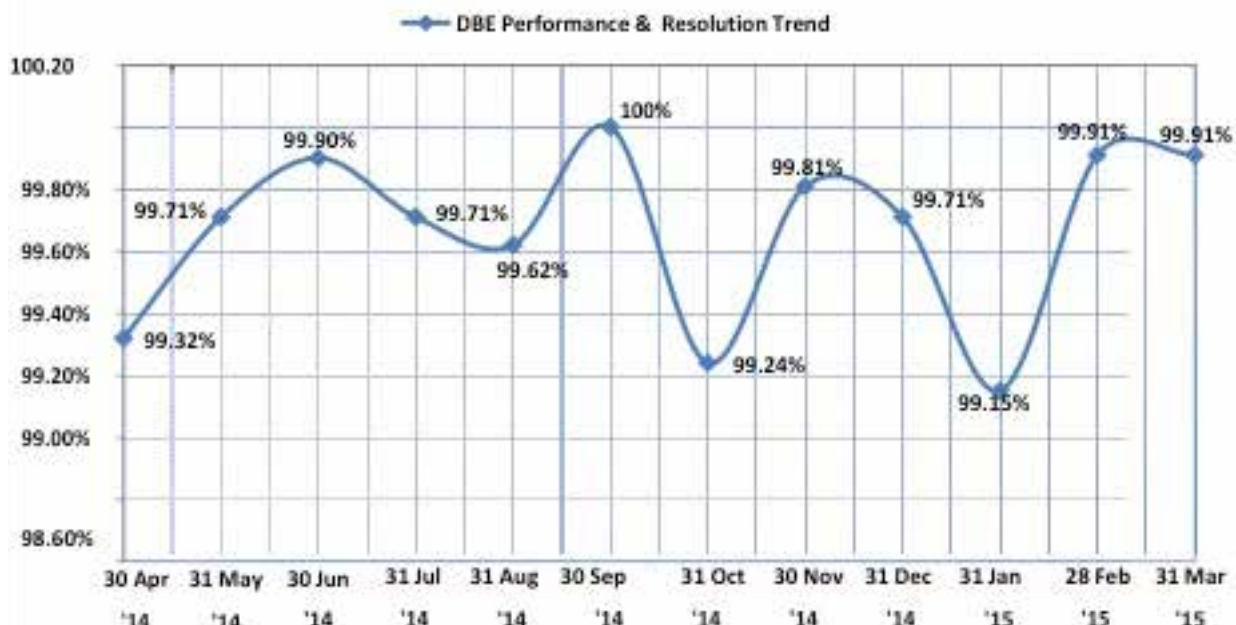


Figure 2: Resolution rate of the DBE from 1 April 2014 to 31 March 2015

Resolution rate for PEDs

On a quarterly basis, the Minister wrote to the MECs informing them about the importance of improving the resolution rate for the provinces and suggesting ways of improving performance in this area. A proposal was made for provinces that did not have call centres to establish them and for existing centres to be strengthened to improve the quality of service. The resolution rate for the Free State, Gauteng, Limpopo, Mpumalanga, Northern Cape and Western Cape fluctuated between 99% and 100% in the reported year while Eastern Cape, KwaZulu-Natal and North West struggled to reach the 90% benchmark set by the Presidency.

Correspondence and walk-ins

For the 2014/15 financial year, 433 cases were received through Director-General memoranda, general correspondence and walk-ins. Of these, 379 (87.5%) were finalised and 31 are outstanding. The Department is working with the provinces to resolve the issues. There were 96 cases related to admissions for 2015 and 91 (95%) of these were finalised. The five cases that are outstanding relate to learners who want to transfer from independent schools to public schools. Fifteen cases were pension-related and 10 of these have been finalised. Other cases related to rewriting matric, expulsion, withholding of school learner reports and transfer cards due to outstanding fees, and appeals on grade retention.

School Calendars

The National Policy for Determining School Calendars for Public Schools in South Africa was published in Government Gazette No. 38330 on 30 January 2015. The 2016 school calendar was published in Government Gazette No. 38146 on 4 November 2014. The 2016 school calendar was developed as a single calendar to avoid a very short first term due to public holidays. The first term has three public holidays, namely Human Rights Day, Good Friday and Family Day. The calendar has 199 school days which is in line with the repealed National Policy for Designing School Calendars for Ordinary Public Schools in South Africa which stipulated that approximately 195–200 school days per year were considered sufficient for the purposes of teaching and learning. In terms of the draft 2017 school calendar, inland province schools open on 11 January and coastal provinces open on 18 January 2017. The draft calendar has 197 school days.

The Council of Education Ministers (CEM), in its meeting of July 2014, mandated the Department to set up a task team to investigate increasing the number of school days incrementally to ensure that there was sufficient time to complete educational programmes and improve learner performance and the quality of the results. A draft proposal for the incremental extension of the school year has been submitted to Senior Management for consideration.

Ministerial Oversight Support: National Outreach Programme

The national outreach programme was arranged according to the allocation of provinces between the Minister and Deputy Minister. The Minister chose oversight of the Northern Cape, Free State, North West and Limpopo while the Deputy Minister was allocated the Eastern Cape, KwaZulu-Natal, Mpumalanga and Western Cape (they share Gauteng). During these visits, sector priorities and non-negotiables were communicated to provincial education managements, district officials and principals. Following the Minister's visit to Limpopo for a meeting with district officials and principals from Vhembe District, a follow-up meeting was arranged with the province to address concerns raised during the Minister's visit.

School Readiness Assessments for 2015

The Department dedicated the beginning of the fourth quarter as a period of monitoring of schools' readiness to reopen in the new school year. During the reopening of the 2015 school year, the Minister visited Ehlanzeni District and Nkangala District in Mpumalanga and Zululand District in KwaZulu-Natal. A total of six schools were visited. The Deputy Minister also visited two schools in Mogalakwena District, Limpopo, and two districts, East London and King William's Town, in the Eastern Cape.

4.4.5.5 National Education Collaborative Trust (NECT)

The work of the NECT is organised according to projects and programmes that support the implementation of the six themes of the Education Collaboration Framework. Progress made is presented hereunder in line with the six themes.

After the extensive district profiling process conducted towards the end of 2013, the NECT initiated a process of responding to the identified development needs. Four lead agencies were engaged to implement district intervention programmes in the eight target districts that supported 4 362 schools. The inception phase was initiated in six districts during the second quarter of 2014 and three-year intervention plans were concluded during the second half of 2014 (the inception phase for the last cohort of two districts commenced in October 2014 and was expected to run until April 2015).

During the first year, focus was maintained on 409 Fresh Start Schools (FSS)² which were identified, in collaboration with district and circuit managers, to receive differentiated and comprehensive support. FSS were exposed to a quick-wins³ programme that sought to establish the need for change.

2 The Fresh Start School Programme (FSSP) is a new approach to school transformation which places a school in 'intensive care' and focuses in-depth attention on the unique needs and developmental requirements of that school. These schools need focused and specialised attention so that they can:

- Understand their conditions and circumstances;
- Create structures and sentiments which will promote and sustain their success; and
- Adopt approaches and practices which will facilitate their continued development.

The basic measure for including a Fresh Start school in the FSSP is performance and functionality, in terms of learner attainment.

3 A quick win is a short-term goal that can be attained in a short period of time. These goals improve the conditions for success and demonstrate potential that the programme has in respect of improving learner attainment.

With regard to the development of courageous and effective leadership, the NECT was able to provide the following leadership support:

- School principals and subject heads from 1 488 schools received training in curriculum management. A total of 1 016 heads of departments were trained in curriculum support in KwaZulu-Natal, in line with the implementation of the teacher toolkits.
- In Limpopo, principals and subject heads from the 119 Fresh Start Schools received training on school management components and were then provided with school-based follow-up support. This support focused on curriculum management and a school turnaround methodology that aims to build management fundamentals in schools.
- In the Eastern Cape, 82 principals, deputy principals and heads of departments received management coaching and planning support.
- The North West and Mpumalanga completed their inception phases which involved initial consultations and the introduction of the programme to various officials and stakeholders. In these two provinces, baseline studies were conducted in all 113 FSS. Quick-win interventions in these districts entailed introductory training and in-school support on curriculum management, administration, staffing, school readiness and school management. School Management Teams from the 113 FSS received initial school-based coaching support from change agents.
- Eight District Steering Committees (DSCs), representing local stakeholder entities such as unions, religious and traditional leaders, have been set up to oversee the district improvement programme and to mobilise stakeholders to support education improvements. The DSCs met with the respective stakeholder groups to address various challenges that constrain education improvement.

Learner Welfare, Parent and Community Involvement

A range of interventions was implemented at district, provincial and national levels to support improvements in the capacity of the education system. These include working with the various levels of the system to improve efficiency and the impact of the intervention. The development of a national parent and community involvement strategy is underway. A draft parent and community involvement package comprising a manual and tools is being prepared by a team comprising the NECT, the national DBE and lead agencies.

The establishment of District Steering Committees in each district also contributed to improving communications between the school, the home and the community. The NECT and the DBE, in collaboration with Medunsa, the University of Pretoria, UNISA, various NGOs, the Bela-Bela Hospital, the Department of Social Services and the Department of Health, are testing a referral system for psychosocial and health services with a view to replicating it across the target districts. The test project is based on the National Policy on Screening, Identification, Assessment and Support. Lead agents have also been tasked with setting up a database of agencies and NGOs that provide psychosocial services in the target districts.

4.4.5.6 National Education Evaluation and Development Unit (NEEDU)

The Department undertook investigations to trace the interactions required for effective curriculum delivery between the four levels of the school system. The investigations were conducted from the national office through the nine provincial offices, 25 district offices and 183 schools. The Senior and FET Phases were the focus for this investigation.

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 that was visited received a full report of the visit. A composite report consisting of descriptions of the assessments of the provincial and district office, and a summary of school reports for each district, was then prepared. A final detailed report is being prepared for the attention of the Minister.

The investigation identified the critical factors that inhibit or advance the attainment of sector goals as well as those factors that inhibit or advance school improvement. The NEEDU is making focused recommendations for redressing the problem areas that undermine school improvement and the attainment of sector goals.

The NEEDU's mandate is to advise the Minister on ways of improving the quality of schooling. An important element of this mandate is that the NEEDU's work is not confined to evaluating schools, but extends to assessing the extent to which provinces and districts provide monitoring and support services to schools.

4.4.6 Strategic Objectives, Performance Indicators, Planned Targets and Actual Achievements

Table 41: Programme 4 Strategic Objectives, Performance Indicators, Planned Targets and Actual Achievements

PROGRAMME FOUR: PLANNING, INFORMATION AND ASSESSMENT						
Strategic objectives	Programme Performance Indicator	Actual Achievement 2013/14	Planned Target 2014/15	Actual Achievement 2014/15	Deviation from planned target for 2014/15	Comment on variances
Establish a world-class system of standardised national assessments.	Reliable and valid learner result of performance in Mathematics and Languages in Grades 1 to 9 provided.	The National report on ANA 2013 results, disaggregated into nine provinces and 81 districts, was officially released by the Minister to the general public and the provincial departments of education on 5 December 2013.	<ul style="list-style-type: none"> National ANA report Diagnostic report 	<p>The following reports were produced:</p> <ul style="list-style-type: none"> National ANA report. Diagnostic report. 	None.	None.
	Provision of valid and reliable data on learner performance in the NSC examinations that will support the improvement of quality of basic education.	<p>The NSC examination was written from 28 October 2013 to 29 November 2013. Standardisation of results was on 23 December 2013. On 30 December 2013 Umalusi declared the NSC results credible. All four reports were produced in December 2013 and were released in January 2014.</p>	<ul style="list-style-type: none"> Technical Report produced. School statistics report produced. Diagnostic report on selected subjects produced. A school statistics report indicating three-year performance in selected subjects. 	<p>The following reports were produced:</p> <ul style="list-style-type: none"> Technical Report. School statistics report. School subject reports. 	None.	None.

ANNUAL REPORT 2014/15
VOTE 15 DEPARTMENT OF BASIC EDUCATION

PROGRAMME FOUR: PLANNING, INFORMATION AND ASSESSMENT						
Strategic objectives	Programme Performance Indicator	Actual Achievement 2013/14	Planned Target 2014/15	Actual Achievement 2014/15	Deviation from planned target for 2014/15	Comment on variances
Strengthen school management and promote functional schools.	Number of schools completed through ASIDI.	During the period under review an additional 40 schools were completed. Cumulatively 57 schools have been completed to date in the programme.	150	106	-44	A typical ASIDI roll-out cycle is multi-year in nature and consists of the following stages: 1. Planning 2. PSP Procurement 3. Design 4. Contractor procurement 5. Works 6. Handover of built structure 7. Close out.
Universalise Grade R.	Percentage of Grade 1 learners who have received formal Grade R.	93.9% (2012 GHS)	94%	91% (2013 GHS)	-3%	2014 General Household Survey (GHS) data will be available after 30 June 2015.
Strengthen the capacity of district offices.	Percentage of 7 to 15-year-olds attending education institutions.	98.8% (2012 GHS)	99%	99% (2013 GHS)	None.	2014 General Household Survey (GHS) data will be available after 30 June 2015.
	Percentage of children who turned 9 in the previous year who are currently enrolled in Grade 4 (or a higher grade).	79.9% (2012 GHS)	65%	85% (2013 GHS)	+20%	2014 General Household Survey (GHS) data will be available after 30 June 2015.
	Percentage of children who turned 12 in the previous year who are currently enrolled in Grade 7 (or a higher grade).	82.8% (2012 GHS)	52%	71% (2013 GHS)	+19%	2014 General Household Survey (GHS) data will be available after 30 June 2015.

PROGRAMME FOUR: PLANNING, INFORMATION AND ASSESSMENT						
Strategic objectives	Programme Performance Indicator	Actual Achievement 2013/14	Planned Target 2014/15	Actual Achievement 2014/15	Deviation from planned target for 2014/15	Comment on variances
Strengthen partnerships with all stakeholders, resulting in education becoming a societal priority.	Number of officials from districts that achieved less than 65% in the National Senior Certificate participating in a mentoring programme.	-	30	31	+1	The variance was as a result of heightened interest in the programme, and the fact that including one additional participant would not jeopardise the programme, but would benefit schools under the supervision of this participant.
	Reported cases to the DBE on education delivery successfully managed through the Call Centre.	Four quarterly reports indicating referrals and follow ups on progress and analysing trends and patterns were produced during the reporting period.	Referral rate: 100% Resolution rate: 90%	Referral rate: 100% Resolution rate: 99.84%	Referral rate: None. Resolution rate: +9.84%	Improved capacity of the Call Centre operators; support and monitoring by the Call Centre management.

4.4.7 Strategies to Overcome Areas of Under-performance

ASIDI Programme

The Department ought to appoint suitably qualified professionals on a more desirable contract term to increase capacity and efficiency seeing that the programme is at its peak.

Programme and project management systems are also vital for efficient management, control, administration and accurate reporting of a programme of this magnitude. This will improve efficiency and will also increase delivery.

4.4.8 Changes to Planned Targets

None.

4.4.9 Linking Performance to Budgets

Table 42: Programme 4 Linking Performance to Budgets

Programme 4: Planning, Information and Assessment						
Detail per sub-programme	2014/15			2013/14		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
4.1 Programme Management: Planning, Information and Assessment						
Current payment	2 901	2 896	5	2 576	2 576	-
Payment for capital assets	-	-	-	12	0	12
Payments for financial assets	-	-	-	-	-	-
4.2 Information Management Systems						
Current payment	42 126	41 988	138	25 463	25 433	30
Transfers and subsidies	11	9	2	30	30	-
Payment for capital assets	109	114	(5)	131	126	5
Payments for financial assets	5 000	5 000	-	-	-	-
4.3 Financial and Physical Planning						
Current payment	35 417	143 466	(108 049)	37 521	34 804	2 717
Transfers and subsidies	7 326 672	7 326 667	5	6 643 552	6 643 551	1
Payment for capital assets	2 513 697	2 407 962	105 735	1 931 354	1 370 326	561 028
Payments for financial assets	-	-	-	-	-	-
4.4 National Assessments and Public Examinations						
Current payments	273 252	267 678	5 574	194 282	198 055	(3 773)
Transfers and subsidies	110 556	110 552	4	97 682	97 682	-
Payment of capital assets	652	87	565	366	326	40
Payments for financial assets	-	-	-	-	-	-
4.5 National Education Evaluation and Development Unit						
Current payments	20 177	25 685	(5 508)	21 028	21 030	(2)
Transfers and subsidies	174	165	9	25	25	-
Payment of capital assets	862	431	431	44	45	(1)
Payments for financial assets	-	-	-	-	-	-
4.6 Planning and Delivery Oversight Unit						
Current payments	34 760	33 043	1 717	26 500	26 448	52
Transfers and subsidies	63 012	63 010	2	15 025	15 025	-
Payment of capital assets	299	122	177	289	127	162
Payments for financial assets	-	-	-	-	-	-
Total	10 429 677	10 428 875	802	8 995 880	8 435 609	560 271

4.5 Programme Five: Educational Enrichment Services

4.5.1 Purpose

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

4.5.2 List of Sub-Programmes

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

4.5.3 Strategic Objective

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

4.5.4 Programme Overview

The Programme: Educational Enrichment Services is responsible for developing programmes and policies to improve the quality of learning in the basic education sector. Schools have an important role to play in promoting the overall well-being of learners because they contribute to physical and psychological health. In this regard, schools are used to promote the access of learners to a range of public services. As per the Action Plan to 2019: Towards the Realisation of Schooling 2030, the Programme contributes to the following sector goal on learner well-being:

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

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

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

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

4.5.5 Programme Summary and Performance Information

4.5.5.1 Care and Support in Schools

Care and Support for Teaching and Learning (CSTL) Programme

a. Health Promotion

Implement the CSTL programme in 50 schools per province. The second and third quarters of the period under review were used for training purposes related to care and support programmes. Training in uThungulu District was attended by educators and principals of the schools where learner support agents had been placed. Another training session was held in the Northern Cape for school-based support teams, as the province was lagging behind in the implementation of the CSTL programme, due to a lack of human and financial capacity at provincial level. Educators from all the 25 schools selected to implement the CSTL programme attended the training from 28 to 29 November 2014 in Kimberley (Frances Baard District cluster), as well as on 5 to 6 November 2014 in Upington (ZF Mgcawu District cluster).

Monitor implementation of health promotion programmes in 100 schools. The DBE targeted 100 schools for Health Promotion programmes. For the CSTL programme, the target was to monitor 20 schools during the 2014/15 financial year. The target was exceeded as 37 schools were monitored. All the schools that were to implement programmes/activities in the nine defined priority areas were trained on the CSTL programme. These schools then established school-based support teams (SBSTs) which met regularly.

HIV and Aids life skills education programme

The target for training was 19 000 educators during the 2014/15 financial year. During the first three quarters, 1 267, 3 398 and 3 917 educators respectively were trained. In the first two quarters, fewer educators were trained than anticipated due to delayed approval of bid specifications and awarding of bids in the Eastern Cape, Free State, KwaZulu-Natal and Limpopo, which did not submit business plans for the Director-General to approve in April 2014. Limpopo under-performed during the financial year, due to non-approval of training activities that were to be held at commercial venues, which were not in an acceptable state. By the end of this financial year, provinces cumulatively reached 18 888 educators through training. Under-achievement was due to Limpopo not training any educators during this financial year.

The target for procurement and distribution of HIV/AIDS LTSM to schools was 500 000 during the 2014/15 financial year. Performance against the four quarterly targets is shown in the figure below:

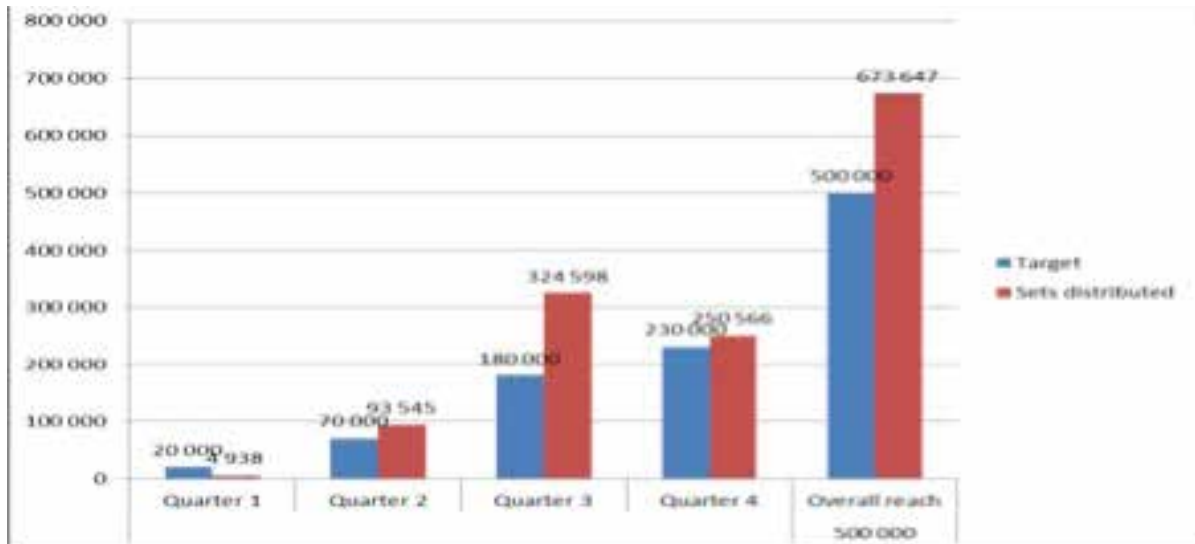


Figure 3: Targets and achievement of distribution of LTSM sets to schools

Procurement and distribution of LTSM sets was very low during the first quarter, as most provinces could not distribute LTSM by the end of quarter 1. In addition, the LTSM procured by KwaZulu-Natal during the 2013/14 financial year was only distributed and paid for during the 2014/15 financial year, when national and provincial treasuries approved the roll-over of funds to honour commitments.

During the fourth quarter, schools in Mount Frere District, Eastern Cape, were visited as part of monitoring the build-up activities towards the DBE commemoration of World AIDS Day 2014. Cumulatively, 19 schools were reached during the 2014/15 financial year, against a target of 20 school visits.

On 1 December 2014, the South African National AIDS Council (SANAC) commemorated World AIDS Day (WAD) in Mangaung, Free State. The theme for the year was *Zero Stigma and Discrimination*. As in previous years, the DBE also commemorated WAD on 2 December 2014, targeting 10 secondary schools and six primary schools in Mount Frere District, Eastern Cape. The Department chose a theme that suited the schooling system: *Zero HIV, TB, teenage pregnancy, stigma and discrimination: Be part of the schooling system that creates tomorrow's heroes today*. A successful event was held at Nzululwazi Secondary School in Mount Frere District, with participation of learners, parents, community and traditional leaders, and partners.

The Department entered into Memoranda of Understanding (MoUs) with loveLife, Soul City Institute for Health and Development Communication and Grassroots Soccer. These organisations implement peer education programmes, focusing on sexual and reproductive health for learners in primary and secondary schools. The MoUs were necessary to improve the coordination of activities that are implemented with schools, as well as to share resources and expertise related to the sexual and reproductive health of learners.

Integrated School Health Programme (ISHP)

The overarching target for 2014/15 was to provide health services to 510 000 learners. The Department of Health provided updated data of learners reached in the first two quarters of the year, in which a total of 443 455 learners were reached.

The Department planned to monitor implementation of ISHP programmes in 20 schools. A total of 25 schools were reached, exceeding the target by five schools.

Schools monitored in 2014/15

Table 43: ISHP Programmes, schools monitored in 2014/15

Province	Districts	Schools
Free State	Fezile Dabi	Sarel Cilliers Combined School Tataiso (Vredefort) Primary School
	Thabo Mofutsanyana	Beisang Mabewana Primary School Leeuw River Mill Primary School Ladybrand Primary School
Free State	Motheo	Bishops Glen Primary School Brandwag Primary School
Western Cape	North	Belhar Primary School Gardenia Primary School
Mpumalanga	Emalahleni	Balmoral Primary School
KwaZulu-Natal	Umgungundlovu	Regina Primary School Ramatha Primary School
	Ugu	Mganka Primary School Sidumala Primary School
Gauteng	Soshanguve, Tshwane North	Boepathutse Primary School Khensani Primary School
North West	Bojanala	Rutanang Primary School Kloofview Primary School

Development of one set of advocacy material for teachers, parents and learners on a health assessment area

The Department produced the following advocacy materials:

- Advocacy leaflets on puberty, teenage pregnancy, contraception and sexually transmitted diseases were developed and submitted for approval.
- Draft advocacy leaflets for primary school learners on parasitic worms were developed and submitted for approval. An information leaflet for teachers on worms was approved. Specifications were developed and a request for printing was submitted to UNICEF.
- Draft guidelines were developed for school governing bodies (SGBs) to consult parents, per school, on the provision of sexual and reproductive health services as part of the ISHP. On 24 November 2014, the draft guidelines and the progress made were presented to the CEM meeting and were subsequently approved. Feedback in this regard was provided to the ISHP provincial coordinators, as well as the ISHP task team meeting.

Development of a deworming programme

On 16 July 2014, the Minister of Basic Education announced a deworming programme in schools in her Budget Vote Speech. In the same month, the DBE and Dr L Beukes of the Pharmaceutical Society of South Africa (PSSA) met to discuss preferred medication for deworming. Further consultations on deworming were held with different stakeholders as follows:

- The CEM *lekgotla* noted that deworming should be linked with the NSNP programme. The HEDCOM supported the decision that educators should administer deworming tablets to learners and that educators should be trained to administer tablets and teach prevention strategies in the classroom.

- On 5 August 2014, the Medicines Control Council approved that educators could administer deworming tablets under the supervision of a professional nurse. It also decided that only Mebendazole tablets could be administered, and that the tablets must be administered in the prescribed manner.
- On 26 August 2014, the South African Principals' Association (SAPA) approved that educators could administer deworming tablets.
- On 27 August 2014, a seminar on deworming in schools was attended and discussions were held with Ms L Poswell, Executive Director: Abdul Latif Jameel Poverty Action Lab – Africa (UCT).
- The National Consultative Forum (NCF) also approved the deworming programme, but concerns were raised in its meeting regarding the administration of the tablets, by educators, as well as the quality of sanitation in rural areas.

On 19 September 2014, the CEM approved the implementation of the deworming programme. The DBE requested to meet with the Deworm the World Initiative led by Evidence Action, as well as the World Health Organisation (WHO) and subsequently a meeting with Dr K Levy (Evidence Action), Ms L Poswell and Ms A Yalouris (J-PAL Africa) was held regarding the deworming programme. Their recommendations included:

- Conducting a focused training event for educators to administer the drugs;
- That the drugs may be administered without a nurse present; and that
- Deworming should be part of the NSNP.

The Department continued to seek advice and funding possibilities from experts on deworming. Consultation on the deworming programme took place in October 2014. The Minister's Management Meeting (MMM) approved the implementation of the deworming programme in November 2014. A decision was taken at this meeting that the Department should implement this programme with the support of the Department of Health. On 10 November 2014, a teleconference was held with Drs L Appleby, J Kamba and L Drake of the Partnership for Child Development (PCD), who undertook to assist the Department to acquire 7 million Mebendazole tablets.

A special interprovincial meeting was held on 26 January 2015. The aim of the meeting was to engage provinces on the inclusion of the deworming programme as part of the NSNP. This was in line with the Minister's mandate and consultations with the CEM. The proposal was approved by the National Treasury and provinces were subsequently requested to incorporate deworming in their respective business plans.

Human Papillomavirus

The WHO implemented the post-introduction evaluation (PIE) in provinces on the Human Papillomavirus vaccination on 10–17 October 2014. On 4 November 2014, the HPV programme was presented to the interprovincial meeting of the HIV and AIDS Life Skills Education Programme.

Partnerships

The care and support unit received support from several companies. For the year under review, the Department partnered with:

- UNICEF and AREPP Theatre for Life Programme implemented in Foundation Phase – The programme focuses on hand washing and hygiene;
- Colgate Palmolive and the Oral Health Directorate in DOH, who pledged their support for the deworming programme;
- Catholic Institute of Education;
- Soul City and Save the Children on the development of health education materials;
- UNICEF funded the appointment of a consultant to do a baseline study on deworming;

- Dr M Chauke on information for educators on the management of diabetes;
- Dr L Napoles on Health-Promoting Schools;
- Department of Health and Kick TB regarding TB prevention programmes;
- Dr V Dhlamini, a chiropractor, regarding the implementation of a spinal screening programme in schools;
- TrustaTAG Company wishes to partner with the Department; and
- Health Professions Council of South Africa (HPCSA), to draft hearing screening guidelines for the ISHP.

b. National School Nutrition Programme (NSNP)

Children learn best when they are not hungry or suffering from a nutrient deficient diet. Yet thousands of children still arrive at school each day malnourished, which compromises their ability to learn and achieve good results. It was with this in mind that former President Nelson Mandela called for a primary school nutrition programme to be introduced in 1994. Since that time, the National School Nutrition Programme (NSNP) has benefited learners from the poorest schools across the country. The objectives of the NSNP are:

- to contribute to enhanced learning capacity through school feeding programmes;
- to promote and support food production and improve food security in school communities; and
- to strengthen nutrition education in schools and communities.

School Feeding

For the period under review, against the target of 19 800 schools nationally, the programme provided daily nutritious meals to 20 727 quintile 1–3 primary, secondary and identified special schools nationally, reaching a total of 9 210 673 learners.

The programme notes that some provincial education departments offer schools in quintiles 4 and 5 the option of being voluntarily declared no-fee schools without securing additional funding. This puts budgetary pressure on the NSNP Grant. Alongside the mandate of the NSNP as per the Conditional Grant Framework (CGF), an additional 254 603 learners in quintile 4 and quintile 5 primary and secondary schools benefited from the programme. Thus a total of 9 465 276 learners benefited from the NSNP. These are schools mainly in KwaZulu-Natal and the Western Cape which were declared by the PEDs as ‘in need’ despite falling beyond the mandatory quintile 1–3 requirement.

For the 2014/15 financial year, feeding of learners progressed fairly well in the Eastern Cape, Free State, KwaZulu-Natal, Mpumalanga, Northern Cape and Western Cape. In the first quarter of the financial year, some schools in Gauteng experienced cases of non-feeding due to shortages of foodstuff delivered by service providers. The challenge was addressed with the PED and feeding in these schools resumed in the second quarter. In the third quarter, feeding was disrupted in 58 schools in Limpopo and one in the North West.

The programme experienced challenges with the feeding of learners as described below:

North West

Koster Intermediate is a quintile 3 school with an enrolment of 302 Grades R–9 learners, 13 teachers, a caretaker and two volunteer food handlers (VFH). The school is in Eland Circuit, Kgetlengrivier, an area office in Ngaka Modiri Molema District. On 24 October 2014, the learners were served samp, sugar beans and apples. That day, most of the learners experienced abdominal cramps, vomiting, fever and diarrhoea which resulted in 116 being treated at hospitals and local clinics. This incident led to the death of one learner. It was reported to all levels of the national Department of Basic Education and the provincial Department of Education, as well as Bojanala Platinum District Municipality Health Services (MHS) by the affected parents and various media platforms such as television, radio and newspapers.

The North West provincial education department took action in collaboration with the Department of Health. Testing of stools from affected learners by NHLS and NICD revealed the presence of Salmonella enterica and it was concluded that school meals had been contaminated with bacteria, possibly because the samp had been pre-cooked, left at room temperature and cooked again the following day.

The school was closed from 27 October 2014 to 3 November 2014 and re-opened on 4 November 2014 as recommended by the MHS after the parents' meeting held the previous day. The Environmental Health Practitioners (EHP) recommended that the kitchen be closed and cordoned off by the South African Police Services, until the investigation of the cause of the outbreak had been finalised. Feeding resumed in January 2015.

Limpopo

The widespread incidence of food poisoning was mainly reported in Sekhukhune District. A total of 58 schools was affected with some learners hospitalised. The DBE sent a team to investigate and monitor most affected schools and there were numerous allegations of broken bottles and stones found in food in some schools. Most warehouses were visited to assess compliance with health standards. The officials from DBE and the PED engaged with environmental health officers from the DOH and the local municipality. It was resolved that a joint school monitoring tool be developed to monitor implementation of the programme. It was agreed that the DOH would also conduct food safety, health and hygiene training workshops for volunteer food handlers. The DBE requested approval to have school monitors appointed in 2015 to schools in the Sekhukhune and Vhembe districts. The DBE also engaged business partners to provide a monitoring solution using technology. A meeting was convened between the Chief Administrator, the National Treasury, and the office of the Deputy Director-General to discuss the crisis and current Section 100 1(b) intervention.

The forensic results were submitted to the Department by the DOH and it was confirmed that there was food contamination. After all investigations, two service providers' contracts were terminated following a directive by the Minister of Basic Education. A report was submitted to the Minister on developments toward addressing the challenge.

Programme Monitoring and Support

For the 2014/15 financial year, against the target of 200 schools, NSNP officials visited a total of 230 schools in the Eastern Cape, Free State, Gauteng, KwaZulu-Natal, Limpopo, Mpumalanga, Northern Cape and North West.

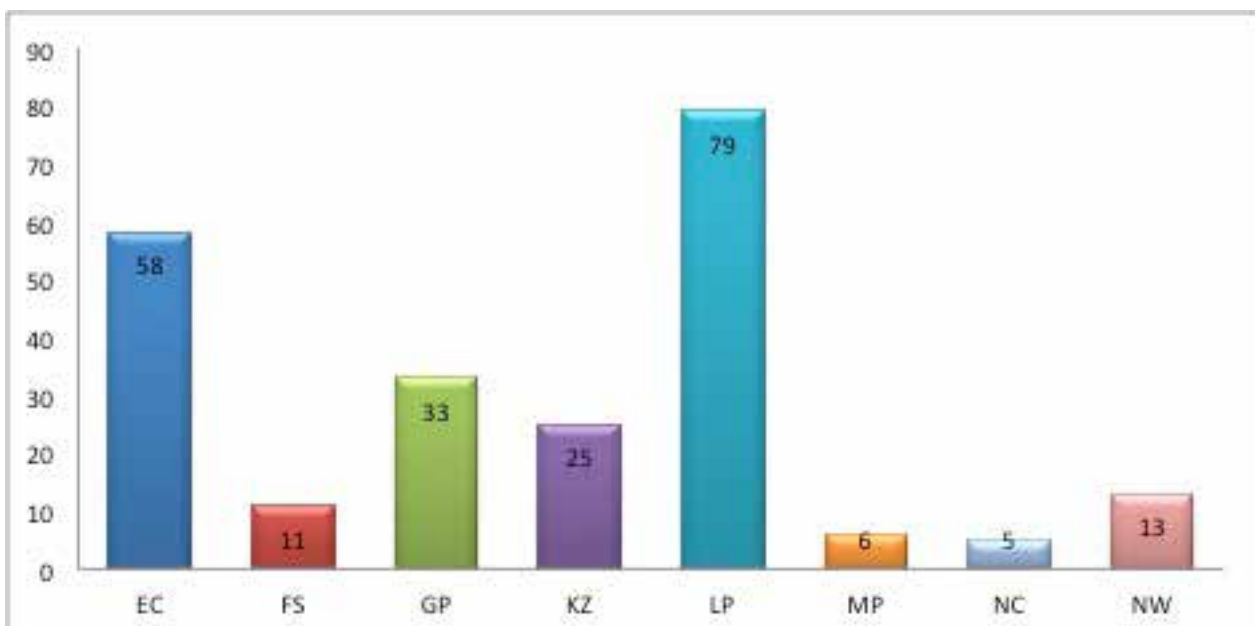


Figure 4: School monitoring visits per province

The purpose of these visits was to monitor progress and support schools on the implementation of the programme. However, the focus of monitoring in Gauteng for the first quarter was on the implementation of the breakfast programme. Feeding was taking place in the majority of schools visited and the schools fed all their learners, with the exception of three schools in Gauteng. It was reported that, due to shortages of foodstuff delivered by service providers, the schools could not feed all their learners. The challenge was addressed with the province and by the second quarter of 2014/15, the shortage of food items was resolved.

The focus of monitoring in the second quarter of 2014/15 was on schools that were piloting the decentralised model (Limpopo) and to collect baseline data on the schools that piloted the NSNP breakfast (Eastern Cape). A total of eight schools were visited in Capricorn District, Limpopo. All visited schools received training on management of funds. However, schools indicated that training should be ongoing and that one-day training was insufficient for effective implementation of the programme. The procurement procedures are still a challenge for all visited schools. Not all schools had signed agreements with service providers to supply foodstuff, and some preferred to purchase foodstuff from local retailers. The schools had put systems in place to monitor NSNP funds, that is, NSNP file, monthly expenditure templates, etc. Systems were not effectively utilised in only one school, Mahlabela Secondary. The problem was caused by inefficiency in managing the NSNP. The school could not provide the expenditure report and other key source documents (invoices, delivery notes). Furthermore, the school had not been feeding since reopening due to a lack of funds. A common challenge identified was that the schools were not guided on how to utilise surplus funds. Another concern was the failure of the province/districts to provide support to these schools.

A total of 22 schools were identified and visited in the Eastern Cape with the purpose of collecting baseline data on the schools piloting the NSNP Breakfast Programme. The schools were based in five districts, i.e. East London (4 schools), Grahamstown (2), Mthata (8), Engcobo (4) and Uitenhage (4). The schools visited comprised 10 primary and 12 secondary schools.

Reports revealed that out of the 22, only two schools did not participate in the breakfast programme due to surplus funds having been depleted. Participation in the programme by learners was about 50% and the learners were served a variety of breakfast cereals. However, it transpired that the PED had suggested serving the learners instant porridge. The learners disliked the instant porridge, and schools had to improvise to make the porridge palatable. Only one school indicated that the time-table was affected by the breakfast programme. With regard to teaching and learning, one school reported that this was affected. The other schools indicated that breakfast was served before school commenced (i.e. between 7h30 and 7h55) which did not affect the time-table or the teaching time. The programme is generally well implemented and school principals have reported great improvement in school attendance and punctuality and a decrease in absenteeism.

Following the reports of contamination of food in Limpopo and the North West, as well as reports of theft of food in Gauteng, monitoring in the third quarter was intensified with a focus on the schools affected in these provinces.

Generally, the monitoring reports indicated that the NSNP was effectively implemented. A common challenge identified in these schools was the issue of gas storage during meal preparation. In the majority of schools, gas cylinders were stored inside the cooking area during food preparation and this, from the point of Occupation Health (OH) policies and gas safety standards, was unacceptable. Another persistent challenge was that of learners having their meals outside their classroom and being unsupervised. These schools were advised and encouraged to serve learners in a dignified manner and not to expose their food to any hazardous practice. Good practices observed were general hygiene practices such as washing of hands before learners had their meals, clean food preparation areas as well as the volunteer food handlers' cleanliness. Storerooms, where available, were well kept and in cases where there were no shelves, foodstuff were placed on pallets and/or old school desks to safeguard against contamination.

Capacity-Building Workshops

Financial Management

The Department planned to conduct 60 financial management workshops in provinces, but achieved a total of thirty-eight. The variance was due to the fact that the target was not based on provincial business plans. This will be considered in future. Eight financial management workshops were conducted in Limpopo in preparation for implementation of the decentralised funds model in the 2016/17 financial year. The first workshop was a master trainer workshop that was conducted for the provincial and district officials. Officials from the NSNP, Finance, School Management and Governance as well as Supply Chain Management were trained. A training team comprising different Directorates was formed to roll out the training to districts and schools. Seven workshops were conducted for district officials. The total number of participants was 235. The training team and district officials will roll out the workshops to schools in the 2015/16 financial year.

Sustainable food production in schools

The NSNP embarked on a project to promote the cultivation and consumption of orange-fleshed sweet potato (OFSP). Beta-carotene-rich orange-fleshed sweet potato is an excellent source of vitamin A, containing 809 micrograms per 100 grams ($\mu\text{g}/100\text{g}$). A total of 291 participants attended eight workshops that were conducted in Mpumalanga (4), North West (2) and Western Cape (2). During the workshops, 9 500 OFSP vines which were purchased by the DBE were distributed to participating schools and the Agricultural Research Council, which co-facilitated some of the workshops, donated 11 000 cuttings. Information was obtained from NSNP documents, particularly the Horticulture Manual, which included a fact sheet on the sweet potato and a 'How to Grow your own' poster.

Nutrition Education (NE)

Activities for the first quarter of 2014/15 were characterised by planning of the NE activities for the year. The year began with the preparations for the celebration of Nelson Mandela Day, planning the educators' workshop for the Healthy Kids Programme, as well as the celebration of National Nutrition Week (NNW). Also finalised were plans to conduct a baseline study on the impact of the Healthy Kids programme. The Healthy Kids Nutrition Programme educators' workshop was successfully held on 21 May 2014 in Hammanskraal, Tshwane North District. The purpose of the workshop was to mediate the learner's resource book to be distributed to the selected schools where the Healthy Kids programme will be entrenched.

The Department, in collaboration with Nestlé SA, commemorated Nelson Mandela International Day by contributing 67 minutes to celebrating with learners. The celebrations were held at Mmatso Primary School, Hammanskraal, Tshwane North District, on 21 July 2014. Activities for the day included industrial theatre and a young chef's competition. More than 1 000 learners participated in physical activities and indigenous games such as hula hoops, *diketo* and *morabaraba*. The aim was to promote a healthy lifestyle and physical activity among the learners. The event was a huge success.

National Nutrition Week (NNW) was successfully held in October 2014, in partnership with Nestlé SA and provincial departments (Free State and KwaZulu-Natal). The first event was held on 13 October at Pispah Primary School, uThukela District, KwaZulu-Natal, with 439 learners taking part. The second event was held at Sentebale Primary School, Harrismith, on 14 October 2014 with 532 learners participating. The theme of NNW 2014 was *Choose your portion with caution*. Learners were made aware of the importance of choosing healthy food items and treating them with care. An interactive industrial theatre was also presented by Nestlé to reinforce the nutrition messages. Learners received sports equipment (soccer balls and hula hoops among others) from Nestlé. All learners received schoolbags and lunch funded by the DBE.

The baseline study that was supposed to be conducted in this financial year was postponed to 2015, due to incomplete information and a delay in implementation. The study was fully funded by the partner Nestlé SA, and will be conducted by the Vaal University of Technology (VUT). Following the meeting on 11 March 2015 between the Department, the National Nutrition Education (NNE) team and a Nestlé representative, the plans were reviewed and it was agreed that the study would be conducted in 2015 as much of the work had already been done.

School Gardens Programme

The focus for this financial year was to establish capacity at schools by soliciting support for training, especially of the educators, in basic horticulture and nutrition, garden management and the methodology of imparting knowledge.

Consultative meetings were held with the Department of Environmental Affairs (DEA), the University of Pretoria's Education Faculty (UP), the University of the Free State's Education Faculty (UFS), the University of Venda-Institute for Rural Development, the Agricultural Research Council (ARC), the Food and Agriculture Organisation of the United Nations (FAO), the Eco-Schools Project and Tshikululu Social Investments. These consultations resulted in several initiatives:

- A DEA-funded teacher education programme for environmental education – 'Fundisa for Change';
- The University of Pretoria (UP) developed environmental education programmes, including food gardens, and trained educators in the Gauteng North District;
- A draft proposal for FAO to support capacity building/training at schools was developed and discussed with FAO;
- Tshikululu funded, through WesBank Fund, a baseline diagnostic survey in identified schools in Fezile Dabi and Lejweleputswa (Free State), Vhembe (Limpopo), and uMgungundlovu and Umlazi (KwaZulu-Natal) towards further funding, mainly for training on food gardens and nutrition education. UFS, the University of Venda and the Lima Rural Development Foundation were invited to submit proposals to support the schools that participated in the survey.

Resource materials were developed to improve garden-based knowledge, in the form of a flyer on rainwater harvesting and a poster on the management of garden pests, themed *What's bugging your Plants*. Posters were distributed to districts as follows: 1 000 each to Port Elizabeth, Thabo Mofutsanyana, Umkhanyakude, Vhembe and Pixley ka Seme; 500 each to Dr RS Mompoti and Dr Kenneth Kaunda; and 2 000 to Cape Winelands.

The gardening inputs were distributed to provinces and schools as follows:

- Eight rainwater harvesting tanks including connecting material to four schools: Meqheleng Primary in Free State, Bophelong Primary in Gauteng, Mbatini Primary in Mpumalanga and Majakaneng Primary in North West;
- 1 050 vegetable packs containing seeds, fertiliser, planting twine and rulers to seven provinces: 60 to the national office, 150 to the Eastern Cape, 120 to Free State, 120 to Limpopo, 150 to Mpumalanga, 150 to Northern Cape, 120 to North West and 180 to the Western Cape;
- Six vegetable tunnels were installed at three schools – Tshilambuvhe Primary and Dzingahe Primary in Limpopo and Moitshoki Mofenyi in North West – with each school receiving two tunnels and vegetable seedlings; and
- 45 000 vines of Orange-Fleshed Sweet Potato (OFSP) were purchased and will be distributed to schools in six provinces during the planting seasons, when workshops on the cultivation of OFSP will be held in provinces.

The Department was also involved in organising and participated in national events such as National Arbor Day and World Food Day. The activity of mediating the draft strategy for the School Food Gardens Programme was discontinued during the second quarter, due to a change in the mandate of the Department that replaced food gardens with a national deworming programme. However, the Department continued to monitor and support the development of school gardens and school gardens will continue to be facilitated through partnerships. A meeting was planned between the Department and the Department of Agriculture in this regard.

National School Nutrition Programme (NSNP) Best Schools Awards

Due to insufficient funds for the 2014/15 financial year only three schools could receive prizes. A draft memorandum with a process plan was developed and approved by Senior Management. Three independent adjudicators were appointed to select the three best schools and one best district. Adjudication took place on 11 December 2014 and the nominated schools and districts were visited between 22 January and 13 February 2015 by representatives of the Department and the Tiger Brands Foundation (sponsor) to verify the portfolios submitted. The prize-giving event took place, with support from the Free State Provincial Education Department, on 19 March 2015 at Meqheleng Primary School in the Free State.

The first prize for the Best School Award was won by Meqheleng Primary (Free State), with Mbatini Primary (Mpumalanga) second and Rekgonne Bapo Special School (North West) in third position. Meqheleng will receive a kitchen/dining hall and industrial equipment to the value of R450,000 as well as a variety of cooked breakfast meals for a period of three years, from the Tiger Brands Foundation. This is in addition to the regular NSNP main meal. The Best District Award went to Overberg District in the Western Cape. The Overberg District received R50,000 to procure office equipment. The MEC of Free State Province, Mr T Makgoe, handed over the prizes during the event.

Soya mince improvement

A total of 24 factories were monitored and supported to comply with the legislative framework prescribed by the DOH. This was to ensure that the quality of food was maintained as per the prescribed specifications. Manufacturers are expected to test their products annually in a South African National Accreditation System (SANAS) or International Laboratory Accreditation Cooperation (ILAC) approved laboratory. Factories are required to have a certificate of acceptability from the local municipality, as well as accreditation in line with the Hazard Analysis and Critical Control Points (HACCP) or International Organisation for Standardisation (ISO) to ensure their premises are hygienic. In order to further protect the learners' health, the manufacturers must comply with the Labeling and Advertising of Foodstuffs Regulation of 2011. Only five factories were approved as compliant. The list of these factories will be uploaded on the DBE website for easy access by stakeholders.

NSNP Partnerships

Tiger Brands Foundation (TBF)

The NSNP has enjoyed strong partnerships with the business sector with regard to improving the programme. The partnership with the Tiger Brands Foundation is a frontrunner in showcasing a sustainable public-private partnership with the NSNP. Currently, learners at 62 schools across seven provinces (the Eastern Cape, Gauteng, KwaZulu-Natal, Limpopo, Mpumalanga, North West and Western Cape) are benefiting from the breakfast programme. The Tiger Brands Foundation handed out 17 000 food parcels to 13 schools in Alexandra Township as part of the Mandela Day commemoration on 27 June 2014 at MC Weiler Primary School.

The TBF commissioned a nutrition research study on learners in the 2014/15 financial year to be conducted by the Centre for Social Development in Africa of the University of Johannesburg (UJ) in Lady Frere District, Eastern Cape. The study evaluating the impact of the NSNP and the TBF feeding programme. The research report will be finalised in 2015.

The Mobenzi telephone monitoring and communication system is functional in the schools, providing the Department with real-time reporting on food delivery, food preparation, in-school breakfast, hygiene and the NSNP meals. The questionnaire and feedback format is being reviewed to make the information available on the system more accessible. Weekly electronic reports are received that indicate responses from the schools on the in-school breakfast and NSNP lunch implementation.

Vodacom

Vodacom supported the Department in various initiatives, including sponsoring holiday food parcels for Mandela Day in July 2014, which was jointly coordinated, and providing a proposal on a monitoring solution for the NSNP (in November 2014). The monitoring solution will assist the NSNP with real-time monitoring to combat challenges such as food safety and non-feeding in the programme. The system will be piloted in Sekhukhune and Vhembe districts, Limpopo, in the 2015/16 financial year.

Kellogg's South Africa (KSA)

The Department established a partnership with Kellogg's South Africa (KSA) and Food Bank South Africa. KSA pledged to provide cereal (cornflakes) and long-life milk to 25 000 learners in Gauteng, the Eastern Cape, KwaZulu-Natal and the Western Cape over a pilot period of a year (2014) that has been extended for at least two more years.

The breakfast programme is currently active in 54 schools which were provided with measuring cups for cereal and milk. Instructions on the measurements as well as posters on the importance of breakfast were also shared with the districts.

Department of Planning, Monitoring and Evaluation (DPME)

The DPME is collaborating with the Department and has commissioned the services of JET Education Services to conduct an implementation evaluation of the NSNP in schools. The fieldwork is currently underway.

Massmart

Massmart donated 17 Park Home kitchens to schools in the Free State, Mpumalanga, North West and Gauteng. The kitchen which was donated in Gauteng was used for the handover event of the 101st Mandela Project kitchen.

International Global Child Nutrition Foundation Forum

The International Global Child Nutrition Foundation Forum was held in Vanderbijlpark, Gauteng, from 29 September to 3 October 2014. Ten Ministers attended along with more than 60 high-level officials. The Minister of Basic Education officially opened and addressed the Forum. With delegates from 38 countries, the Forum provided a platform for the Department to showcase the South African experience of providing nutritious meals to learners. One day of the forum was spent visiting the schools. A report on the forum was submitted to Senior Management.

c. Psychosocial Support

The role of the Psychosocial Support (PSS) unit is to clarify the mandate for PSS in education, promoting and improving the psychosocial well-being of learners and educators. The Department developed a draft concept document to clarify psychosocial support in the context of basic education. A desktop review of psychosocial programmes in schools in the region and internationally was commissioned, conducted and finalised. The report was utilised to inform the draft strategy.

The Department participated in the DSD forums that convened to refine the programme of action for their Minister. The National Action Committee for Children Affected by HIV and AIDS (NACCA) PSS Reference Team was also attended in September 2014 to review guidelines on PSS and to ensure that education and schools are included as a sector for intervention. NACCA meetings were also attended in August 2014 and March 2015.

The Department is also responsible for maintaining the relationship with the Hospice Palliative Care Association of South Africa (HPCSA) regarding its Care and Support for Improved Patient Outcomes (CaSIPO) programme, which is intended to increase the capacity of schools to support sick children and those needing psychosocial support. Training in understanding bereavement was conducted with 35 district officials and educators in the ZF Mgcawu District in Upington, Northern Cape, on 6 December 2014. The training was integrated into a planned workshop on CSTL. The purpose of this session was to create awareness of bereavement for teachers. The course was well received and perceived by teachers as useful in increasing support to children in grief.

During the period under review, the Department participated in the National Child Care and Protection Forum (NCCPF) in June 2014. The meeting was convened to reviewed the guidelines for implementation of the Children's Act, 2005 (Act 38 of 2005) by local government and to establish the roles of the members of the forum. Furthermore, the Department organised training in October 2014 on the Children's Act for officials who serve in the different sections of the Department, especially those that deal with teaching and learning. Nine schools were visited in the Northern Cape and North West. The visits were intended to develop understanding of the PSS challenges and strategies in schools.

4.5.5.2 Partnerships in Education

a. Social Cohesion, Community Mobilisation and Gender Equity in Education

In South Africa the effects of a racist, discriminatory past are seen every day in all aspects of life, including schools. The education system bears a particular responsibility in building a new society, with a shared sense of national identity, underpinned by democratic values and greater social cohesion. The Social Inclusion and Partnership in Education sub-programme supports learner well-being and the holistic development of the learner. It is guided by the goals of the *Action Plan 2014: Towards the realisation of schooling 2025* and the National Development Plan (NDP). The sub-programme responds to goals related to learner retention, school functionality and promoting the physical, social, cultural and civic dimensions of education.

Youth Citizenship Action Programme (YCAP)

The Youth Citizenship Action Programme (YCAP), which is implemented in partnership with the NGO Empowervate, is currently part of the Department's core citizenship education programme. In the 2014/15 financial year, the partnership was officially sanctioned by an MoA between the Department and Empowervate. Given that there is no budget allocated to this programme, the Department relies heavily on partnerships. The YCAP programme develops a sense of civic responsibility among learners, as well as affords them the opportunity to gain the necessary cognitive and practical skills to address social challenges within their school or community.

Learners in schools select a social problem facing the school or the community and then work out ways to resolve it using basic project management skills while inculcating the value of civic responsibility. District and provincial eliminations are held to select the provincial teams that represent each province in national finals. In 2014, 3 560 learners from 64 districts participated from the beginning of the programme. The national finals were held in Durban, with each province represented by a team of 10 learners.

Table 44: National Winners of the 2014 YCAP competition

School	Province	Topic
1. Wrenchville High School	Northern Cape	Anti-rape campaign
2. Umlulama Secondary School	KwaZulu-Natal	Anti-gangsterism and bullying
3. Groenberg Secondary School	Western Cape	Homework help club
4. Isolomzi Secondary School	Eastern Cape	Anti-faction fighting

The Inkosi Albert Luthuli Oral History Project

The overarching theme in terms of the 2014 oral history project was the 20-year anniversary of South Africa's democracy. In addition to the usual portfolio of evidence and oral presentations by learners, the Department requested that learners also prepare a research paper, as part of developing learners' critical thinking and research skills. Provinces participated in the competition by holding provincial elimination rounds. These were preceded by oral history workshops in selected districts for educators and learners. The workshops were usually facilitated by the provincial coordinator, with support from an official of the Department. A total of 64 learners and 12 educators took part in the national finals held in Pretoria.

The first prize went to Molebogeng Reatile Mokone, a Grade 10 learner from Sol Plaatje Secondary School in the North West Province while the second prize went to Abuzzah Bulbulia, a Grade 11 learner, also from the North West. Mpumalanga learner Joy-Anne Magagula from Nelsville Combined School took the third prize. In the educator category, Superior Chiumira from Gauteng took top honours, with Octavius Colquhoun of St. George's Grammar School in the Western Cape taking second prize and Tutani Siyabulela Clammy from the Eastern Cape in the third position.

The Heritage Education Outreach Programme

The Heritage Education Outreach programme promotes awareness among young people of the importance of our national heritage, including a better understanding of the interdependence of cultures. In 2014, there was a very low uptake of the programme in the provinces due to lack of funding from the National Heritage Council (the Department's key partner in the project). Six provinces each sent a team of five participants, consisting of four learners and one educator, to the national heritage camp held at the Wilderness National Park near George, from 6 to 10 October 2014. This was the lowest number of participants recorded to date.

b. Gender Equity and Empowerment Programmes

Future Choices Jamboree

The Jamboree for Future Choices is a mass participation platform aimed at disseminating information to engage learners on issues related to life skills, rights and responsibilities, gender equity, subject choices, career-pathing and social cohesion.

The GEM/BEM Jamboree on career, lifestyle and subject choices responds to the Curriculum and Assessment Policy Statement (CAPS) in its intent to equip learners with knowledge, skills, values self-fulfilment and meaningful participation in society, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability.

Districts often use the Jamborees to address their priority challenges. The Jamboree might then be structured specifically to target learners that are vulnerable and to provide them with information and life skills necessary to prevent at-risk behaviour. In the 2014/15 financial year, the Jamboree involved six provinces and 12 districts, reaching approximately 7 747 learners.

The GEM/BEM Jamboree on career, lifestyle and subject choices was hosted in partnership with the Media in Education Trust (MIET) in the Eastern Cape and Mpumalanga. A total of 1 510 learners were reached. The districts were identified for the high prevalence of teenage pregnancy and other at-risk elements that mostly impact negatively on the girl child and therefore the programme only targeted the girl child.

Gender-based violence training for district officials and educators

As part of the UNICEF and DFID-sponsored Safer South Africa programme, the Tshwaranang Legal Advocacy Centre to End Violence against Women (TLAC) was appointed in February 2014 to conduct training of district officials and educators to address gender-based violence in schools. This project responded to Output 2 of the Joint Programme in support of a Safer South Africa for Women and Children. In the 2014/15 financial year, the project trained 349 educators and officials in eight provinces (all except the Western Cape).

Techno Girl

The Techno Girl Programme originated out of the Girls and Boys Education Movement (GEM/BEM) as an empowerment programme for girls. The Techno Girl programme creates a national pool of girls who are taught skills that raise their confidence and power to positively transform their lives. The Techno Girl programme aims to provide girls with access to the world of work to enable them to take up scarce careers required by the economy. The programme maintains an exclusive focus on careers in the science, technology, engineering and mathematics fields (STEM). High school girl learners are afforded an opportunity for job shadowing in these fields in a variety of partner organisations in the public and private sector. In this financial year, 2 231 girls were placed in the job shadowing programme.

Men in the Making

The primary objective of the Men in the Making programme is to help raise responsible young men through their introduction to role models, career guidance, mentoring, life skills development and moral regeneration. In this financial year, 1 800 boys were exposed to the programme.

16 Days of Activism for No Violence Against Women and Children

The Department held a gender dialogue for officials under the theme *Men as partners against GBV*. The dialogue was led by Prof. Rachel Jewkes with Ms Carol Wanjau from Tshwaranang Legal Advocacy Centre (TLAC) acting as a respondent. During the 16-day period, the DBE, partnering with the Youth Radio Network (YRN), supported 16 community radio stations on the topic with learners presenting and hosting Saturday morning talk shows.

VAWC IMC and Working Group

The Department is part of the Violence Against Women and Children Inter-Ministerial Committee (VAWC IMC) and as such, attends the meetings, makes inputs and provides feedback on how it responds to and prevents violence, especially against children. The DBE has also been part of the working group of the VAWC IMC and has been active in providing support to the technical task team.

Gender Equity Framework

The UNICEF and DFID-funded development of the Gender Equity Framework was completed by the service provider in April 2014. The planned consultation process is awaiting approval, however, and DFID has withdrawn its funding. The framework continues to be used to influence and inform programmes in the Department.

As part of the Safer South Africa Programme, funding was provided for the development of a gender component for the Social Cohesion Toolkit. The module was developed by MIET and piloted in Mpumalanga. After it underwent a further iteration process, the final module was submitted for approval in June 2014. Once approved, it was uploaded onto the DBE's website.

Analysis of performance by gender

The Department conducted an in-house gender analysis of the NSC and the ANA. The analysis informed the Department about the gender differences in performance and proposed possible solutions, chiefly through programmes aimed at improving pedagogic practices that ensure that girls participate in the STEM subjects, and that they are supported to improve their attainment in these subjects.

Draft Learner Pregnancy Management Policy

The draft Learner Pregnancy Management Policy was developed and was finalised after several iterations in consultation with Legal Services and an expert in the field.

c. Social Cohesion Programmes

Moot Court 2014/15

The Department has consistently hosted the Moot Court Competition. The four stages of the competition are the registration of schools, submission of essays, provincial oral rounds and the final national round. The registration process started in January 2014, when 75 schools submitted their entry forms. The essay writing stage commenced from 1 April to 12 August 2014 and was conducted at school level. The provincial oral rounds were hosted in all provinces except KwaZulu-Natal. In most provincial rounds, nine or 10 teams participated in the event with the four best teams going on to the final national round. The panels of adjudicators for the provincial rounds were made up of judges, magistrates and prosecutors.

The final rounds were held at the Constitutional Court in Johannesburg on 12 October 2014. Justice of the Constitutional Court Mbuyiseli Madlanga, Justice of the Constitutional Court Sisi Khampepe, Judge of the High Court Jody Kollapen, Vice-Chairperson of the General Council of the Bar Advocate McCaps Motimele SC, and the Director of the Centre for Child Law, University of Pretoria Professor Ann Skelton presided over the final. Gomotsegang Montsho and Kimberly Letswe, Grade 11 learners from Grenville High School in Rustenburg, North West, were the winners of the 2014 Schools Moot Court competition, beating thirty-five other teams in the national round.

Coordination and support for national Flag in Every School project

During the year under review, the Department collaborated with the Department of Arts and Culture (DAC) to install national flags in schools throughout the provinces. The DAC is the lead implementer, while the DBE performs a coordinating role. The DAC reported that 8 449 national flags were installed in schools throughout the country. The Department is currently monitoring the project.

National symbols

The DAC made the Preamble of the Constitution accessible in poster form in all 11 official languages. A circular was sent to provinces encouraging schools to recite the Preamble of the Constitution during school assemblies and on special occasions. The PED and district offices distributed posters on the Preamble of the Constitution and the booklets on national symbols to all the 1 445 schools in the Free State. In Gauteng, distribution was completed in six districts with a total of 1 313 schools reached. A total of 2 758 schools have already received materials.

4.5.5.3 Mobilisation and Partnerships in Education

a. Sport and Enrichment

South African Schools Choral Eisteddfod (SASCE)

The 2014 SASCE National Championships were held on 15–17 July 2014 at the Chief Albert Luthuli International Convention Centre (ICC) in Durban, KwaZulu-Natal. A total of 7 203 learners and 436 teachers from 201 schools participated in this Eisteddfod.

The SASCE National Coordinating Committee (NCC) Review and Prescription Meeting was held on 17–19 September 2014 in Durban, KwaZulu-Natal. The meeting also included the review by the local organising committee and the partners, with regard to the hosting of the Eisteddfod. The prescription subcommittee met to discuss and recommend the prescribed SASCE music for the 2015 Eisteddfod on 17 September 2014. The prescribed music, together with the participation rules, were then ratified by the NCC.

Sports Leagues

The 2014 School Sports League held provincial tournaments and Gauteng, Mpumalanga and Northern Cape have already hosted their provincial leagues. These leagues have integrated both able and disabled learners. The Extended Joint National Task Team (EJNTT) Meeting on School Sport was convened on 15–16 August 2014 at the Sports and Recreation South Africa (SRSA) offices. The meeting discussed preparations for the 2014 SA Schools National Championships. The local organising committee to prepare for the championships was established.

A multi-stakeholder meeting was held on 20–21 February 2015 to streamline the implementation of physical education and school sport in all provinces. The meeting involved teacher unions, school governing bodies, implementing partners of the Department, as well as Sport and Recreation South Africa. The implementing partners include UNICEF, Redcap Foundation, the Physical Education Institute of South Africa, Nike, GIZ (Designed to Move), Embury College and Drug-Free Sport.

Spelling Bee and Reading Clubs Programme

Spelling Bee

The Spelling Bee and Reading Clubs Programme started in 2013 as one of the interventions to remedy poor literacy in the junior grades. It is part of the *National Integrated Literacy and Numeracy Strategy: a Whole School Approach* that seeks to bring together stakeholders to improve performance in languages in primary schools and eventually in the entire schooling system. The Department of Basic Education Spelling Bee South Africa 2014 was hosted on 10 October 2014 at the National Library of South Africa in Pretoria. All provinces were represented by three spellers and one chaperone. The Department assisted with the transportation and accommodation of learners and chaperones. A number of partners and sponsors provided learners with prizes. The first prize, a scholarship to Monash University, was awarded to the winning speller, Craven Brendan (Gauteng). The runners-up were Nkateko Rikgotso (Limpopo) and Angel Hlongwane (Gauteng).

Reading clubs

The Department assisted provinces to prepare for the launch of Reading Clubs. Departmental officials and reading coaches in the Northern Cape, Eastern Cape, KwaZulu-Natal and Gauteng received training in the establishment and management of Reading Clubs. Trainees are not only expected to start reading clubs but also to cascade the training to other Departmental officials and eventually to teachers as well. To date, 344 officials have been trained. The training was provided by the DBE's key partner in Reading Clubs, the Project for the Study of Alternative Education in South Africa (PRAESA), popularly known as Nal'ibali.

The MoU between the Department and Nal'ibali was revised and submitted to Nal'ibali for further inputs. Three training sessions were held in KwaZulu-Natal and the Eastern Cape for 109 educators and reading coaches for the Reading Clubs.

b. Safety in Education

The Department, supported by the Centre for Justice and Crime Prevention (CJCP), conducted nine provincial consultative workshops with stakeholders on the Draft National School Safety Framework. The national consultative workshop with key stakeholders was held on 9 October 2014. The Department hosted a meeting with religious formations on occult practices with a view to eradicating harmful religious practices in schools. A draft charter on harmful religious practices was developed for consultation with religious formations.

The linking of schools to local police stations and the establishment of safe school committees is ongoing in all provinces. Thus far, the Department has captured in its database 15 769 schools that are linked to local police stations and have established safe school committees.

A guide challenging homophobic bullying in schools was developed, approved and distributed to all provinces for implementation as part of the Prevention and Management of Bullying in Schools programme.

c. Partnerships

The role of the Partnerships unit in the Department is to support established programmes by facilitating new programme partnerships. The table below is a status list of new partnerships that were formalised during the 2014/15 financial year by means of submitted and signed collaborative agreements.

Table 45: Programme Partnership Agreements signed in 2014/15

Name of Organisation	Area of Collaboration	Date	Status
Industrial Development Corporation	School infrastructure	20/05/2014	Signed
Green Outdoor Gyms	School infrastructure	21/05/2014	Signed
Media 24 and Clever Minds	ECD	02/06/2014	Signed
Brand SA	Advocacy	11/07/2014	Signed
Read To Rise	Literacy	24/07/2014	Signed
Copper Development Association Africa	Enrichment and safety	29/07/2014	Signed
AVBOB Foundation	Literacy	29/07/2014	Signed
Phirimotho	Enrichment	06/08/2014	Signed
Breadline Africa	Literacy	11/08/2014	Signed
ETDP SETA (NTA)	Donor / Sponsorship	20/08/2014	Signed
ETDP SETA (Autism, ECD)	Inclusive education	26/05/2014	Signed
Empowervate	Social cohesion	28/08/2014	Signed
South African National Zakah Fund	Donor and/or career guidance	28/08/2014	Signed
Argo	Continuous professional teacher development	02/02/2015	Signed MoA
South African Airlink and DBE	Curriculum innovation and e-learning	19/03/2015	Signed MoA
School Aid South Africa	LTSM policy development and implementation	23/03/2015	Signed MoA
Department of Public Works	Infrastructure and social cohesion and equity in education	25/03/2015	Signed MoA

Industrial Development Corporation (IDC)

In support of the mandate and efforts of the Department, the Industrial Development Corporation (IDC) adopted 20 schools across the nine provinces to contribute to improved school infrastructure.

The financial contribution of the first phase was approximately R18.5 million. In addition to the 20 adopted schools, the IDC also undertook major renovations at Nkonkwana Junior Secondary School in Willowvale, Eastern Cape.

Air Products South Africa

The Department has established a partnership with Air Products South Africa, an industrial gas company that has established an R800 million air separation plant in Vanderbijlpark, part of a R2 billion capital investment by the company. As part of Air Products South Africa is commitment to community development, a corporate social investment fund has been established that will benefit four schools and over 3 000 learners in Vanderbijlpark, Gauteng. The monetary value of this contribution amounts to R3.8 million.

Massmart Walmart Group partnership

Massmart Walmart committed to contributing 100 converted and fully-fitted container kitchens to the NSNP during the 2013/14 financial year. The designs of the kitchens have been updated and approved by the Directorate: NSNP. Although delivery of the kitchens started in the first quarter of 2013, it continued during the first quarter of 2014, with 83 kitchens delivered. The delivery of the remainder of the kitchens was concluded during the second and third quarters of the 2014/15 financial year.

The Minister and the Gauteng MEC for Education, Mr Panyaza Lesufi, attended the symbolic handover of the 101st kitchen to Dikgabane Primary School in Soweto on 30 October 2014. This partnership will benefit 100 schools and over 20 000 learners. The monetary value of this contribution was R8,500,000.

SuperSport Let's Play, Hitachi and Phillips SA Partnership

The Department has a multi-partnership with SuperSport Let's Play, Philips SA and Hitachi Construction Machinery SA. The main objective of this partnership is to provide 43 sports fields to rural and township school communities.

The Department facilitated the submission of names of beneficiary schools from the nine provinces on request of the partners. The implementation of this partnership continued throughout 2014/15 with 12 fields completed. This partnership project, which commenced in 2013 and will run until 2017, will benefit 43 schools and approximately 30 000 learners. Due to the length of project implementation, the monetary value of the contribution has not been fully established.

AVBOB Foundation

The AVBOB Foundation embarked on a three-year campaign in 2012 to provide 30 mobile libraries to rural and township schools across South Africa. This contribution is in support of the Department's literacy intervention programmes. The AVBOB Foundation and its NGO partner, Touch Africa, are implementing this partnership in collaboration with the PEDs. The project was to be delivered over three financial years, 2012/13 to 2014/15. To date, 20 libraries have been handed over to the beneficiary schools. The partnership will benefit 30 schools and approximately 20 000 learners across all provinces. The monetary value of the contribution is R6,500,000.

Breadline Africa

Breadline Africa is an NGO working in partnership with the Department and the Nelson Mandela Centre of Memory and is supported by various businesses. They have committed to provide 95 mobile libraries to needy schools in all provinces. The priority areas are rural and township schools where learners have no access to libraries. This partnership has benefited 53 schools across all provinces and approximately 44 000 learners. The monetary value of the contribution is over R6,750,000.

Vodacom Foundation

The Department has 145 Teacher Resource Centres (TRCs) in South Africa. The Vodacom Foundation has completed the provision of ICT resources and connectivity in 40 of these TRCs. The vision of the Department is to digitise schools that are close to all the TRCs. The support of partners is critical to the completion of this vision. The Vodacom Foundation committed to similarly resourcing an additional 20 TRCs within the reported financial year.

Sponsorships in support of DBE programmes and events – Ministerial Projects

The 2014 SA Schools Choral Eisteddfod (SASCE)

The 2014 South African Schools Choral Eisteddfod (SASCE) was held from 15 to 17 July 2014. A number of sponsorships were received from the Department's partners in support of the 2014 SASCE. The Department's partners contributed approximately R595,000 towards the 2014 programme, prizes and the national event expenses.

Below are the details of 2014 SASCE sponsorship:

Partner	Sponsorship
Via Afrika Publishers	R25,000 in prizes for each province and R25,000 for the National Event. Jingle is R50,000. Total sponsorship R350,000.
AVBOB Foundation	R245,000 towards the cost of the KZN Philharmonic Orchestra and other project and event expenses. This sponsorship excludes uniforms for orchestra members.
The Tirisano Schools Choral Eisteddfod Trust (SASCE)	R328,155 is the positive balance of the Trust held by the FNB. This money will be released for SASCE project and event expenses.

2014 Ministerial District Awards

The Department made a concerted effort to secure partner support for the 2014 Ministerial District Awards. The District Awards incentivise and reward the most improved and top-performing education districts in the country. The Department's partners were keen to support and incentivise these achievements by district management. The total monetary value of these contributions is R256,000 which benefited the top 20 districts.

Partner	Support	Monetary Value
SA Post Office	Prizes	R106,000
Vodacom Foundation	Prizes and gifts	R150,000

Ministerial announcement of the 2014 National Senior Certificate Examination results and the recognition of the top Grade 12 learners in the country

The Department emphasised thorough preparation for the National Senior Certificate (NSC) examination, which is the ultimate measure of the achievements of twelve years of schooling. The NSC results rank among the important performance indicators of the schooling system. It is encouraging to note that public exams in South Africa have attained a high level of stability and, in many respects, their practices have been entrenched in all provinces. The Department received support from six existing business partners (the total monetary value of these contributions was approximately R1,255,000), as follows:

Massmart Walmart

Categories	Prizes
Top three learners in quintile 1	3 x Microsoft Nextbook 10.1 tablets
Top three learners in quintile 2	
Top three learners in quintile 3	3 x Microsoft Office 365 University subscriptions
Top three learners in quintile 4	3 x Wireless Wi-Fi routers
Top three learners in quintile 5	3 x Carry bags

The estimated value of this sponsorship is R70,000.

AVBOB

Categories	Prizes
Top learner in quintile 5	R25,000
Top two learners in quintile 5	R15,000
Top three learners in quintile 5	R10,000

The value of this sponsorship is R50,000.

Via Afrika Publishers

Categories	Prizes
All	27 x 10-inch Samsung tablets

The estimated value of this sponsorship is R150,791.

MTN

Categories	Prizes
All	27 x laptops 27 x phones 27 x goodie bags

The estimated value of this sponsorship is R250,000.

Vodacom Foundation

Categories	Prizes
Host	<ul style="list-style-type: none"> • Provision of the venue for the event, Vodacom World • Catering • Gift packs
Top three learners in quintile 1	A Samsung Galaxy Tablet with SIM card and internet connectivity (airtime voucher) Samsung Galaxy S4(Black) with SIM card, airtime voucher Vodacom-branded backpack
Top learners in Mathematics and Science	
Top learners in Mathematics	
Top learners in Science	
Top three learners in LSEN	

The estimated value of this sponsorship is R350,000.

Investec

Categories	Prizes
Top learner in each of the 5 quintiles	5 x Ci3 Dell laptop
Top learners in Mathematics, Science, and in Mathematics and Science	3 x Ci5 Dell laptop
Second and third learners in Mathematics, Science, and in Mathematics and Science	6 x Ci3 Dell laptop

The total value of this sponsorship is R134,779.

Telkom SA Foundation

Categories	Prizes
All top achievers	<ul style="list-style-type: none"> • 27 x Phone pad • 27 x Telkom airtime • 27 x Telkom Midi • 27 x Telkom printed bags

The estimated value of this sponsorship is R220,000.

The 2014 National Teaching Awards (NTA)

The National Teaching Awards (NTA) were conceptualised and launched in 2000 and the NTA is now in its twelfth year. The Department uses the NTA to acknowledge the extraordinary efforts of all schools and teachers, which have often been achieved under very difficult conditions and in service to many learners from disadvantaged communities throughout South Africa. The NTA event is one of the ways in which the Department can publicly acknowledge and encourage dedicated and caring teachers in their efforts to develop each learner.

The Kha Ri Gude Awards have been successfully integrated as part of the annual NTA, in order to recognise the inspiring work that is done by the volunteer educators, supervisors and coordinators in this ground-breaking anti-illiteracy campaign. In 2014, the Kha Ri Gude Awards were once again incorporated into the NTA.

The Department secured the following sponsorships and support for the 2014 NTA event, which was held on 7 March 2015.

Organisation	Prizes	Value
Paarl Media	Cash prizes	R500,000
Vodacom Foundation	3 x motor cars and 30 x Samsung Galaxy Tablets with SIM card, Blackberry with SIM card and airtime voucher	R500,000
Airlink	10 x return domestic flights with partners	R120,000
Massmart Walmart	18 x Samsung 7" Tab 4/3G/16GB Tablet	R60,000

The estimated value of these sponsorships is R1,180,000. These partnerships benefited the 48 finalists (teachers) of the 2014 National Teaching Awards.

The 2014/15 National School Nutrition Programme Awards

The NSNP Best School Awards were initiated in 2010, with the purpose of recognising excellence in the implementation of the programme and acknowledging the dedication of school management teams (SMTs), educators, volunteer food handlers and school governing bodies (SGBs). It is further aimed at raising the profile of the NSNP and reflecting on its contribution to enabling learners to perform at their optimum level. The Department awarded prizes such as cooking and eating utensils (i.e. chafing dishes, pots, tables, serving spoons, food bins), trophies, as well as certificates to deserving schools. The NSNP Best School Awards ceremony was held at Meqheleng Primary School in the Thabo Mofutsanyana District in the Free State on 19 March 2015. The major sponsored prizes ranged from the building and equipping of a kitchen or dining hall (in consultation with the NSNP) worth R450,000, and equipment for the winning district (towards the NSNP Programme) worth R50,000. The concept, design, layout and distribution of entry forms, information leaflets and A3 posters worth R80,706 were sponsored. The total value of prizes and sponsorship was R580,706.

The Vodacom Foundation and Tiger Brands Foundation donated 50 000 and 16 997 food parcels respectively. The Department's staff members volunteered 67 minutes of their time to package the food parcels. These food parcels were to be distributed to learners identified through the NSNP programme as possibly not having sufficient food at home. Through this donation, 86 schools and 66 997 learners' families benefited. This donation will be repeated over a three-year period, from 2013 to 2015. The monetary value of the contribution is approximately R8,500,000.

The 2014 Education Districts Excellence Awards

The Education Districts Excellence Awards (EDAs) were conceptualised and instituted in 2014. The Education Districts Excellence Awards are an initiative of the Department that acknowledges the extraordinary efforts of education districts and serves to reward excellence among our country's 81 education districts. The Vodacom Foundation donated the sponsorship to the value of R210,000 in the form of 20 generators, 70 fin oil heaters and 14 52cm colour televisions.

4.5.6 Strategic Objectives, Performance Indicators, Planned Targets and Actual Achievements

Table 46: Programme 5 Strategic Objectives, Performance Indicators, Planned Targets and Actual Achievements

PROGRAMME FIVE: EDUCATIONAL ENRICHMENT SERVICES						
Strategic objectives	Programme Performance Indicator	Actual Achievement 2013/14	Planned Target 2014/15	Actual Achievement 2014/15	Deviation from planned target for 2014/15	Comment on variances
Strengthen school management and promote functional schools.	Number of schools that provide learners with nutritious meals.	–	19 800	20 727	+927	The 2015 academic year saw an increase in the number of schools on the NSNP.
Strengthen partnerships with all stakeholders, resulting in education becoming a societal priority.	Number of learners participating in DBE-organised activities on citizenship, rights and responsibilities, and constitutional values.	–	2 500	8 305	+5 805	There was increased participation by learners in DBE-organised activities.

4.5.7 Strategy to Overcome Areas of Under-performance

There is no area of under-performance.

4.5.8 Changes to Planned Targets

None.

4.5.9 Linking Performance with Budgets

Table 47: Programme 5 Linking Performance with budgets

Programme 5: Education Enrichment Services						
Detail per sub-programme	2014/15			2013/14		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
5.1 Programme Management: Educational Enrichment Services						
Current payment	2 681	2 321	360	3 142	3 135	7
Transfers and subsidies	43	42	1	–	83	(83)
Payment for capital assets	75	75	–	–	–	–
Payments for financial assets	–	–	–	–	–	–
5.2 Partnership in Education						
Current payment	22 051	20 309	1 742	9 827	9 785	42
Transfers and subsidies	25	21	4	11	9	2
Payment for capital assets	178	157	21	88	73	15
Payments for financial assets	–	–	–	–	–	–
5.3 Care and support in schools						
Current payment	22 840	22 234	606	32 645	31 766	879
Transfers and subsidies	5 692 902	5 674 247	18 655	5 727 523	5 683 204	44 319
Payment for capital assets	87	142	(55)	408	372	36
Payments for financial assets	–	–	–	137	137	–
Total	5 740 882	5 719 548	21 334	5 773 781	5 728 564	45 217

5. TRANSFER PAYMENTS

Table 48: Transfer Payments to Public Entities

Name of Public Entity	Services rendered by the public entity	Amount transferred to the public entity	Amount spent by the public entity	Achievements of the public entity
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.			<ul style="list-style-type: none"> • For the period under review, 486 cases were finalised. Nineteen of these were special disputes where a child was a victim or witness. • The Council recruited and appointed 86 Commission for Conciliation, Mediation and Arbitration (CCMA)-accredited panellists in the 2014/15 financial year. • A draft Collective Agreement on ELRC Guidelines for promotion arbitrations was tabled during the reported period, which will assist the Council to reduce disputes related to promotions and appointments. • The Council trained 345 dispute resolution practitioners during the reported period, of which 266 were trained by the CCMA on labour law amendments and 59 were trained on grievances, disciplinary, conciliation and arbitration processes. 91 panellists attended professional training and development. • The following Provincial Collective Agreements were ratified: <ul style="list-style-type: none"> - Mpumalanga Collective Agreement 1 of 2014: Transfer of serving educators in terms of operational requirements and permanent appointment of temporary teachers in vacant substantive posts. - KwaZulu-Natal Collective Agreement 1 of 2014: Procedure for dealing with the placement of Further Education and Training (FET) college lecturers who remain in employment with the Department of Education KwaZulu-Natal in terms of Collective Agreement Numbers 4 and 5 of 2007. - KwaZulu-Natal Collective Agreement 2 of 2014: <i>Framework and Guidelines for Implementation of Educator Incentives in KZN.</i> - Gauteng Collective Agreement 1 of 2014: Collective Agreement 1 of 2014 on the conversion of temporary appointment of post level 1 educators into permanent appointment. - North West Collective Agreement 1 of 2014: The provincial procedures for principals displaced as a result of rationalisation, merger and/or closure of schools in giving effect to Collective Agreement 2 of 2003.

Name of Public Entity	Services rendered by the public entity	Amount transferred to the public entity	Amount spent by the public entity	Achievements of the public entity
South African Council for Educators (SACE)	The core functions of SACE are registration, promotion and professional development of educators, as well as setting, maintaining and protecting the ethical and professional standards of educators.	R8.5 million (CPTD grant)	R10.4 million spent for CPTD	<p>1. Professional Development and Research</p> <ul style="list-style-type: none"> • SACE phased in the implementation of the Continuing Professional Teacher Development (CPTD) Management system in two cohorts – Principals and Deputy Principals (1st cohort) and Heads of Departments (HODs) (2nd cohort). • To date, 30 283 out of 34 764 Principals and 34 764 out of 46 788 HODs signed up for participation in the CPTD management system. • 587 new applications on activity/programme endorsement were received and 463 professional development activities were endorsed. • 119 provider approval applications were received and 113 were approved. <p>2. Registration</p> <p>A total of 25 341 new educators were registered, and 30 571 educators that were provisionally on the system were updated.</p> <p>3. Ethics</p> <p>A total of 572 cases were received, of which 420 cases were investigated and 345 were finalised.</p>
Umalusi	Umalusi is responsible for developing and maintaining a sub-framework of qualifications for the General and Further Education and Training Qualifications Sub-framework (NQF Level 1–4) and the quality assurance for these qualifications.	R107 million	R131 million	<ul style="list-style-type: none"> • Umalusi has gazetted the Policy for the General and Further Education and Training Qualifications Sub-framework, and developed related policies. • It sets and monitors quality assurance standards for the qualifications on the sub-framework. • It accredits private providers of education, conducts training and assessment, and monitors and reports on the provision of public assessment. • It has quality-assured all examinations sittings associated with its qualifications which includes the moderation of papers; the monitoring of examination administration and marking; monitoring the resulting process; and the statistical moderation of subjects before approval and certification. • It moderates a sample of school-based assessments including practical assessment tasks.

6. CONDITIONAL GRANTS

6.1 Conditional Grants and Earmarked Funds Paid

Table 49: Conditional Grant: Technical Secondary School Recapitalisation

Department/ Municipality to which the grant has been transferred	All Provincial Departments of Education
Purpose of the grant	To improve conditions of technical schools, to modernise them to meet the teaching requirements of learners in the technical subject fields and to increase the number of suitably qualified and technically skilled graduates from these schools.
Expected outputs of the grant	Forty-nine new workshops to be built to support the technical subject offerings; 307 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 537 workshops; and 2 079 technical schools' teachers to be trained in subject content delivery.
Actual outputs achieved	Free State, Gauteng, KwaZulu-Natal, Northern Cape, North West and Western Cape have managed to complete their outputs for the year 2014/15. Mpumalanga, Eastern Cape and Limpopo have not completed their outputs but have recorded accruals which will require further payments in the next financial period. Details for the year to date were not available at year-end since annual reports from PEDs were due to be submitted to DBE by 30 May 2015.
Amount per amended DORA	R233 million: 2014/15. Without roll-over adjustments.
Amount transferred	R233 million.
Reasons if amount as per DORA was not transferred	All funds have been transferred to provinces.
Amount spent by the department/ municipality	R220 million (94%) actual spending as at 31 March 2015.
Reasons for the funds unspent by the entity	The total amount not spent is R15.5 million, due to slow procurement, service delivery and payment processes.
Monitoring mechanism by the transferring department	Monthly and quarterly reporting, quarterly budget monitoring meetings, school visits and annual evaluation.

Table 50: Conditional Grant: National School Nutrition Programme (NSNP)

Department/ Municipality to which the grant has been transferred	All Provincial Departments of Education
Purpose of the grant	To provide nutritious meals to targeted learners.
Expected outputs of the grant	Nutritious meals served to targeted learners on all school days.
Actual outputs achieved	9 210 673 learners benefited, receiving nutritious meals on all school days.
Amount per amended DORA	R5.5 billion
Amount transferred	R5.5 billion
Reasons if amount as per DORA was not transferred	None
Amount spent by the department/ municipality	R5.5 billion

Reasons for the funds unspent by the entity	None
Monitoring mechanism by the transferring department	<ul style="list-style-type: none"> • Monitoring visits to provinces, districts and schools; • Interprovincial meetings and quarterly reports; and • Reviewing policy, and providing guidelines and resource materials to provinces, districts and schools.

Table 51: Conditional Grant: HIV and AIDS Life Skills Programme

Department/Municipality to which the grant has been transferred	Provincial Departments of Education
Purpose of the grant	<ul style="list-style-type: none"> • To support South Africa’s HIV prevention strategy by increasing sexual and reproductive health knowledge, skills and appropriate decision making among learners and educators. • To mitigate the impact of HIV and TB by providing a caring, supportive and enabling environment for learners and educators. • 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. • To reduce the vulnerability of children to HIV, TB and sexually transmitted infections (STIs), with a particular focus on orphaned and vulnerable children.
Expected outputs of the grant	<ul style="list-style-type: none"> • 1 100 master trainers trained in the integration of sexual and reproductive health (SRH) and TB programmes into the school curriculum. • 19 000 educators trained to implement SRH and TB programmes for learners to be able to protect themselves from HIV and TB and their associated risk factors, including alcohol and drug use. • 7 100 school management teams (SMTs) and school governing bodies (SGBs) 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. • Co-curricular activities on SRH and TB implemented in schools including a focus on prevention of alcohol and drug use, targeting 248 400 learners. • Care and support programmes implemented to reach 163 300 learners and 19 400 educators. • 500 000 curriculum and Assessment Policy Statement (CAPS)-compliant sets of LTSM printed and distributed to schools, including materials for learners with barriers to learning. • Advocacy and social mobilisation events hosted with 530 000 learners, educators and school communities to review and change societal norms and values on SRH and TB, including a focus on key risk behaviours such as alcohol and drug use, to advocate for integrated school health programmes, including HIV testing and improved understanding of the transformative nature of education.

Actual outputs achieved	<ul style="list-style-type: none"> • Advocacy: The target was 280 000 learners and educators. The reach of the programme was 277 623. In addition, 250 000 school community members were targeted. 259 109 parents and other key stakeholders were reached. • Training and development: Targeted 19 000 Life Orientation educators. Reached 18 888. In addition, 8 900 other subject educators were targeted for training in the integration of life skills in their respective subjects. 8 065 were trained. Under-achievement in this focal area was due to the non-approval of training of educators in Limpopo. • Peer education: Targeted 83 570 learners. 84 053 were reached. Targeted 79 450 learners through curriculum-based learner pregnancy and learner retention programmes. Reached 79 475. In addition, 45 320 learners were targeted for the prevention of alcohol and drug use. 44 703 learners were reached. The reach of this aspect of peer education was below target due to the non-approval of educator training in Limpopo. • Care and support: 12 270 School-Based Support Teams (SBSTs) were targeted for training. Reached 14 520. In addition, 6 468 SMTs and SGBs were targeted for development of policy implementation plans. 14 520 educators and support staff were trained. 16 100 OVCs were targeted. 157 340 learners were reached. • Learning and Teaching Support Materials (LTSM): Targeted 500 000 sets of LTSM to procure and distribute to 17 500 schools. Distributed 673 647 sets of LTSM to 16 005 schools. • Monitoring and Support: 12 900 school visits targeted. Visited 11 712 schools.
Amount per amended DORA	R231 million
Amount Transferred	R212 million
Reasons if amount as per DORA was not transferred	The third and fourth tranches (R18.6 million) for Limpopo were withheld due to under-expenditure.
Amount spent by the Department / municipality	R222 million
Reasons for the funds unspent by the entity	<ul style="list-style-type: none"> • Limpopo: Late and non-approval of tender specifications to conduct training for educators and other activities. This was due to the then Administrator not approving training to be held at commercial venues. At the same time, the province reported that non-commercial venues in the province were not conducive to accommodate people for training. • The province uses in-house training due to the mostly rural location and therefore challenged transport for educators to attend training. Travel for educators to attend training would be too costly. Hence the option to use commercial venues. • Eastern Cape, Free State and North West: Payment of invoices for activities could not have been effected by end-March 2015, as these activities were held during February/March 2015.
Monitoring mechanism by the transferring National Officer	<ul style="list-style-type: none"> • Visits to the province to meet with the programme managers. • Review and analysis of implementation (expenditure against the allocated budget). • Withholding of funds where necessary, allowing the province a chance to spend the transferred funds. • Regular reporting through all DBE reporting processes (monthly and quarterly), as well as to the National Treasury.

Table 52: Conditional Grant: Dinaledi Schools

Department/ Municipality to which the grant has been transferred	All Provincial Departments of Education
Purpose of the grant	To increase participation in and improve performance of learners taking Mathematics, Physical Science and Life Sciences.
Expected outputs of the grant	<ul style="list-style-type: none"> • Laboratories, apparatus and consumables. • Mathematical equipment – geometry sets, calculators. • Study guides, reference works and past papers. • Information and Communications Technology (ICT) hardware, software and internet connectivity. • Computer software for the designated subjects. • Access to educational television broadcasts –TV sets, decoders, receiving dishes, digital projectors and electronic whiteboards. • Content, didactic and pedagogic programmes to improve teacher effectiveness in Mathematics, Physical Science and Life Sciences. • Management training and/or mentoring for principals and school management teams. • Participation in Mathematics and Science Olympiads and fairs and establishment of science clubs. • Performance incentives for learners, teachers and/or schools. • Supernumerary teachers of Mathematics and Physical Science. • One laboratory assistant per school.
Actual outputs achieved	<p>Based on individual provinces' needs:</p> <ul style="list-style-type: none"> • Laboratories, apparatus and consumables; • Mathematical equipment – geometry sets, calculators.; • Study guides, reference works and past papers; • Information and Communications Technology (ICT) hardware, software and internet connectivity; • Computer software for the designated subjects; • Access to educational television broadcasts –TV sets, decoders, receiving dishes, digital projectors and electronic whiteboards; • Content, didactic and pedagogic programmes to improve teacher effectiveness in Mathematics, Physical Science and Life Sciences; • Management training and/or mentoring for principals and school management teams; • Participation in Mathematics and Science Olympiads and fairs and establishment of science clubs; • Performance incentives for learners, teachers and/or schools; • Supernumerary teachers of Mathematics and Physical Science; and • One laboratory assistant per school.
Amount per amended DORA	R111 million
Amount transferred	R103 million
Reasons if amount as per DORA was not transferred	Due to non-compliance with DORA – specifically low spending, only the first transfer of funds was made to Limpopo.
Amount spent by the department/ municipality	R96 million
Reasons for the funds unspent by the entity	PEDs reported challenges related to their provincial supply chain management sections.
Monitoring mechanism by the transferring department	Analysis of quarterly and monthly reports received by the DBE from the PEDs. On-site visits to Dinaledi schools in provinces.

Table 53: Conditional Grant: Education Infrastructure Grant

Department/ Municipality to which the grant has been transferred	All Provincial Departments of Education
Purpose of the grant	The purpose of the grant is to help accelerate construction, maintenance, upgrading and rehabilitation of new and existing infrastructure in education, and to enhance capacity to deliver infrastructure and to address damage to infrastructure caused by natural disasters.
Expected outputs of the grant	<ul style="list-style-type: none"> • New schools and additional libraries and laboratories constructed. • Existing school infrastructure upgraded and rehabilitated. • New and existing schools maintained. • Number of work opportunities created.
Actual outputs achieved	In the 2014/15 financial year, a total of 2 395 teaching spaces, 856 administrative spaces, 605 maintenance or upgrading projects, 640 water, 643 sanitation, 175 electricity, 238/ 225 fencing and 41 sports facilities were provided. The sector has provided a total of 121 new and replacement schools in respective provinces.
Amount per amended DORA	R7.3 billion
Amount transferred	R7.3 billion or 100% was transferred to PEDs in the 2014/15 financial year.
Reasons if amount as per DORA was not transferred	Not applicable
Amount spent by the PED	The allocated budget for the 2014/15 financial year was R6.9 billion and was adjusted by a total of R661,763,501 (roll-overs from the previous financial year and ASIDI converted allocation) to R7.3 billion. A total of R7.1 billion or 97% of the adjusted budget was spent by PEDs.
Reasons for the funds unspent by the PED	<p>Eastern Cape: The PED had cited a number of reasons for the under-spending. Coega Development sanitation programme had reported low spending expenditure due to a two to three-month delay with procurement of contractors. CDC (Coega) was allocated projects amounting to R100 million (subsequently reduced to R65 million) on which their appointment of PSPs and contractors were extremely delayed due to internal procurement issues.</p> <p>Delays in implementation of some of the Department of Public Works’s large projects due to labour unrest and strikes (Jeffreys Bay, Sunshine Special School and Jubilee Park Primary School).</p> <p>Delays in replacing terminated contracts at Klipfontein Primary School and St Matthews Senior Secondary School due to non-performance.</p> <p>Free State: The PED had cited delays in supply chain management processes where delays in the appointment of some projects led to re-advertisement. This had adverse consequences as multiple projects were clustered for ease of management – among others, cash flow management measures introduced to control the anticipated general over-expenditure of the Free State Department of Education budget.</p> <p>North West: The PED had cited challenges which led to under-spending. New schools implemented by North West DoE were delayed due to late appointments by the Supply Chain Management Unit, which took too long to evaluate, adjudicate and award successful bidders. These processes resulted in late appointment of contractors. There were disruptions by the communities on two major projects. These protests were as a result of sub-contractors demanding that they be paid 30% of the contract value of the project thus causing more delays (e.g. Alabama and Oukassie Primary Schools). Community protesters, demanding to be employed without meeting proper requirements, caused delays of projects. There were also challenges related to tribal authorities – land disputes between the tribal authority and local municipality. Transfer of projects to DPW as the implementing agent led to delays in implementation of the programme. This followed the decision by EXCO to have infrastructure projects implemented by Public Works in the province. Another challenge was poor performance of contractors and consultants and thus delays in submitting invoices.</p>
Monitoring mechanism by the transferring department	Monitoring visits after every two quarters of the financial year. Deployment of ASIDI provincial coordinators to do site inspections on selected projects.

Table 54: Conditional Grant: School Infrastructure Backlogs

Department/ Municipality to which the grant has been transferred	Department of Basic Education
Purpose of the grant	<ul style="list-style-type: none"> • To accelerate construction, maintenance, upgrading and rehabilitation of new and existing infrastructure in education, address schools affected by disasters and enhance capacity to deliver infrastructure in education. • Provision of basic services to schools, that is, water, sanitation and electricity.
Expected outputs of the grant	<ul style="list-style-type: none"> • Eradication and replacement of 510 entirely inappropriate schools. • 1 257 schools provided with water. • 868 schools provided with sanitation. • 878 schools provided with electricity.
Actual outputs achieved	106 inappropriate schools have been replaced. An additional 187 inappropriate schools are at various stages of implementation. 371 have been provided with sanitation, 381 provided with water and 292 electrified.
Amount per amended DORA	R2.9 billion
Amount transferred	R2.5 billion
Reasons if amount as per DORA was not transferred	Not applicable
Amount spent by the department/ municipality	R2.5 billion
Reasons for the funds unspent by the entity	Delays in procurement by implementing agents of professional service providers and contractors delayed the start of construction activities. A number of contracts with contractors had to be terminated due to poor performance.
Monitoring mechanism by the transferring department	Monthly progress meetings with implementing agents and site visits are conducted on a regular basis. Progress report are received and reviewed on a monthly basis.

Table 55: Conditional Grant: Occupation Specific Dispensation

Department/ Municipality to which the grant has been transferred	All Provincial Education Departments, excluding Limpopo
Purpose of the grant	To establish parity in remuneration in compliance with ELRC Collective Agreement 1 of 2012. To augment the baseline compensation budget of the PEDs to enable them to comply with ELRC Collective Agreement 1 of 2012.
Expected outputs of the grant	To ensure that provinces meet the payment obligations over a two-year period for educators covered by ELRC Collective Agreement 1 of 2012.
Actual outputs achieved	The payment obligation has been met for the 2014/15 financial year.
Amount per amended DORA	R213 million
Amount transferred	R213 million
Reasons if amount as per DORA was not transferred	Not applicable
Amount spent by the department/ municipality	R192 million
Reasons for the funds unspent by the entity	During the implementation of this grant during the 2013/14 financial year, it became apparent that whereas the conditional grant framework for the OSD Education Sector Therapists does indeed make provision for the reimbursements for OSD-related expenses incurred in 2012/13, operationalising it presented challenges. The challenges mainly stemmed from the fact that funds that were to be reimbursed, have already been debited against the PEDs compensation of employees' budget funded from their equitable share and reflected as such in the accounting records for 2012/13.
Monitoring mechanism by the transferring department	PEDs submit quarterly reports.

6.2 Earmarked Funds Received

The DBE received earmarked funds for:

- The Kha Ri Gude mass literacy programme
- NEEDU
- Workbooks
- NSFAS (Funza Lushaka)
- Annual National Assessment
- The National School Nutrition Programme
- The School Infrastructure Backlogs indirect grant
- NECT.

The above funds were structured as part of Vote 15.

7. DONOR FUNDS

7.1 Donor Funds Received

Table 56: Donor Funds Received

	European Union donor funding for the Primary Education Sector Policy Support Programme
Full amount of the funding	R976 million
Period of the commitment	2010–2015
Purpose of the funding	<p>The purpose is to strengthen fundamental elements of the General Education and Training band in order to ensure quality basic education for all learners. The emphasis of the Primary Education Sector Budget Support is to support initiatives that demonstrate:</p> <ul style="list-style-type: none"> • innovative approaches; • pioneering of new approaches; • creation of an enabling environment for development; and • skills transfer. <p>The Department has chosen to concentrate its efforts on the following projects in accordance with government priorities and the Minister’s agreement:</p> <ul style="list-style-type: none"> • implementation of CAPS; • ECD with an emphasis on Grade R; • the provision of high-quality workbooks and textbooks to all learners; • teacher recruitment, support and development; and • providing regular and credible data on school performance and learner attainment.
Expected outputs	<ul style="list-style-type: none"> • Improving literacy and numeracy for Grades R–9; • The provision of high-quality teaching and learning materials (LTSM) to schools; • Improving performance through annual standardised tests; • The promotion of learner performance through the provision of study guides to under-performing schools; and • Improved Initial Teacher Education (ITE) in order to ensure properly qualified teachers in primary schools.
Actual outputs achieved	<ul style="list-style-type: none"> • The National Curriculum Statements (NCS) was fully implemented in the 2014/15 financial year. All grades had received the CAPS and were oriented on the utilisation of the resources. • Grades R–9 were provided with numeracy and literacy workbooks. • Foundation Phase (Grades R–3) Life Skills workbooks were provided. • Grades 4–7 have been provided with Natural Science and Technology workbooks (NST). • Screening and the development of a catalogue for folklore has been completed. • Provision of Grade 11 and 12 Agricultural Technology Resource Material: 15 of the 23 Mind the Gap study guides were completed and published on the DBE website (www.education.gov.za). • Over 6.9 million learners were registered to participate in the ANA tests.
Amount received in current period	R 78.9 million drawings
Amount spent by the Department	R76.5 million
Reasons for the funds unspent	<p>The saving incurred was due to the qualification and learning programmes for the Schools of Skill and Schools for Severe Intellectual Disability not being completed in time.</p> <p>R 2.4 million unspent.</p>

8. CAPITAL INVESTMENT

8.1 Capital Investment, Maintenance and Asset Management Plan

Progress made on implementing the capital, investment and asset management plan.

The Head Office accommodation is currently being maintained as part of a Public-Private Partnership (PPP) where the Private Party is responsible for the maintenance of the building for the duration of the contract period. The Department is responsible for an agreed monthly unitary fee that is escalated yearly based on the Consumer Price Index.

Since the inception of the ASIDI programme, a cumulative number of 106 inappropriate schools have been replaced. An additional 211 inappropriate schools are at various stages of implementation; 371 provided with sanitation, 381 provided with water and 292 electrified. An additional 578 water, 214 sanitation and 218 electrification projects are at various stages of implementation.

Infrastructure projects completed in the current year and the progress in comparison to what was planned at the beginning of the year, with reasons for material variances (2% variance):

PPP – None.

ASIDI: The remaining 211 schools to be implemented are schools with low enrolments (less than 135) located in the Eastern Cape, and these are undergoing a process of rationalisation and mergers. This process has an ongoing effect on the ability to start construction activities as planned and delays the completion of projects.

Plans to close down or downgrade any current facilities:

PPP – None.

Not applicable to ASIDI; PEDs are responsible for this function.

Progress made on the maintenance of infrastructure:

PPP – The Head Office accommodation is being maintained as per the PPP contract.

Not applicable to ASIDI; PEDs are responsible for this function.

Developments relating to the above that are expected to impact on the Department's current expenditure:

PPP – None.

Not applicable to ASIDI.

Details as to how asset holdings have changed over the period under review, including information on disposals, scrapping and loss due to theft:

PPP – None.

Asset Management – the losses written off due to theft amount to R150,216.96 and no scrapping or disposals were recorded for the year 2013/14.

ASIDI transfers assets to responsible custodians on completion therefore custodians are responsible for this function.

Measures taken to ensure that the Department's asset register remained up-to-date during the period under review:

PPP – None.

Asset Management – The ordering, receiving and distribution of assets are done by Asset Management and through this process the Assets Register is continually updated. The annual stock count is also conducted at least once a year which ensures that any

discrepancies are identified and corrected.

ASIDI is implementing PEDs' assets and therefore PEDs are responsible for this function.

The current state of the Department's capital assets:

PPP – The Head Office building is in a very good condition.

Asset Management - Most of the Departmental assets are in good condition as they are under the PPP contract.

Not applicable to ASIDI.

Major maintenance projects that have been undertaken during the period under review:

PPP – As per the PPP contract.

Not applicable to ASIDI.

Infrastructure projects that are currently in progress (list projects) and when are they expected to be completed:

PPP – None.

Table 57: ASIDI: List of schools where construction progress exceeded 25%

Province	District Municipality	Local Municipality	Educational District	Name	Progress/Status	Progress %
EC	Amatole	Mnquma	Butterworth	Nonceba Junior Primary School	Construction	99%
EC	Amatole	Mnquma	Butterworth	Siseko Junior Secondary School	Construction	99%
EC	Oliver Tambo	Mhlontlo	Qumbu	Konkabi Junior Secondary School	Construction	98%
EC	Oliver Tambo	Nyandeni	Libode	Mfundweni Junior Primary School	Construction	98%
EC	Oliver Tambo	Qaukeni	Lusikisiki	Ndimbaneni Senior Primary School	Construction	98%
NW	Dr Kenneth Kaunda	Ventersdorp	Potchefstroom	Motaung Primary School	Construction	98%
NW	Dr Kenneth Kaunda	Ventersdorp	Potchefstroom	Toevlug Primary School	Construction	98%
LP	Greater Sekhukhune	Greater Tubatse	Sekhukhune	Honoko Primary School	Construction	97%
EC	Oliver Tambo	Mhlontlo	Qumbu	Zamilizwe Senior Primary School	Construction	96%
EC	Sisonke	Umzimkhulu	Sisonke	Bomvini Senior Primary School	Construction	95%
FS	Xhariep	Letsemeng	Xhariep	Luckhoff Combined School	Construction	95%
MP	Ehlanzeni	Bushbuckridge	Lehukwe	Tiyimeleni Primary School	Construction	95%
EC	Oliver Tambo	King Sabata Dalindyebo	Mthata	Lucingweni Junior Secondary School	Construction	94%
FS	Mangaung	Mangaung	Motheo	Tjhebelopele Primary School	Construction	94%
EC	Oliver Tambo	Mhlontlo	Qumbu	Jence Junior Secondary School	Construction	93%
FS	Thabo Mofutsanyana	Setsoto	Thabo Mofutsanyana	Caledonpark Primary School	Construction	93%
EC	Amatole	Mbhashe	Dutywa	Mhala Junior Secondary School	Construction	92%
LP	Vhembe	Thulamela	Vhembe	Nkatini High School	Construction	90%
EC	Oliver Tambo	Mhlontlo	Qumbu	Lower Tyira Junior Secondary School	Construction	87%
WC	Overberg	Overstrand	Overberg	Hawston Primary School	Construction	87%
EC	Oliver Tambo	Nyandeni	Libode	Dalibunga Comprehensive High School	Construction	85%
EC	Oliver Tambo	Nyandeni	Libode	Mayibenye Senior Primary School	Construction	85%
EC	Cacadu	Kouga	Uitenhage	Nomzamo Madikizela Mandela Primary School	Construction	85%
EC	Amatole	Mnquma	Butterworth	Siyanda Senior Primary School	Construction	85%

ANNUAL REPORT 2014/15
VOTE 15 DEPARTMENT OF BASIC EDUCATION

Province	District Municipality	Local Municipality	Educational District	Name	Progress/Status	Progress %
WC	City Of Cape Town	City of Cape Town	Metro North	Sophakama Primary School	Construction	85%
FS	Mangaung	Mangaung	Motheo	Heide Primary School	Construction	84%
EC	Oliver Tambo	Qaukeni	Lusikisiki	Lubala Senior Primary School	Construction	82%
EC	Oliver Tambo	Nyandeni	Libode	Smuts Ndamase Senior Secondary School	Construction	81%
EC	Oliver Tambo	Qaukeni	Lusikisiki	Mali Senior Primary School	Construction	80%
EC	Oliver Tambo	Qaukeni	Lusikisiki	Mangena Primary School	Construction	80%
EC	Oliver Tambo	Mhlontlo	Qumbu	Sizwe Senior Primary School	Construction	80%
EC	Oliver Tambo	Nyandeni	Libode	Dokodela Junior Secondary School	Construction	79%
EC	Oliver Tambo	King Sabata Dalindyebo	Mthata	Hlabatshane Senior Secondary School	Construction	79%
FS	Fezile Dabi	Metsimaholo	Fezile Dabi	Pele-Ya-Pele Senior Secondary School	Construction	79%
EC	Oliver Tambo	Qaukeni	Lusikisiki	Zamekile Junior Primary School	Construction	77%
FS	Lejweleputswa	Nala	Fezile Dabi	Nampo AS/S	Construction	77%
EC	Oliver Tambo	Nyandeni	Libode	Bungu Junior Secondary School	Construction	76%
EC	Oliver Tambo	Port St Johns	Libode	Tyityane Senior Primary School	Construction	76%
EC	Port St Johns	Libode	Oliver Tambo	Pondolwendlovu Senior Secondary School	Construction	75%
EC	Oliver Tambo	Nyandeni	Libode	Zibungu Junior Secondary School	Construction	75%
FS	Thabo Mofutsanyana	Dihlabeng	Thabo Mofutsanyana	Ntsu Senior Secondary School	Construction	74%
FS	Thabo Mofutsanyana	Setseto	Thabo Mofutsanyana	Itemoheng Primary School	Construction	71%
EC	Oliver Tambo	Mhlontlo	Qumbu	Dweba Senior Secondary School	Construction	70%
EC	Oliver Tambo	Qaukeni	Lusikisiki	Mixhume Junior Secondary School	Construction	70%
EC	Oliver Tambo	Nyandeni	Libode	Zanokhanyo Senior Secondary School	Construction	70%
FS	Thabo Mofutsanyana	Dihlabeng	Thabo Mofutsanyana	Bethlehem Combined School	Construction	70%
EC	Oliver Tambo	Mhlontlo	Qumbu	Ndakana Senior Primary School	Construction	69%
EC	Amatole	Mbhashe	Dutywa	No-Ofisi Senior Primary School	Construction	67%
WC	City of Cape Town	City of Cape Town	Metro Central	Voorspoed Primary School	Construction	67%

ANNUAL REPORT 2014/15
VOTE 15 DEPARTMENT OF BASIC EDUCATION

Province	District Municipality	Local Municipality	Educational District	Name	Progress/Status	Progress %
KZN	Amajuba	Utrecht	Amajuba	Lembe Primary School	Construction	65%
WC	City of Cape Town	City of Cape Town	Metro Central	Red River Primary School	Construction	65%
EC	Oliver Tambo	Qaukeni	Lusikisiki	Mkumbi Junior Secondary School	Construction	63%
EC	Elundini		Ukhahlamba	Zamakulungisa Senior Primary School	Construction	62%
FS	Thabo Mofutsanyana	Dihlabeng	Thabo Mofutsanyana	Clarens Intermediate School	Construction	60%
EC	Amatole	Mbhashe	Dutywa	Gwenteshe Junior Primary School	Construction	59%
EC	Oliver Tambo	Qaukeni	Lusikisiki	Nkozo Junior Secondary School	Construction	59%
WC	City of Cape Town	City of Cape Town	Metro Central	Mount View Senior Secondary School	Construction	59%
FS	Fezile Dabi	Mafube	Fezile Dabi	Qalabotjha Senior Secondary School	Construction	56%
EC	Oliver Tambo	Nyandeni	Libode	Victor Poto Senior Secondary School	Construction	55%
KZN	Amajuba	Dannhauser	Amajuba	Enhlanhleni	Construction	55%
WC	City of Cape Town	City of Cape Town	Metro Central	Silverstream Primary School	Construction	54%
EC	Oliver Tambo	Mhlontlo	Qumbu	Nxanxadi Junior Secondary School	Construction	53%
EC	Oliver Tambo	Nyandeni	Libode	Waban Senior Secondary School	Construction	51%
EC	Chris Hani	Engcobo	Ngcobo	Exhibeni Junior Primary School	Construction	50%
EC	Oliver Tambo	Qaukeni	Lusikisiki	Mkumeni Junior Primary School	Construction	50%
EC	Oliver Tambo	Ntabankulu	Lusikisiki	Mgqumangwe Senior Primary School	Construction	49%
EC	Oliver Tambo	Port St Johns	Libode	Taleni Senior Primary School	Construction	47%
EC	Oliver Tambo	King Sabata Dalindyebo	Mthata	Sinolwazi Senior Secondary School	Construction	42%
EC	Oliver Tambo	King Sabata Dalindyebo	Mthata	Thwalupahla Senior Primary School	Construction	42%
KZN	Zululand	Abaqulusi	Vryheid	Ingweni Phaphama Primary School	Construction	41%
EC	Oliver Tambo	King Sabata Dalindyebo	Mthata	Ngcenduna Junior Secondary School	Construction	39%
WC	City of Cape Town	City of Cape Town	Metro North	Du Noon Primary School	Construction	37%
WC	City of Cape Town	City of Cape Town	Metro East	Scottsdene Senior Secondary School	Construction	37%
EC	West Coast	Swartland	West Coast	Vooruitsig Primary School	Construction	34%

ANNUAL REPORT 2014/15
VOTE 15 DEPARTMENT OF BASIC EDUCATION

Province	District Municipality	Local Municipality	Educational District	Name	Progress/Status	Progress %
EC	Oliver Tambo	Port St Johns	Libode	Dalibango Senior Primary School	Construction	32%
EC	Chris Hani	Intsika Yethu	Cofimvaba	Gobinamba Senior Secondary School	Construction	30%
EC	Oliver Tambo	Port St Johns	Libode	Mvume Springs Senior Primary School	Construction	30%
EC	Oliver Tambo	Mhlontlo	Qumbu	Luxeni Junior Secondary School	Construction	29%
EC	Oliver Tambo	Qaukeni	Lusikisiki	Bukazi Junior Secondary School	Construction	28%
EC	Oliver Tambo	Nyandeni	Libode	Mangala Senior Secondary School	Construction	28%
WC	City of Cape Town	City of Cape Town	Metro North	Delft Primary School	Construction	27%
EC	Mbizana	Libode	Oliver Tambo	Bhekizulu Senior Secondary School	Construction	26%
EC	Oliver Tambo	Nyandeni	Libode	Chief Henry Bokleni Senior Secondary School	Construction	26%
FS	Xhariep	Letsemeng	Xhariep	Diamanthoogte Combined School	Construction	27%

PART C: GOVERNANCE





1. INTRODUCTION

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 practices.

2. RISK MANAGEMENT

The Department views enterprise risk management as imperative for successful delivery of 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 Acting Director-General, Deputy Directors-General, senior management and all subsequent levels of management, in order 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 continual enterprise risk management processes (e.g. awareness sessions, risk assessments and follow-ups), as well as the definition of clear risk management roles and responsibilities.

The Department views the value-added services 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 table below indicates the members of the RMC and the number of meetings attended.

Table 58: Risk Management Committee meetings attended

No.	Name of member	Date appointed	Position	Number of meetings attended
1.	Mr F Froneman	15/10/ 2012	Chairperson	2
2.	Mr S Padayachee	26/01/2012	Member	0
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	2

3. FRAUD AND CORRUPTION

The Department monitored the successful implementation of the approved fraud prevention plan. The whistle-blowing policy was approved and communicated to officials. Employees are encouraged to make use of the national anti-corruption hotline to report fraud cases. Cases reported via the hotline or internally are dealt with by way of investigation processes according to forensic procedures. These cases are discussed extensively at the Risk and Audit Committee meetings, which plays an oversight role.

4. MINIMISING CONFLICT OF INTEREST

The Department ensures the following management processes are implemented to minimise conflicts of interest:

- All senior managers are required to complete a 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 adjudication and evaluation of each bid/tender.

5. CODE OF CONDUCT

The DBE subscribes to the Public Service Code of Conduct.

6. HEALTH, SAFETY AND ENVIRONMENTAL ISSUES

The health, safety and environmental issues form part of the PPP agreement with a private party.

7. PORTFOLIO COMMITTEES

The Department of Basic Education (DBE) has honoured 24 meetings with the parliamentary Portfolio and Select Committees. Nineteen of the meetings were with the Portfolio Committee on Basic Education, two were with the Select Committee on Education and Recreation, one with the Standing Committee on Appropriations (SCOA), one was with the Portfolio Committee on Small Business Development and one was a joint meeting.

The committees mainly requested the DBE to report on the Strategic Plan, Annual Performance Plan, quarterly reports, annual reports, IQMS, CPTD, exam readiness, inclusive education, ICT connectivity in schools, school sports, PPN, ASIDI, and delivery of LTSM.

The DBE also honoured four joint meetings with the Portfolio Committees on Social Development, Telecommunications and Postal Services, Sports and Recreation and the South African Council for Educators.

The Department held a strategic workshop in Pretoria with the Portfolio Committee on Basic Education and the Select Committee on Education and Recreation. This was intended to apprise the new MPs of the DBE programmes.

The Department provided support and joined three oversight visits with the Portfolio Committee on Basic Education, one with the Select Committee on Education and Recreation and another with the Standing Committee on Appropriations. The Portfolio Committee on Basic Education visited Kuruman in Northern Cape, Sterkspruit in Eastern Cape, Vryburg in North West, and iLembe, uMkhanyakude and uMzintyathi districts in KwaZulu-Natal.

The table below highlights the dates of the meetings and oversight visits, as well as the matters raised by the Portfolio and Select Committees during the meetings and oversight visits.

Table 59: Matters raised in Portfolio and Select Committees' meetings and oversight visits

2014/15 DBE Parliamentary Committee Meetings				
Date of meeting	Committee	Topic for discussion	Matters raised by the Portfolio and Select Committees	How the Department addressed the matters raised
1 July 2014	PC Basic Education	Budget review: Department of Basic Education	<ul style="list-style-type: none"> How was the Department strengthening accountability and management of schools? It seemed that the Department was taking over much of the work of provinces – what percentage of the Department's budget was used by the Department for doing provincial duties? 	The Department worked with provinces and through provinces in various capacities. The DBE was doing everything possible to ensure national and provincial departments understood their functions, roles and responsibilities.
8 July 2014	PC Basic Education	Budget review: SACE, ELRC and Umalusi	<ul style="list-style-type: none"> Clarity was sought on the ELRC's listing as a public entity. The Portfolio Committee was concerned about the veracity of the information from the SACE database and statistics. 	Submission was made to the National Treasury for the delisting. Process was underway to verify and clean the data.
9 July 2014	SC Education and Recreation	Budget Review: Department of Basic Education	There should be more disaggregation of information per province.	This was done from the ensuing meetings.
29 July 2014	PC Basic Education	Fourth Quarterly Report: Department of Basic Education	Low spending on ASIDI.	The Department has learned valuable lessons in the ASIDI projects that are used to improve performance of the project.
19 August 2014	PC Basic Education	<ul style="list-style-type: none"> Progress in respect of Early Childhood Development (ECD) Progress in Incremental Introduction of African Languages (IIAL) 	<ul style="list-style-type: none"> It was important that early childhood was properly defined and understood by all stakeholders. This included the term 'school-going age'. 	There are good working relations with the Department of Social Development at transversal level as well as in the coordination of Outcome 13.
26 August 2014	PC Basic Education	Integrated Quality Management System (IQMS); Joint with SACE	<ul style="list-style-type: none"> There was concern regarding the resistance from teachers to participating in the IQMS. 	There is great improvement in the system because the DBE has assigned monitors who assist schools.
29–30 August 2014	PC Basic Education and SC Education and Recreation	Induction workshop		
2 September 2014	PC Basic Education	<ul style="list-style-type: none"> National Senior Certificate (NSC) Examination readiness 2014 Annual National Assessment (ANA) readiness 2014 	<ul style="list-style-type: none"> Members raised concern over the security of question papers stored at schools. 	The DBE has increased the security and monitoring in this regard.

2014/15 DBE Parliamentary Committee Meetings				
Date of meeting	Committee	Topic for discussion	Matters raised by the Portfolio and Select Committees	How the Department addressed the matters raised
3 September 2014	Standing Committee on Appropriations	<ul style="list-style-type: none"> • First quarter expenditure for the 2014/15 financial year (including cost containment measures) • School Infrastructure Backlogs Grant (SIBG) in respect of: <ul style="list-style-type: none"> – brief outline of the conceptualisation of the SIBG; – Objectives and intentions of the SIBG; – Overview of the historic performance of the SIBG; and – SIBG financial and non-financial performance for 2014/15. 	<p>The Committee gauged the ASIDI performance over the four-year period since its inception and welcomed the recent improvements in performance, including the remedial steps taken by the Department in response to delays and challenges experienced.</p>	<p>The Department has learned valuable lessons in the ASIDI projects that are used to improve performance of the project.</p>
9 September 2014	PC Basic Education	<ul style="list-style-type: none"> • First Quarterly Report • Inclusive Education 	<ul style="list-style-type: none"> • Members mentioned that Inclusive Education was very broad and that not much support was given to schools to implement Inclusive Education, as well as Special Schools. 	<p>The DBE has been attending to the matter since the Minister declared 2013 as the year of inclusive education.</p>
12 September 2014	PC Basic Education and PC Telecommunications Postal Services (Joint Meeting) – including ICASA, SENTECH, USAASA, SITA, Telkom, Vodacom, Neotel, Cell – C and MTN	Broadband and school connectivity	<ul style="list-style-type: none"> • Members agreed that there was no coherent coordination of the processes among all stakeholders, including the two Departments. • Members remained unsure of the actual number of schools targeted for the project – and their names and location. 	<p>The affected Departments will co-ordinate the work they are doing instead of working in silos.</p>
16 September 2014	PC Basic Education	Improving the quality of educational districts	<ul style="list-style-type: none"> • Members raised concerns that subject advisors were not visiting schools in various districts due to unavailable resources or motor vehicles/motor vehicle allowances. Members queried the value that subject advisors brought to the system. • The Department needed to look seriously at the issues around staffing of district offices and appointment criteria. 	<p>It is important that the Department gives assistance to these subject advisors and equips them with the necessary tools and what was expected of them.</p>

2014/15 DBE Parliamentary Committee Meetings				
Date of meeting	Committee	Topic for discussion	Matters raised by the Portfolio and Select Committees	How the Department addressed the matters raised
23–26 September 2015	PC Basic Education	Oversight to John Taolo Gaetsewe District in the Northern Cape and Sterkspruit District, Eastern Cape	The PC conducted an impromptu visit to the two affected schools. Bagaphadima Secondary School (disrupted from 5 June 2014) and Detshepeng Primary School (disrupted from 5 June 2014 and administration block was set on fire). A meeting was held with the HOD of the Northern Cape Department of Education.	The schools had reopened while the complaints raised were being attended to by the task team.
14 October 2014	PC Basic Education	DBE Annual Report 2013/14	<ul style="list-style-type: none"> Members raised concern over the issue of under-spending and irregular expenditure. 	The issue of ASIDI was being attended to using the lessons learned.
15 October 2014	PC Basic Education	Annual Report 2013/14: The Council for Quality Assurance in General and Further Education and Training (Umalusi)	<ul style="list-style-type: none"> Members were concerned over the readiness of provinces for the National Senior Certificate Examinations for 2014, especially in the Eastern Cape and Limpopo where there were considerable challenges. Members requested that the DBE and Umalusi supply the Portfolio Committee with an update on the challenges in the affected provinces. 	The DBE has strengthened the monitoring system
16 October 2014	PC Basic Education	Annual Report 2013/14: The Education Labour Relations Council (ELRC)	<ul style="list-style-type: none"> Members sought further clarity and understanding with regard to the delisting of the ELRC as a public entity and its impact on the work of the ELRC. 	Clarity will be provided after the pronouncement by the National Treasury.
17 October 2014	PC Basic Education	Annual Report 2013/14: South African Council for Educators (SACE)	<ul style="list-style-type: none"> The Portfolio Committee was concerned over the verification and authenticity of qualifications of foreign educators. 	SACE agreed to address the matter urgently.
21–24 October 2014	SC Education and Recreation	Oversight visit to OR Tambo District Municipality, Eastern Cape	Main concern was the dysfunctionality of Mditshwa SS School.	The MEC of the EC committed to attend to the matter.

2014/15 DBE Parliamentary Committee Meetings				
Date of meeting	Committee	Topic for discussion	Matters raised by the Portfolio and Select Committees	How the Department addressed the matters raised
28 October 2014	PC Basic Education	<ul style="list-style-type: none"> Update on implementation of the curriculum for Physical Education: <ul style="list-style-type: none"> School Sport Programme; Funding Allocations; Progress in respect of identified; amendments to the SA School Act regarding drug testing at schools; and Support of the Sport-focused schools programme. 	<ul style="list-style-type: none"> Members cautioned that the Memorandum of Understanding (MoU) was signed in 2001 and not much had been achieved. Members queried the areas of concern in respect of the signed MoU between the two departments. 	The two departments asked for the follow-up meeting to provide updates because there was good progress on the matter.
29 October 14	SC on Education and Recreation	Implementation of Early Childhood Development Programme.	The Committee appreciated the good work done and encouraged the Department to consider the implementation of 0-4 years.	Plans are in place for the implementation of the 0-4 years.
4 November 14	PC Basic Education	<ul style="list-style-type: none"> National Education Collaboration Trust on progress in implementation of the Education Collaboration Framework. Briefing on the findings of a research project on Initial Teacher Education. 	<ul style="list-style-type: none"> Members were concerned that there was a push for learners to achieve certain percentages but they were not supplied with adequate resources (e.g. libraries/ laboratories/ computer labs). Many schools did not reach their required infrastructure targets. 	The Department continues to implement the necessary interventions in the system.
25-26 November 2014	PC Basic Education	Oversight visit to Vryburg, North West.	The district was ready to administer examinations.	The district was ready to administer examinations.
1-6 February 2015	PC Basic Education	Oversight visit to KwaZulu-Natal: uMkhanyakude, uMzinyathi and iLembe districts.	Districts were too vast.	Currently the vastness of the province remains a challenge.
3-6 February 2015	Standing Committee on Appropriations	Oversight visit to the Libode District, Eastern Cape, to assess the ASIDI programme.	The Committee visited Langeni Senior Primary, Chief Boklein Senior Secondary, Bhekizulu Senior Secondary, and Gcinisizwe Senior Primary Schools. The Committee noted that spending and delivery performance has improved over the years and that the eradication of mud structures is a positive development. However, members were worried about the delays in the construction of Bhekizulu and Chief Boklein Schools. Most worrying was that the contractor allocated to the schools had a history of poor performance.	The Department is aware of the challenge regarding delays, but has conducted a financial risk assessment on the impact of the possible termination of the contracts and is trying to balance all the consequences while enforcing conditions stipulated in the contract that relates to poor performance.

2014/15 DBE Parliamentary Committee Meetings				
Date of meeting	Committee	Topic for discussion	Matters raised by the Portfolio and Select Committees	How the Department addressed the matters raised
24 February 2015	PC Basic Education	Second and third DBE Quarterly Reports: – Including Progress and Status of Accelerated School Infrastructure Development Initiative (ASIDI), – Post Provisioning Norms (PPN), – Teacher Profiling and Learner and Teacher Support Materials (LTSM).	<ul style="list-style-type: none"> Members were also concerned about the management of spending in respect of the Kha Ri Gude Programme. 	The DBE is adopting a cautious approach as there were some matters raised by the Acting Director-General that are still being addressed.
3 March 2015	PC Basic Education	National Senior Certificate Examinations (including irregularities and cheating): The Department of Basic Education (DBE) and the Council for Quality Assurance in General and Further Education and Training (Umalusi); – Learner Transport; – School Governing Bodies election preparations.	<ul style="list-style-type: none"> Members wanted to know how Umalusi moderated question papers only to realise at a later stage that the papers were either too easy or too difficult. 	This matter remains tricky as the actual testing of the strength of the question paper remains the actual writing.
10 March 2015	PC Basic Education	<ul style="list-style-type: none"> Action plan to address the Auditor-General of South Africa's findings for the 2013/14 financial year. Action plan to address the Management Performance Assessment Tool (MPAT). 	<ul style="list-style-type: none"> Members queried the strategy in place to deal with the National Student Financial Aid Scheme (NSFAS) in respect of the Funza Lushaka bursary holders who deviated from the studies for which they were financed. 	The Department was re-examining the entire recruitment process of the scheme.
17 March 2015	PC Basic Education	Budget Review 2015/16	Why were some targets dropped?	
18 March 2015	PC Small Business Development	Working with cooperatives.	It seems the Department is not doing enough to empower the cooperatives.	Some provinces are building on the NSNP.
24 March 2015	PC Basic Education	Budget Review ELRC and Umalusi.	Is the matter of delisting finalised?	

8. STANDING COMMITTEE ON PUBLIC ACCOUNTS (SCOPA) RESOLUTIONS

The Department of Basic Education did not appear before the SCOPA. The Department also does not have any SCOPA resolutions outstanding from the previous year.

9. PRIOR MODIFICATIONS TO AUDIT REPORTS

The Accounting Officer developed an action plan for findings raised by the Auditor-General of South Africa (AGSA). These findings were followed up by the Internal Audit Directorate and reported to management. Follow-up audits were performed for internal and external audit reports.

Table 60: Progress made in clearing previous audit findings

Nature of qualification, disclaimer, adverse opinion and matters of non-compliance	Financial year in which it first arose	Progress made in clearing/resolving the matter
Disclaimer in predetermined objectives	2013/14	Decrease in the number of findings raised by the AGSA.
Non-compliance with laws and regulations	2013/14	Action plan developed.

10. INTERNAL CONTROL UNIT

There is no separate directorate to assist in the implementation of internal controls in the Department. Managers are responsible for the implementation of internal controls in their area of responsibility.

11. INTERNAL AUDIT AND AUDIT COMMITTEE

In accordance with the requirements of the Public Finance Management Act, 1999 (PFMA) and Treasury Regulations, the Internal Audit function works in accordance with an Internal Audit Charter approved by the Acting Director-General and the Audit Committee. The Internal Audit function reports administratively to the Acting Director-General and functionally to the Audit Committee. The Audit Committee works in accordance with the Audit Committee Charter. The Internal Audit Directorate performed its audits in accordance with 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 in July 2013 to provide leadership and guidance to the Internal Audit Unit.

The purpose of the Internal Audit Directorate is to provide an independent, objective assurance and advisory service designed to add value and improve the Department's operations. The Internal Audit Directorate performs its functions in accordance with the developed internal audit methodology and aligned to the Institute of Internal Audit Standards as required by the PFMA. Capacity was increased through recruiting unemployed graduates from Deloitte Recruit Talent and through advertisements placed in the media. During the period under review, the Directorate experienced a high turnover of positions at a lower level. The Internal Audit function completed all audits allocated on the coverage plan for the 2014/15 financial year except the ASIDI and Kha Ri Gude audits which were taken as a responsibility of management to address.

The purpose of the Audit Committee is to perform oversight of the functionality of the Internal Audit Directorate and assist the Accounting Officer in the effective execution of his responsibilities relating to risk control and governance. The Audit Committee comprises five members (three external and two internal) and one ex-officio member (Director-General).

The table below discloses relevant information on the Audit Committee members.

Table 61: Audit Committee members' information

Name	Qualifications	Internal or external	If internal, position in the Department	Date appointed	Date resigned	No. Of meetings attended
Mr SG Padayachee	N/A	Ex-officio member	Acting Director-General	1 April 2014	Not Applicable	5
Mr S Sithole	BCom B.Accounting Postgraduate Diploma in Business Management	Chairperson	Not Applicable	19 May 2010; contract renewed on 28 May 2013	Not Applicable	5
Mr F Froneman	National Diploma in Finance	External member	Not Applicable	19 May 2010; contract renewed on 28 May 2013	Not Applicable	5
Ms Kleynhans	N Dip (Cost Accounting)BA (Psychology and Criminology), B Compt, M Com (Computer Auditing)	External member		14 November 2013	Not Applicable	4
Mr B Mpanza	Senior Teacher's Diploma, Bpaed Degree, BA Honours in Economics and MBA	Internal member	Chief Director	2012	Not Applicable	4
Ms G Modise	BCom (Hons) in financial management	Internal member	Director		Not Applicable	5

12. REPORT OF THE AUDIT COMMITTEE

We are pleased to present our report for the financial year ended 31 March 2015.

12.1 Audit Committee Responsibility

The Audit Committee complied with its responsibilities in accordance with Section 38 (1) (a) (ii) of the Public Finance Management Act and Section 3.1.13 of the Treasury Regulations. The Audit Committee discharged its functions in accordance with an approved Audit Committee Charter.

12.2 The Effectiveness of Internal Control

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.

Our review of the findings of the internal audit work revealed key weaknesses which were raised with the Department.

The Internal Audit Directorate was not able to complete the annual coverage plan due to capacity, the inability to outsource audits and only recruiting and contracting additional staff late in the financial year. The coverage plan for the 2014/15 financial year included a total of twenty-one (21) audits. Eighteen (18) audits were completed by 31 March 2015. Supply Chain Management, Kha Ri Gude and ASIDI were not completed. The following internal audit work was completed during the year under review:

- Review of Action Plan;
- Examinations;
- Performance Information;
- Follow-up on AGSA findings;
- Follow-up on IAA findings;
- Management Performance Assessment Tool;
- Financial Statements review;
- Risk Management;
- Internal Quality Assurance Improvement Programme;
- Recruitment and Selection;
- Management of conditional grants;
- Overtime related to ANA; and
- Compliance with laws and regulations.

The following were areas of concern:

- Contract management and internal controls over the ASIDI and Kha Ri Gude projects which are implemented on behalf of the Department by third parties. A special full audit of these projects will be performed by the Office of the Auditor-General as requested by the Audit Committee.
- Contract management and internal controls over the preparation and reporting of performance information on predetermined objectives. A corrective action is currently being implemented by the Department. Internal Audit will carry out quarterly audits on performance information.
- Increase in unauthorised expenditures, especially on the ASIDI and Kha Ri Gude projects.

12.3 In-Year Management and Monthly/Quarterly Reports

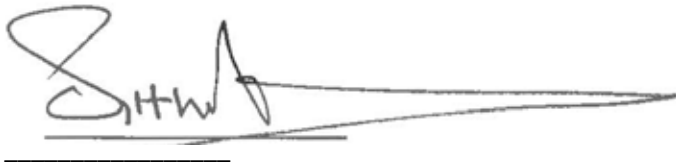
The Department complied with its reporting obligations on a monthly and quarterly basis to the National Treasury as required by the PFMA.

12.4 Evaluation of Financial Statements

The annual financial statements were reviewed by the Audit Committee before the 31 May 2015 submission to the Auditor-General, and on 29 July 2015 prior to the reporting date of 31 July 2015.

12.5 Auditor-General's Report

We reviewed the Department's implementation plan for audit issues raised in the prior year and we are satisfied that the matters have been adequately resolved, with the exception of management over the ASIDI and Kha Ri Gude projects and the performance information on predetermined objectives.



Chairperson of the Audit Committee

Department of Basic Education

31 July 2015

PART D: HUMAN RESOURCE MANAGEMENT



1 INTRODUCTION

The section that follows highlights all human resource management, administration, development and labour relations matters in the Department.

2 OVERVIEW OF HUMAN RESOURCES

Human resource planning in the Department ensures that there is alignment between the DBE's broad strategic objectives and human resource planning within the Department, that is:

- (a) Sufficient posts and human resources are available at all times for the Department to achieve its strategic and operational objectives;
- (b) Personnel are employed at the correct salary levels;
- (c) Active steps are taken to ensure that suitable persons are recruited and retained as far as possible. Personnel with talent are identified and nurtured within the Department in order to contribute to future succession planning;
- (d) The required funding for human resources is made available within the Medium Term Expenditure Framework;
- (e) A system of performance management is utilised to ensure optimal utilisation of human resources for effective service delivery, training, development and recognition for achievements;
- (f) Human resources and financial planning are integrated; and
- (g) Human resource planning and management become an integral part of the responsibility of all managers.

The following Human Resource priorities were identified for the year:

- Reconfiguration of the organisational structure in terms of the Minister's new mandate;
- Addressing transformation issues within the Department – more specifically, gender equality (establishment of mechanisms to address lack of progress in this regard);
- Developing a talent management model that includes succession planning and career management;
- Addressing competency and skills gaps and conducting impact assessments of training and development interventions over a period;
- Improving the management of performance within the Department; and
- Addressing leave and overtime difficulties encountered.

Progress has been made in each of the priorities identified. The DBE has developed a talent management policy that includes succession planning. The Performance Management and Development System (PMDS) has been improved through the revision of the policy. Performance bonuses are awarded for outstanding performance and to motivate officials to strive for excellence, while poor performance is closely monitored for developmental purposes. Competency and skills gaps have been addressed by sending 452 officials on training and development interventions. These interventions have been identified through the personal development plans of officials, as well as the Department's performance management outcomes. Leave and overtime difficulties have been addressed through circulars and meetings with directors as well as bolstering internal HR processes. The DBE is in the process of finalising the reconfiguration of the organisational structure. This process has taken much longer than anticipated because of broad consultation. However, a task team has been established to finalise the process.

The Department has a comprehensive 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 counselling and testing campaign to encourage all officials to be tested. Booklets and pamphlets on HIV and AIDS are distributed throughout the Department. There is also an in-house doctor that members can consult during working hours when the need arises.

A challenge experienced as far as human resource priority planning is concerned is the achievement of 2% for the employment of officials who have a disability and gender equity. The DBE continues to indicate its intention in all its advertisements to promote representivity (race, gender, disability) and candidates whose transfer, promotion or appointment will promote such representivity will receive preference. However, there were very few applications indicating disability. The DBE has established networks with organisations of people with disabilities, such as DEAFSA and the Blind and Deaf Society to recruit suitable candidates with disabilities to assist in attaining our targets. 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 still difficult as the majority of the males in this echelon fall within 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 that they attend management courses.

The other challenge faced by the DBE was the upgrading of Assistant Director and Deputy Director posts for line function officials from salary levels 9 to 10 and salary levels 11 to 12 respectively. The additional cost had to be absorbed within the compensation budget of the DBE.

3 HUMAN RESOURCES OVERSIGHT STATISTICS

3.1 Personnel-Related Expenditure

3.1.1 Personnel expenditure by programme for the period 1 April 2014 to 31 March 2015

Table 62: Personnel expenditure by programme for the period 1 April 2014 to 31 March 2015

Programme	Total expenditure (R'000)	Personnel expenditure (R'000)	Training expenditure (R'000)	Professional and special services expenditure (R'000)	Personnel expenditure as a % of total expenditure	Average personnel cost per employee (R'000)
1	380 799	120 077	245 490	5 227	31.53	426
2	1 725 361	58 949	170 046	26 945	3.42	621
3	1 314 462	61 803	381 870	8 158	4.7	448
4	10 429 083	97 820	172 449	38 279	0.94	559
5	5 719 547	31 651	221 826	798	0.56	546
Total	19 569 252	370 300	1 191 681	79 407	1.89	495

3.1.2 Personnel costs by salary band for the period 1 April 2014 to 31 March 2015

Table 63: Personnel costs by salary band for the period 1 April 2014 to 31 March 2015

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	0	0
Skilled (levels 3–5)	9 354	2.53	43	218
Highly skilled production (levels 6-8)	70 665	19.08	270	262
Highly skilled supervision (levels 9-12)	208 987	56.44	353	592
Senior and Top management (levels 13-16)	81 294	21.95	82	991
Total	370 300	100.00	748	495

3.1.3 Salaries, Overtime, Home Owner's Allowance and Medical Aid by programme for the period 1 April 2014 to 31 March 2015

Table 64: Salaries, Overtime, Home-owner's Allowance and Medical Aid by programme for the period 1 April 2014 to 31 March 2015

Programme	Salaries		Overtime		Home Owner's Allowance		Medical Aid	
	Amount (R'000)	Salaries as a % of personnel costs	Amount (R'000)	Overtime as a % of personnel costs	Amount (R'000)	HOA as a % of personnel costs	Amount (R'000)	Medical aid as a % of personnel costs
1	92 713	77.21	2 743	2.28	2 353	1.96	3 326	2.77
2	47 854	81.18	111	0.19	869	1.47	1 255	2.13
3	49 884	80.71	33	0.05	612	0.99	1 309	2.12
4	76 668	78.38	1 309	1.34	1 004	1.03	1 803	1.84
5	26 116	82.51	0	0.00	413	1.30	665	2.10
Total	293 235	79.19	4 196	1.13	5 251	1.42	8 358	2.26

3.1.4 Salaries, Overtime, Home Owner's Allowance and Medical Aid by salary band for the period 1 April 2014 to 31 March 2015

Table 65: Salaries, Overtime, Home-owner's Allowance and Medical Aid by salary band for the period 1 April 2014 to 31 March 2015

Salary band	Salaries		Overtime		Home Owner's Allowance		Medical Aid	
	Amount (R'000)	Salaries as a % of personnel costs	Amount (R'000)	Overtime as a % of personnel costs	Amount (R'000)	HOA as a % of personnel costs	Amount (R'000)	Medical aid as a % of personnel costs
Skilled (levels 1–2)	0	0.00	0	0.00	0	0.00	0	0.00
Skilled (levels 3–5)	6 370	68.10	1 818	19.44	254	2.72	185	1.98
Highly skilled production (levels 6–8)	53 565	75.80	941	1.33	2 209	3.13	3 444	4.87
Highly skilled supervision (levels 9–12)	168 634	80.69	1 437	0.69	2 021	0.97	3 845	1.84
Senior management (levels 13–16)	64 666	79.55	0	0.00	767	0.94	884	1.09
Total	293 235	79.19	4 196	1.13	5 251	1.42	8 358	2.26

3.2 Employment and Vacancies

It is possible to create a post on the establishment that can be occupied by more than one employee. Therefore, the vacancy rate reflects the percentage of posts that are not filled.

3.2.1 Employment and vacancies by programme as on 31 March 2015

Table 66: Employment and vacancies by programme as on 31 March 2015

Programme	Number of posts on approved establishment	Number of posts filled	Vacancy Rate	Number of employees additional to the establishment
Programme 1: Administration	299	282	5.69	4
Programme 2: Curriculum Policy, Support and Monitoring	95	95	0.00	0
Programme 3: Teachers, Education Human Resources and Institutional Development	152	138	9.21	0
Programme 4: Planning, Information and Assessment	182	175	3.85	0
Programme 5: Educational Enrichment Services	68	58	14.71	0
Total	796	748	6.03	4

3.2.2 Employment and vacancies by salary band as on 31 March 2015

Table 67: Employment and vacancies by salary band as on 31 March 2015

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	0.00	0
Skilled (levels 3–5)	43	43	0.00	2
Highly skilled production (levels 6–8)	287	270	5.92	0
Highly skilled supervision (levels 9–12)	375	353	5.87	0
Senior management (levels 13–16)	91	82	9.89	2
Total	796	748	6.03	4

3.2.3 Employment and vacancies by critical occupations as on 31 March 2015

Table 68: Employment and vacancies by critical occupations as on 31 March 2015

Critical occupation	Number of posts on approved establishment	Number of posts filled	Vacancy Rate	Number of employees additional to the establishment
DCES	15	15	0.00	0
CES	68	64	5.88	0
Total	83	79	4.82	0

3.3 Filling of Senior Management Service (SMS) Posts

3.3.1 SMS post information as on 31 March 2015

Table 69: SMS post information as on 31 March 2015

SMS Level	Total number of funded SMS posts	Total number of SMS posts filled	% of SMS posts filled	Total number of SMS posts vacant	% of SMS posts vacant
Director-General/ Head of Department	1	1	100.00	0	0.00
Salary Level 16	0	0	0.00	0	0.00
Salary Level 15	10	9	90.00	1	10.00
Salary Level 14	26	18	69.23	8	30.77
Salary Level 13	54	54	100.00	0	0.00
Total	91	82	90.11	9	9.89

3.3.2 SMS post information as on 30 September 2014

Table 70: SMS post information as on 30 September 2014

SMS Level	Total number of funded SMS posts	Total number of SMS posts filled	% of SMS posts filled	Total number of SMS posts vacant	% of SMS posts vacant
Director-General/ Head of Department	1	1	100.00	0	0.00
Salary Level 16	0	0	0.00	0	0.00
Salary Level 15	10	7	70.00	3	30.00
Salary Level 14	26	17	65.38	9	34.62
Salary Level 13	54	49	90.74	5	9.26
Total	91	74	81.32	17	18.68

3.3.3 Advertising and filling of SMS posts for the period 1 April 2014 to 31 March 2015

Table 71: Advertising and filling of SMS posts for the period 1 April 2014 and 31 March 2015

SMS Level	Total number of funded SMS posts	Total number of SMS posts filled through advertising	% of SMS posts filled	Total number of SMS posts vacant	% of SMS posts vacant
Director-General/ Head of Department	1	0	0	0	0.00
Salary Level 16	0	0	0	0	0.00
Salary Level 15	10	1	10	1	10.00
Salary Level 14	26	1	3.85	8	30.77
Salary Level 13	54	5	9.26	0	0.00
Total	91	7	7.69	9	9.89

3.3.4 Reasons for not having complied with the filling of funded vacant SMS posts (advertised within 6 months and filled within 12 months after becoming vacant) for the period 1 April 2014 to 31 March 2015

Table 72: Reasons for not having complied with the filling of funded vacant SMS posts (advertised within 6 months and filled within 12 months after becoming vacant) for the period 1 April 2014 to 31 March 2015

Reasons for vacancies not being advertised within six months
Reconfiguration of organisational structure

Table 73: Reasons for vacancies not being filled within six months

Reasons for vacancies not being filled within six months
Restructuring of organisational structure

3.3.5 Disciplinary steps taken for not complying with the prescribed timeframes for filling SMS posts within 12 months for the period 1 April 2014 to 31 March 2015

Table 74: Reasons for vacancies not being advertised within six months

Reasons for vacancies not being advertised within six months
Restructuring of organisational structure. No disciplinary action required.

Table 75: Reasons for vacancies not being filled within six months

Reasons for vacancies not being filled within six months
Restructuring of organisational structure. No disciplinary action required.

3.4 Job Evaluation

In terms of the Regulations, all vacancies on salary levels 9 and higher must be evaluated before they are filled.

3.4.1 Job Evaluation by salary band for the period 1 April 2014 to 31 March 2015

Table 76: Job evaluation by salary band for the period 1 April 2014 to 31 March 2015

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)	43	0	0.00	0	0.00	0	0.00
Highly skilled production (levels 6–8)	287	5	1.74	0	0.00	0	0.00
Highly skilled supervision (levels 9–12)	375	11	2.93	0	0.00	0	0.00
Senior Management Service Band A	54	48	88.89	0	0.00	0	0.00
Senior Management Service Band B	26	15	57.69	0	0.00	0	0.00
Senior Management Service Band C	10	1	10.00	0	0.00	0	0.00
Senior Management Service Band D	1	0	0.00	0	0.00	0	0.00
Total	796	80	10.05	0	0.00	0	0.00

3.4.2 Profile of employees whose positions were upgraded due to their posts being upgraded for the period 1 April 2014 to 31 March 2015

Table 77: Profile of employees whose positions were upgraded due to their posts being upgraded for the period 1 April 2014 to 31 April 2015

Gender	African	Asian	Coloured	White	Total
Female	0	0	0	0	0
Male	0	0	0	0	0
Total	0	0	0	0	0
Employees with a disability					0

3.4.3 Employees with salary levels higher than those determined by job evaluation by occupation for the period 1 April 2014 to 31 March 2015

Table 78: Employees with salary levels higher than those determined by job evaluation by occupation for the period 1 April 2014 to 31 March 2015

Total number of employees whose salaries exceeded the grades determine by job evaluation
None

3.5 Employment Changes

This section provides information on changes in employment over the financial year. Turnover rates provide an indication of trends in the employment profile of the Department.

3.5.1 Annual turnover rates by salary band for the period 1 April 2014 to 31 March 2015

Table 79: Annual turnover rates by salary band for the period 1 April 2014 to 31 March 2015

Salary band	Number of employees at beginning of period-1 April 2014	Appointments and transfers into the Department	Terminations and transfers out of the Department	Turnover rate
Lower skilled (levels 1–2)	0	0	0	0.00
Skilled (levels 3–5)	43	4	1	2.33
Highly skilled production (levels 6–8)	270	11	24	8.89
Highly skilled supervision (levels 9–12)	353	34	28	7.93
Senior Management Service Bands A	54	7	5	9.26
Senior Management Service Bands B	18	1	4	22.22
Senior Management Service Bands C	9	0	0	0.00
Senior Management Service Bands D	1	0	0	0.00
Total	748	57	62	8.29

3.5.2 Annual turnover rates by critical occupation for the period 1 April 2014 to 31 March 2015

Table 80: Annual turnover rates by critical occupation for the period 1 April 2014 to 31 March 2015

Critical occupation	Number of employees at beginning of period-April 2014	Appointments and transfers into the Department	Terminations and transfers out of the Department	Turnover rate
DCES	15	0	0	0.00
CES	68	0	4	5.88
Total	83	0	4	4.82

3.5.3 Reasons why staff left the Department for the period 1 April 2014 to 31 March 2015

Table 81: Reasons why staff left the Department for the period 1 April 2014 to 31 March 2015

Termination Type	Number	% of Total Resignations
Death	3	4.84
Resignation	18	29.03
Expiry of contract	20	32.26
Dismissal – operational changes	0	0.00
Dismissal – misconduct	0	0.00
Dismissal – inefficiency	0	0.00
Discharged due to ill-health	0	0.00
Retirement	6	9.68
Transfer to other public service departments	15	24.19
Other	0	0.00
Total	62	100.00
Total number of employees who left as a % of total employment	8.29	

3.5.4 Promotions by critical occupation for the period 1 April 2014 to 31 March 2015

Table 82: Promotions by critical occupation for the period 1 April 2014 to 31 March 2015

Occupation	Employees 1 April 2014	Promotions to another salary level	Salary level promotions as a % of employees by occupation	Progressions to another notch within a salary level	Notch progression as a % of employees by occupation
DCES	15	1	1.20	15	18.07
CES	68	3	3.61	55	66.27
Total	83	4	4.82	70	84.34

3.5.5 Promotions by salary band for the period 1 April 2014 to 31 March 2015

Table 83: Promotions by salary band for the period 1 April 2014 to 31 March 2015

Salary Band	Employees 1 April 2014	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)	43	0	0.00	7	16.28
Highly skilled production (levels 6–8)	270	3	1.11	157	58.15
Highly skilled supervision (levels 9–12)	353	4	1.13	237	67.14
Senior Management (level 13–16)	82	5	6.10	61	74.39
Total	748	12	1.60	462	61.76

3.6 Employment Equity

3.6.1 Total number of employees (including employees with disabilities) in each of the following occupational categories as on 31 March 2015

Table 84: Total number of employees (including employees with disabilities) in each of the following occupational categories as on 31 March 2015

Occupational category	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Legislators, senior officials and managers	35	4	7	5	19	3	4	5	82
Professionals	135	10	11	21	119	6	15	36	353
Technicians and associate professionals	23	1	1	1	52	2	1	5	86
Clerks	55	0	0	2	128	3	1	11	200
Machine operators and elementary occupations	18	1	0	0	7	0	0	1	27
Total	266	16	19	29	325	14	21	58	748
Employees with disabilities	6	0	0	2	2	0	0	2	12

3.6.2 Total number of employees (including employees with disabilities) in each of the following occupational bands as on 31 March 2015

Table 85: Total number of employees (including employees with disabilities) in each of the following occupational bands as on 31 March 2015

Occupational band	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management	3	1	2	2	1	1	0	0	10
Senior Management	32	3	5	3	18	2	4	5	72
Professionally qualified and experienced specialists and mid-management	135	10	11	21	119	6	15	36	353
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	70	1	1	2	172	5	2	17	270
Semi-skilled and discretionary decision making	26	1	0	1	15	0	0	0	43
Unskilled and defined decision making	0	0	0	0	0	0	0	0	0
Total	266	16	19	29	325	14	21	58	748

3.6.3 Recruitment for the period 1 April 2014 to 31 March 2015

Table 86: Recruitment for the period 1 April 2014 to 31 March 2015

Occupational band	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management	1	0	0	0	0	0	0	0	1
Senior Management	4	0	1	0	0	0	1	0	6
Professionally qualified and experienced specialists and mid-management	16	3	1	1	10	0	0	2	33
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	0	0	0	0	7	0	0	0	7
Semi-skilled and discretionary decision making	2	0	0	1	0	0	0	0	3
Unskilled and defined decision making	0	0	0	0	0	0	0	0	0
Total	23	3	2	2	17	0	1	2	50
Employees with disabilities	0	0	0	0	0	0	0	0	0

3.6.4 Promotions for the period 1 April 2014 to 31 March 2015

Table 87: Promotions for the period 1 April 2014 to 31 March 2015

Occupational band	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management	1	0	0	0	0	0	0	0	1
Senior Management	3	0	1	0	0	1	0	0	5
Professionally qualified and experienced specialists and mid-management	2	0	0	0	2	0	0	0	4
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	0	0	0	0	3	0	0	0	3
Semi-skilled and discretionary decision making	0	0	0	0	0	0	0	0	0
Unskilled and defined decision making	0	0	0	0	0	0	0	0	0
Total	6	0	1	0	5	1	0	0	13
Employees with disabilities	0	0	0	0	0	0	0	0	0

3.6.5 Terminations for the period 1 April 2014 to 31 March 2015

Table 88: Terminations for the period 1 April 2014 to 31 March 2015

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	0	0	0	4	1	0	0	8
Professionally qualified and experienced specialists and mid-management	11	4	0	2	9	1	1	1	29
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	8	0	0	1	15	0	0	0	24
Semi-skilled and discretionary decision making	1	0	0	0	0	0	0	0	1
Unskilled and defined decision making	0	0	0	0	0	0	0	0	0
Total	23	4	0	3	28	2	1	1	62
Employees with Disabilities	0	0	0	0	0	0	0	0	0

3.6.6 Disciplinary action for the period 1 April 2014 to 31 March 2015

Table 89: Disciplinary action for the period 1 April 2014 to 31 March 2015

Disciplinary action	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
None	0	0	0	0	0	0	0	0	0

3.6.7 Skills development for the period 1 April 2014 to 31 March 2015

Table 90: Skills development for the period 1 April 2014 to 31 March 2015

Occupational category	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Legislators, senior officials and managers	1	1	1	0	3	0	1	2	9
Professionals	53	3	0	1	44	2	4	10	117
Technicians and associate professionals	21	0	2	0	43	1	1	1	69
Clerks	61	1	0	1	159	2	0	7	231
Service and sales workers	19	0	0	0	7	0	0	0	26
Skilled agriculture and fishery workers	0	0	0	0	0	0	0	0	0
Craft and related trades workers	0	0	0	0	0	0	0	0	0
Plant and machine operators and assemblers	0	0	0	0	0	0	0	0	0
Elementary occupations	0	0	0	0	0	0	0	0	0
Total	155	5	3	2	256	5	6	20	452
Employees with disabilities	1	0	0	0	0	0	0	0	1

3.7 Signing of Performance Agreements by SMS Members

3.7.1 Signing of performance agreements by SMS members as on 31 July 2014

Table 91: Signing of performance agreements by SMS members as on 31 July 2014

SMS Level	Total number of funded SMS posts	Total number of SMS members	Total number of signed performance agreements	Signed performance agreements as % of total number of SMS members
Director-General/ Head of Department	1	1	1	100
Salary Level 16	0	0	0	0
Salary Level 15	10	8	8	100
Salary Level 14	26	17	17	100
Salary Level 13	54	53	53	100
Total	91	79	79	100

3.7.2 Reasons for not having concluded performance agreements for all SMS members as on 31 March 2015

Table 92: Reasons for not having concluded performance agreements for all SMS members as on 31 March 2015

Reasons
Not applicable. All performance agreements were concluded on time.

3.7.3 Disciplinary steps taken against SMS members for not having concluded performance agreements as on 31 March 2015

Table 93: Disciplinary steps taken against SMS members for not having concluded performance agreements on 31 March 2015

Reasons
Not applicable. All SMS members concluded and submitted their performance agreements on time.

3.8 Performance Rewards

To encourage good performance, the Department granted the following performance rewards during the year under review:

3.8.1 Performance rewards by race, gender and disability for the period 1 April 2014 to 31 March 2015

Table 94: Performance rewards by race, gender and disability for the period 1 April 2014 to 31 March 2015

Race and Gender	Beneficiary Profile			Cost	
	Number of beneficiaries	Number of employees	% of total within group	Cost (R'000)	Average cost per employee
African, Male	1	266	0.38	141	141
African, Female	3	325	0.92	246	82
Asian, Male	1	19	5.26	116	116
Asian, Female	0	21	0.00	0	0
Coloured, Male	0	16	0.00	0	0
Coloured, Female	1	14	7.14	82	82
White, Male	1	29	3.45	115	115
White, Female	0	58	0.00	0	0
Total	7	748	0.94	700	100

3.8.2 Performance rewards by salary band for personnel below Senior Management Service level for the period 1 April 2014 to 31 March 2015

Table 95: Performance rewards by salary band for personnel below Senior Management Service level for the period 1 April 2014 to 31 March 2015

Salary band	Beneficiary Profile			Cost		Total cost as a % of the total expenditure
	Number of beneficiaries	Number of employees	% of total within salary bands	Total Cost (R'000)	Average cost per employee	
Lower skilled (levels 1–2)	0	0	0.00	0	0	0.00
Skilled (levels 3–5)	0	0	0.00	0	0	0.00
Highly skilled production (levels 6–8)	0	0	0.00	0	0	0.00
Highly skilled supervision (levels 9–12)	0	0	0.00	0	0	0.00
Total	0	0	0.00	0	0	0.00

3.8.3 Performance rewards by critical occupation for the period 1 April 2014 to 31 March 2015

Table 96: Performance rewards by critical occupation for the period 1 April 2014 to 31 March 2015

Critical occupation	Beneficiary Profile			Cost	
	Number of beneficiaries	Number of employees	% of total within occupation	Total Cost (R'000)	Average cost per employee
DCES	0	0	0	0	0
CES	0	0	0	0	0
Total	0	0	0	0	0

3.8.4 Performance-related rewards (cash bonus) by salary band for Senior Management Service for the period 1 April 2014 to 31 March 2015

Table 97: Performance-related rewards (cash bonus) by salary band for Senior Management Service for the period 1 April 2014 to 31 March 2015

Salary band	Beneficiary Profile			Cost		Total cost as a % of the total expenditure
	Number of beneficiaries	Number of employees	% of total within salary bands	Total Cost(R'000)	Average cost per employee	
Band A	1	56	1.79	51	51	0.10
Band B	0	16	0.00	0	0	0.00
Band C	6	9	66.67	649	108	5.21
Band D	0	1	0.00	0	0	0.00
Total	7	82	8.54	700	100	0.86

3.9 Foreign Workers

3.9.1 Foreign workers by salary band for the period 1 April 2014 to 31 March 2015

Table 98: Foreign workers by salary band for the period 1 April 2014 to 31 March 2015

Salary band	1 April 2014		31 March 2015		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)	4	100.00	3	75.00	1	25.00
Total	4	100.00	3	75.00	1	25.00

3.9.2 Foreign workers by major occupation for the period 1 April 2014 to 31 March 2015

Table 99: Foreign workers by major occupation for the period 1 April 2014 to 31 March 2015

Major occupation	1 April 2014		31 March 2015		Change	
	Number	% of total	Number	% of total	Number	% Change
Highly skilled supervision (levels 9–12)	4	100.00	3	75.00	1	25.00
Total:	4	100.00	3	75.00	1	25.00

3.10 Leave Utilisation

3.10.1 Sick leave for the period 1 January 2014 to 31 December 2014

Table 100: Sick leave for the period 1 April 2014 to 31 March 2015

Salary band	Total days	% Days with Medical certification	Total number of days with medical certification	Number of Employees using sick leave	% of total employees using sick leave	Average days per employee	Estimated Cost (R'000)
Lower skilled (levels 1–2)	0	0.00	0	0	0.00	0	0
Skilled (levels 3–5)	218	78.4	171	38	88.37	6	122
Highly skilled production (levels 6–8)	2 030	77.19	1 567	259	95.93	8	1 821
Highly skilled supervision (levels 9–12)	1 835	83.65	1 535	247	69.97	7	3 862
Top and Senior management (levels 13–16)	297	75.42	224	54	65.85	6	1 011
Total	4 380	79.84	3 497	598	79.95	7	6 816

3.10.2 Disability leave (temporary and permanent) for the period 1 January 2014 to 31 December 2014

Table 101: Disability leave (temporary and permanent) for the period 1 January 2014 to 31 December 2014

Salary band	Total days	% Days with Medical certification	Total number of days with medical certification	Number of Employees using disability leave	% of total employees using disability leave	Average days per employee	Estimated Cost (R'000)
Lower skilled (levels 1–2)	0	0	0	0	0	0	0
Skilled (levels 3–5)	0	0	0	0	0	0	0
Highly skilled production (levels 6–8)	205	98.05	201	8	2.96	26	175
Highly skilled supervision (levels 9–12)	627	92.19	578	11	3.12	57	1 350
Senior management (levels 13–16)	0	0	0	0	0	0	0
Total	832	93.6	779	19	2.5	44	1 525

3.10.3 Annual Leave for the period 1 January 2014 to 31 December 2014

Table 102: Annual leave for the period 1 January 2014 to 31 December 2014

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)	814	52	15.65
Highly skilled production (levels 6–8)	6 107	293	20.84
Highly skilled supervision (levels 9–12)	7 112	374	19.01
Senior management (levels 13–16)	1 789	88	20.32
Total	15 822	*807	19.60

*Note: This figure includes leave taken by interns.

3.10.4 Capped leave for the period 1 January 2014 to 31 December 2014

Table 103: Capped leave for the period 1 January 2014 to 31 December 2014

Salary band	Total days of capped leave taken	Number of Employees using capped leave	Average number of days taken per employee	Average capped leave per employee as on 31 March 2015
Lower skilled (levels 1–2)	0	0	0	0
Skilled (levels 3–5)	0	0	0	0
Highly skilled production (levels 6–8)	8	3	2.67	30
Highly skilled supervision (levels 9–12)	9	4	2.25	55
Senior management (levels 13–16)	6	3	2.00	73
Total	23	10	2.30	53

3.10.5 Leave payouts for the period 1 April 2014 to 31 March 2015

Table 104: Leave payouts for the period 1 April 2014 to 31 March 2015

Reason	Total amount (R'000)	Number of employees	Average per employee (R'000)
Leave payout for 2014/15 due to non-utilisation of leave for the previous cycle	0	0	0
Capped leave payouts on termination of service for 2014/15	328	3	109
Current leave payout on termination of service for 2014/15	597	48	12
Total	925	51	18

3.11 HIV/AIDS and Health Promotion Programmes

3.11.1 Steps taken to reduce the risk of occupational exposure

Table 105: 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
None	First Aid kit, HTC Campaign, distribution of information pamphlets and booklets.

3.11.2 Details of Health Promotion and HIV/AIDS programmes

Table 106: Details of health promotion and HIV/AIDS programmes

Question	Yes	No	Details, if yes
1. Has the department designated a member of the SMS to implement the provisions contained in Part VI E of Chapter 1 of the Public Service Regulations, 2001? If so, provide her/his name and position.	Yes		Ms Thandi Khoza Director: Training and Social Responsibility
2. Does the department have a dedicated unit or has it designated specific staff members to promote the health and well-being of your employees? If so, indicate the number of employees who are involved in this task and the annual budget that is available for this purpose.	Yes		The Department has two employees to promote health and wellness. The budget for health and wellness is incorporated in the Directorate: Training and Social Responsibility.
3. Has the department introduced an Employee Assistance or Health Promotion Programme for your employees? If so, indicate the key elements/services of this programme.	Yes		<ul style="list-style-type: none"> • Assisting employees with work-related and personal problems. • Substance abuse counselling. • Incapacity counselling. • Assisting employees with financial difficulties. • Traumatic events counselling.
4. Has the department established (a) committee(s) as contemplated in Part VI E.5 (e) of Chapter 1 of the Public Service Regulations, 2001? If so, please provide the names of the members of the committee and the stakeholder(s) that they represent.	Yes		Each Branch is represented in the committee. Ms T Khoza, Mr J Matjeni, Mr D Maphoto, Mr D Ntloana, Ms J Mtombeni, Ms E Mnisi, Ms K Mashinini.
5. Has the department reviewed its employment policies and practices to ensure that these do not unfairly discriminate against employees on the basis of their HIV status? If so, list the employment policies/practices so reviewed.	Yes		<ul style="list-style-type: none"> • Leave Policy • Employee Assistance Programme Policy • Recruitment Policy • Bereavement Policy • Health and Productivity 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		<ul style="list-style-type: none"> • HIV and AIDS Policy • HIV and AIDS workplace programme • Condom distributions and HTC Campaign
7. Does the department encourage its employees to undergo voluntary counselling and testing? If so, list the results that you have you achieved.	Yes		Information sharing, pre-test counselling and the HTC Campaign.
8. Has the department developed measures/indicators to monitor and evaluate the impact of its health promotion programme? If so, list these measures/indicators.	Yes		<ul style="list-style-type: none"> • Number of people who attended voluntary counselling and testing campaign. • Number of people who attended health screening. • Number of people who attended a support group. • Number of people who attended post-test counselling. • Information session and distribution of booklets and pamphlets on HIV and AIDS.

3.12 Labour Relations

3.12.1 Collective agreements for the period 1 April 2014 to 31 March 2015

Table 107: Collective agreements for the period 1 April 2014 to 31 March 2015

Total number of collective agreements
None

3.12.2 Misconduct and disciplinary hearings finalised for the period 1 April 2014 to 31 March 2015

Table 108: Misconduct and disciplinary hearings finalised for the period 1 April 2014 to 31 March 2015

Total number of of disciplinary hearings finalised
None

3.12.3 Types of misconduct addressed at disciplinary hearings for the period 1 April 2014 to 31 March 2015

Table 109: Types of misconduct addressed at disciplinary hearings for the period 1 April 2014 to 31 March 2015

Type of misconduct	Number	% of Total
None	None	0.00

3.12.4 Grievances lodged for the period 1 April 2014 to 31 March 2015

Table 110: Grievances lodged for the period 1 April 2014 to 31 March 2015

Grievances	Number	% of Total
Number of grievances resolved	28	82.35
Number of grievances not resolved	6	17.65
Total number of grievances lodged	34	100

3.12.5 Disputes lodged with Councils for the period 1 April 2014 to 31 March 2015

Table 111: Disputes lodged with Councils for the period 1 April 2014 to 31 March 2015

Disputes	Number	% of Total
Number of disputes upheld	1	25
Number of disputes dismissed	3	75
Total number of disputes lodged	4	100

3.12.6 Strike actions for the period 1 April 2014 to 31 March 2015

Table 112: Strike actions for the period 1 April 2014 to 31 March 201

Total number of persons' working days lost	0
Total cost working days lost	0
Amount recovered as a result of no work no pay (R'000)	R0.00

3.12.7 Precautionary suspensions for the period 1 April 2014 to 31 March 2015

Table 113: Precautionary suspensions for the period 1 April 2014 to 31 March 2015

Number of people suspended	None
Number of people whose suspension exceeded 30 days	None
Average number of days suspended	None
Cost of suspension (R'000)	R0.00

3.13 Skills Development

3.13.1 Training needs identified for the period 1 April 2014 to 31 March 2015

Table 114: Training needs identified for the period 1 April 2014 to 31 March 2015

Occupational category	Gender	Number of employees as at 1 April 2014	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	31	0	5	0	5
	Male	51	0	5	0	5
Professionals	Female	176	0	100	0	100
	Male	177	0	93	0	93
Technicians and associate professionals	Female	60	0	50	0	50
	Male	26	0	20	0	20
Clerks	Female	143	0	143	0	143
	Male	57	0	57	0	57
Service and sales workers	Female	8	0	8	0	8
	Male	19	0	19	0	19
Skilled agriculture and fishery workers	Female	0	0	0	0	0
	Male	0	0	0	0	0
Craft and related trades workers	Female	0	0	0	0	0
	Male	0	0	0	0	0
Plant and machine operators and assemblers	Female	0	0	0	0	0
	Male	0	0	0	0	0
Elementary occupations	Female	0	0	0	0	0
	Male	0	0	0	0	0
Sub Total	Female	418	0	306	0	306
	Male	330	0	194	0	194
Total		748	0	500	0	500

3.13.2 Training provided for the period 1 April 2014 to 31 March 2015

Table 115: Training provided for the period 1 April 2014 to 31 March 2015

Occupational category	Gender	Number of employees as at 1 April 2014	Training provided within the reporting period			
			Learnerships	Skills Programmes & other short courses	Other forms of training	Total
Legislators, senior officials and managers	Female	31	0	6	0	6
	Male	51	0	5	0	5
Professionals	Female	176	0	60	0	60
	Male	177	0	56	0	56
Technicians and associate professionals	Female	60	0	54	0	54
	Male	26	0	24	0	24
Clerks	Female	143	0	138	0	138
	Male	57	0	41	0	41
Service and sales workers	Female	8	0	35	0	35
	Male	19	0	33	0	33
Skilled agriculture and fishery workers	Female	0	0	0	0	0
	Male	0	0	0	0	0
Craft and related trades workers	Female	0	0	0	0	0
	Male	0	0	0	0	0
Plant and machine operators and assemblers	Female	0	0	0	0	0
	Male	0	0	0	0	0
Elementary occupations	Female	0	0	0	0	0
	Male	0	0	0	0	0
Sub Total	Female	418	9	293	0	293
	Male	330	5	159	0	159
Total		748	14	452	0	452

3.14 Injury on Duty

3.14.1 Injury on duty for the period 1 April 2014 to 31 March 2015

Table 116: Injury on duty for the period 1 April 2014 to 31 March 2015

Nature of injury on duty	Number	% of total
Required basic medical attention only	0	0
Temporary total disablement	0	0
Permanent disablement	0	0
Fatal	0	0
Total	0	0

3.15 Utilisation of Consultants

3.15.1 Report on consultant appointments using appropriated funds for the period 1 April 2014 to 31 March 2015

Table 117: Report on consultant appointments using appropriated funds for the period 1 April 2014 to 31 March 2015

Project title	Total number of consultants that worked on project	Duration (work days)	Contract value in Rand
Technical assistance	1	21	475 per hour
NAPE	1	21	176 per hour
Sector Plan	1	11	764 per hour
Legal assistance for Limpopo and Eastern Cape	1	160	782 per hour

Total number of projects	Total individual consultants	Total duration Work days	Total contract value in Rand
None	–	–	–

3.15.2 Analysis of consultant appointments using appropriated funds, in terms of historically disadvantaged individuals (HDIs), for the period 1 April 2014 to 31 March 2015

Table 118: Analysis of consultant appointments using appropriated funds, in terms of historically disadvantaged individuals (HDIs), for the period 1 April 2014 to 31 March 2015

Project title	Percentage ownership by HDI groups	Percentage management by HDI groups	Number of consultants from HDI groups that work on the project
None	–	–	–

3.15.3 Report on consultant appointments using donor funds for the period 1 April 2014 to 31 March 2015

Table 119: Report on consultant appointments using donor funds for the period 1 April 2014 to 31 March 2015

Project title	Total Number of consultants that worked on project	Duration (Work days)	Donor and contract value in Rand
None	–	–	–

Total number of projects	Total individual consultants	Total duration Work days	Total contract value in Rand
None	–	–	–

3.15.4 Analysis of consultant appointments using donor funds, in terms of historically disadvantaged individuals (HDIs), for the period 1 April 2014 to 31 March 2015

Table 120: Analysis of consultant appointments using donor funds, in terms of historically disadvantaged individuals (HDIs), for the period 1 April 2014 to 31 March 2015

Project title	Percentage ownership by HDI groups	Percentage management by HDI groups	Number of consultants from HDI groups that work on the project
None	–	–	–

3.16 Severance Packages

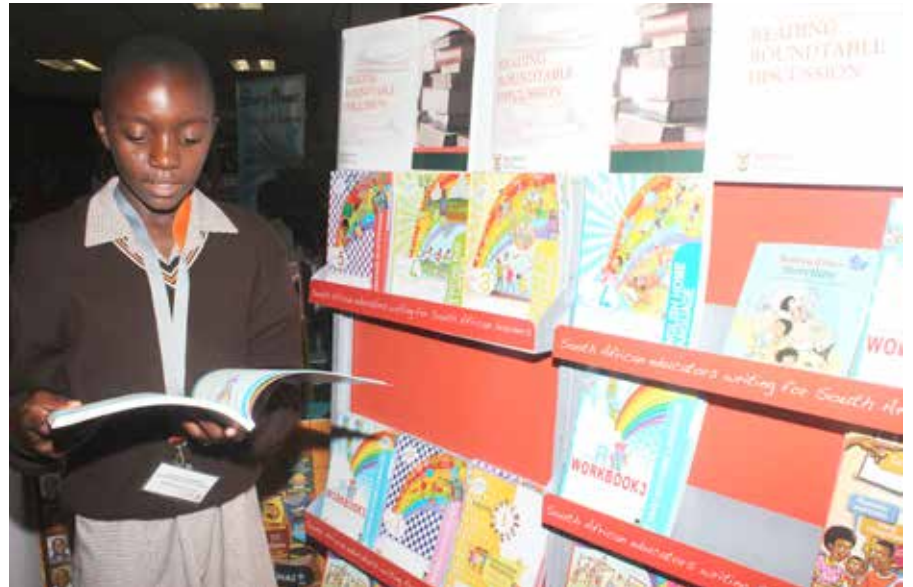
3.16.1 Granting of employee-initiated severance packages for the period 1 April 2014 to 31 March 2015

Table 121: Granting of employee-initiated severance packages for the period 1 April 2014 to 31 March 2015

Salary band	Number of applications received	Number of applications referred to the MPSA	Number of applications supported by MPSA	Number of packages approved by department
Lower skilled (levels 1–2)	0	0	0	0
Skilled (levels 3–5)	0	0	0	0
Highly skilled production (levels 6–8)	0	0	0	0
Highly skilled supervision (levels 9–12)	0	0	0	0
Senior management (levels 13–16)	0	0	0	0
Total	0	0	0	0

PART E: FINANCIAL INFORMATION





REPORT OF THE AUDITOR-GENERAL OF SOUTH AFRICA 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 203 to 273, which comprise the appropriation statement, the statement of financial position as at 31 March 2015, the statement of financial performance, statement of changes in net assets and cash flow statement for the year then ended, as well as the notes, comprising a summary of significant accounting policies and other explanatory information.

Accounting Officer's responsibility for the financial statements

2. The Accounting Officer is responsible for the preparation and fair presentation of these financial statements in accordance with the Modified Cash Standard prescribed by the National Treasury and the requirements of the Public Finance Management Act of South Africa, 1999 (Act No. 1 of 1999) (PFMA), the Division of Revenue Act of South Africa, 2014 (Act No. 10 of 2014) (DoRA) and for such internal control as the Accounting Officer determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor-General's responsibility

3. My responsibility is to express an opinion on these financial statements based on my audit. I conducted my audit in accordance with International Standards on Auditing. Those standards require that I comply with ethical requirements, and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.
4. An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the 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 2015 and its financial performance and cash flows for the year then ended, in accordance with the Modified Cash Standard prescribed by the National Treasury and the requirements of the PFMA and DoRA.

Emphasis of matters

7. I draw attention to the matters below. My opinion is not modified in respect of these matters.
8. Accruals and payables exceeding 30 days deemed unauthorised expenditure.

9. As disclosed in note 21 to the financial statements, accruals and payables that exceed the payment term of 30 days as required in Treasury Regulation 8.2.3 amount to R329 928 000. This amount, in turn, exceeds the voted funds to be surrendered of R167 458 000 as disclosed in note 14 to the financial statements as per the statement of financial performance by R162 470 000. The amount of R162 470 000 would therefore have constituted unauthorised expenditure had the amounts due been paid in a timely manner. This was mainly a result of materially underspending of the infrastructure budget during the 2012/13 and 2013/14 financial years. The decrease in the infrastructure budget was compounded by the increased performance in delivery by contractors during the current financial year and the rejection of the application for roll-over funds by National Treasury.

Payables

10. As disclosed in note 16 to the financial statements, the department received money from an implementing agent for infrastructure expenditure incurred during the 2014/15 financial year without the approval of the Minister of Finance or an official authorised by the Minister of Finance, and without the agreement of the department in contravention of section 66(2) of the PFMA. The implementing agent deposited the money into the department's bank account without prior approval from the department and the expenditure incurred in this regard was recorded by the department.

Restatement of corresponding figures

11. As disclosed in note 35 to the financial statements, the corresponding figures for 31 March 2014 have been restated as a result of an error discovered during the year ended 31 March 2015 in the financial statements of the department at, and for, the year ended, 31 March 2014.

Report on other legal and regulatory requirements

12. In accordance with the Public Audit Act of South Africa, 2004 (Act No. 25 of 2004) and the general notice issued in terms thereof, I have a responsibility to report findings on the reported performance information against predetermined objectives for selected programmes presented in the annual performance report, compliance with legislation and internal control. The objective of my tests was to identify reportable findings as described under each subheading but not to gather evidence to express assurance on these matters. Accordingly, I do not express an opinion or conclusion on these matters.

Predetermined Objectives

13. I performed procedures to obtain evidence about the usefulness and reliability of the reported performance information for the following selected programmes presented in the annual performance report of the department for the year ended 31 March 2015:
14. Programme 2: Curriculum Policy Support and Monitoring: on pages 63 to 77
15. Programme 3: Teachers, Education Human Resources and Institutional Development: on pages 78 to 92
16. Programme 4: Planning, Information and Assessment on pages 93 to 116
17. Programme 5: Education Enrichment Services: on pages 117 to 141
18. I evaluated the reported performance information against the overall criteria of usefulness and reliability.
19. I evaluated the usefulness of the reported performance information to determine whether it was presented in accordance with the National Treasury's annual reporting principles and whether the reported performance was consistent with the planned programmes. I further performed tests to determine whether indicators and targets were well defined, verifiable, specific, measurable, time bound and relevant, as required by the National Treasury's Framework For Managing Programme Performance Information (FMPPI).

20. I assessed the reliability of the reported performance information to determine whether it was valid, accurate and complete.
21. The material findings in respect of the selected programmes are as follows:

Programme 2: Curriculum Policy Support and Monitoring

Reliability of reported performance information

22. The FMPPPI requires auditees to 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. Adequate and reliable corroborating evidence could not be provided for 20% of the targets to assess the reliability of the reported performance information. The department's records did not permit the application of alternative audit procedures. The evidence supporting the reported performance was not in line with the defined source/collection of data for the indicator per the technical indicator description due to that the department reported performance which was not validated to reflect achievement of the indicator.

Programme 3: Teachers, Education Human Resources and Institutional Development

Usefulness of reported performance information

23. Performance indicators should be well defined so that data can be collected consistently and is easy to understand and use, as required by the FMPPPI. A total of 33% of the indicators were not well defined.
24. The processes and systems that produced the indicator should be verifiable, as required by the FMPPPI. A total of 33% of the indicators were not verifiable. This was due to the department not fully understanding the requirements of the FMPPPI on the formulation of the technical indicator descriptions.

Reliability of reported performance information

25. The FMPPPI requires auditees to 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. The reported performance information was not valid, accurate and complete when compared to the source information or evidence provided. This was due to a lack of monitoring of the completeness and accuracy of source documentation in support of actual achievements.

Programme 4: Planning, Information and Assessment

Reliability of reported performance information

26. The FMPPPI requires auditees to 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. We were unable to obtain the information and explanations we considered necessary to satisfy ourselves of the reliability of the reported performance information. This was mainly as a result of the department relying on statistical information produced by other agencies without alternative credible information produced by the department to corroborate the results of the statistical information reported as performance achieved.

Programme 5: Education Enrichment Services

Reliability of reported performance information

27. The FMPPi requires auditees to 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. I was unable to obtain the information and explanations I considered necessary to satisfy myself as the reliability of the reported performance information. This was due to the evidence supporting the reported performance being different to the method of collection of data for the indicator per the technical indicator description.

Additional matter

28. I draw attention to the following matter:

Achievement of planned targets

29. Refer to the annual performance report on pages 35 to 158 for information on the achievement of the planned targets for the year. This information should be considered in the context of the material findings on the usefulness and reliability of the reported performance information for the selected programmes reported in paragraphs 22 to 27 of this report.

Compliance with legislation

30. I performed procedures to obtain evidence that the department had complied with applicable legislation regarding financial matters, financial management and other related matters. My material findings on compliance with specific matters in key legislation, as set out in the general notice issued in terms of the PAA, are as follows:

Expenditure management

31. The accounting officer did not take effective steps to prevent irregular and unauthorised expenditure as required by section 38(1)(c)(ii) of the PFMA and Treasury Regulation 9.1.1.

Annual financial statements

32. The financial statements submitted for auditing were not prepared in accordance with the prescribed financial reporting framework and supported by full and proper records as required by section 40(1) (a) and (b) of the PFMA. Material misstatements of immovable tangible capital assets, accruals and payables not recognised, commitments and accrued departmental revenue identified by the auditors in the submitted financial statements were subsequently corrected and the supporting records provided, resulting in the financial statements receiving an unqualified audit opinion.

Procurement and contract management

33. Goods and services with a transaction value below R500 000 were procured without obtaining the required price quotations, as required by Treasury Regulation 16A6.1.
34. Contracts were awarded to bidders based on preference points that were not allocated in accordance with the requirements of the Preferential Procurement Policy Framework Act and its regulations.
35. Sufficient appropriate audit evidence could not be obtained that contracts for the acquisition of school furniture were awarded in accordance with the legislative requirements as a result of payments in contravention of the requirements outlined in the conditions of the School Infrastructure Backlogs Grant framework.

Internal control

36. I considered internal control relevant to my audit of the financial statements, annual performance report and compliance with legislation. The matters reported below are limited to the significant internal control deficiencies that resulted in the findings on the annual performance report and the findings on non-compliance with legislation included in this report.

Leadership

37. The internal control weaknesses and deficiencies in the control environment mainly in the area of oversight by leadership and, particularly in respect of the infrastructure programme and performance reporting over the past three financial years, were not adequately addressed. Filling newly created posts in the establishment to deal with fulfilling the oversight responsibilities of financial management and service delivery for the infrastructure programme, must be expedited.
38. Oversight of performance was lacking. This was reported in the annual performance report based on implementation at provincial education departments.
39. The response to the implementation of the action plan was slow. This would address the internal control deficiencies that result in recurring findings.
40. Documented policies and procedures relevant to the financial environment for key areas of the infrastructure programme were not adequate to guide the operations of the department to comply with relevant legislation and regulations.

Financial and performance management

41. The department did not have systems to monitor compliance with all applicable legislation.
42. The misstatements that were identified in the financial statements and annual performance report were mainly due to staff not fully understanding the requirements of the prescribed financial reporting framework, especially as it relates to the complex requirements of financial reporting for the infrastructure programme and performance information reporting requirements. Regular monthly reconciliations were not prepared and transactions that contained misstatements during the previous years. Systems were also inadequate to identify and recognise all affected transactions incurred by implementing agents on behalf of the department, particularly with regard to non-compliance affecting the department as the principal agent.

Governance

43. The timing, resources and limitations to audit key risks identified during the risk assessment performed by internal audit limited the efforts of the internal audit and audit committee in improving the control environment and assisting the department in managing these risks.

Auditor-General

Auditor-General

Pretoria

31 July 2015



AUDITOR - GENERAL
SOUTH AFRICA

Auditing to build public confidence

ANNUAL REPORT 2014/15
VOTE 15 DEPARTMENT OF BASIC EDUCATION
APPROPRIATION STATEMENT
for the year ended 31 March 2015

Appropriation per programme									
	2014/15					2013/14			
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
Programme	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
1. Administration	351 448	-	32 131	383 579	380 799	2 780	99.3%	366 914	366 500
2. Curriculum Policy, Support and Monitoring	1 895 927	-	(68 166)	1 827 761	1 685 219	142 542	92.2%	1 471 088	1 469 592
3. Teachers, Education Human Resources and Institutional Development	1 281 247	-	26 727	1 307 974	1 314 462	(6 488)	100.5%	1 011 592	1 010 829
4. Planning, Information and Assessment	10 420 369	-	9 308	10 429 677	10 428 875	802	100.0%	8 995 880	8 435 609
5. Educational Enrichment Services	5 740 882	-	-	5 740 882	5 719 548	21 334	99.6%	5 773 781	5 728 564
Total	19 689 873	-	-	19 689 873	19 528 903	160 970	99.2%	17 619 255	17 011 094

ANNUAL REPORT 2014/15
VOTE 15 DEPARTMENT OF BASIC EDUCATION
APPROPRIATION STATEMENT
for the year ended 31 March 2015

	2014/15		2013/14	
	Final Appropriation	Actual Expenditure	Final Appropriation	Actual Expenditure
TOTAL (brought forward)	19 689 873	19 528 903	17 619 255	17 011 094
Reconciliation with statement of financial performance				
ADD				
Departmental receipts	57 572		27 227	
NRF Receipts	-		-	
Aid assistance	79 148		375 000	
Actual amounts per statement of financial performance (total revenue)	19 826 593		18 021 482	
ADD				
Aid assistance		76 468		371 182
Prior year unauthorised expenditure approved without funding				
Actual amounts per statement of financial performance (total expenditure)		19 605 371		17 382 276

ANNUAL REPORT 2014/15
VOTE 15 DEPARTMENT OF BASIC EDUCATION
APPROPRIATION STATEMENT
for the year ended 31 March 2015

Appropriation per economic classification										
	2014/15					2013/14				
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure	
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000	
Economic classification										
Current payments	2 440 297	(567)	(5 347)	2 434 383	2 410 722	23 661	99.0%	2 273 053	2 272 096	
Compensation of employees	414 400	(561)	(1 949)	411 890	412 744	(854)	100.2%	373 945	371 722	
Salaries and wages	370 041	4 623	(1 375)	373 289	375 493	(2 204)	100.6%	340 646	339 239	
Social contributions	44 359	(5 184)	(574)	38 601	37 251	1 350	96.5%	33 299	32 483	
Goods and services	1 976 915	(6)	(3 398)	1 973 511	1 948 996	24 515	98.8%	1 848 812	1 850 084	
Administrative fees	4 853	5 236	4 117	14 206	12 737	1 469	89.7%	1 541	1 536	
Advertising	10 135	3 388	10 980	24 503	18 547	5 956	75.7%	12 388	14 046	
Minor assets	2 521	(1 782)	98	837	911	(74)	108.8%	679	750	
Audit costs: External	11 371	(270)	7 735	18 836	16 802	2 034	89.2%	14 688	13 588	
Bursaries: Employees	391	(53)	(51)	287	287	-	100.0%	220	220	
Catering: Departmental activities	8 099	6 676	6 383	21 158	26 162	(5 004)	123.7%	7 729	7 369	
Communication	5 976	(224)	232	5 984	5 909	75	98.7%	5 361	5 531	
Computer services	64 880	(8 520)	20 747	77 107	66 026	11 081	85.6%	58 723	59 610	
Consultants: Business and advisory services	39 405	(11 443)	(1 377)	26 585	97 615	(71 030)	367.2%	5 336	3 223	
Infrastructure and planning services	-	-	-	-	-	-	-	23	22	
Legal services	479	(8)	2 028	2 517	2 517	-	100.0%	2 688	2 670	
Contractors	3 531	3 128	262	6 921	6 941	(20)	100.3%	18 538	6 468	
Agency and support / outsourced services	48 276	25 351	14 785	88 412	54 697	33 715	61.9%	93 719	65 287	
Entertainment	207	(5)	(202)	-	-	-	-	142	150	
Fleet services	651	419	634	1 704	1 688	16	99.1%	1 306	1 362	
Inventory: Clothing material and supplies	-	-	-	-	-	-	-	-	22	
Inventory: Farming supplies	-	168	-	168	167	1	99.4%	35	35	
Inventory: Food and food supplies	-	4	(1)	3	3	-	100.0%	-	4	
Inventory: Fuel, oil and gas	-	-	-	-	-	-	-	-	-	
Inventory: Learner and teacher support material	656 419	195 094	-	851 513	849 733	1 780	99.8%	-	604 156	
Inventory: Materials and supplies	-	78	-	78	39	39	50.0%	340	407	
Inventory: Medical supplies	-	-	-	-	-	-	-	-	6	

ANNUAL REPORT 2014/15
VOTE 15 DEPARTMENT OF BASIC EDUCATION
APPROPRIATION STATEMENT
for the year ended 31 March 2015

Appropriation per economic classification										
	2014/15					2013/14				
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure	
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000	
Inventory: Other supplies	505	97	-	602	36 870	(36 266)	6 124.6%	-	-	
Consumable supplies	535	3 265	222	4 022	4 115	(93)	102.3%	17 256	7 104	
Consumable: Stationery, printing and office supplies	159 967	(8 618)	(8 599)	142 750	44 779	97 971	31.4%	114 903	45 040	
Operating leases	1 936	3 611	(150)	5 397	6 533	(1 136)	121.0%	1 540	1 449	
Property payments	90 716	2 224	85	93 025	93 115	(90)	100.1%	83 758	84 201	
Transport provided: Departmental activity	-	-	-	-	-	-	-	-	-	
Travel and subsistence	116 190	5 804	8 578	130 572	122 845	7 727	94.1%	116 671	132 768	
Training and development	2 116	10 451	(370)	12 197	9 911	2 286	81.3%	10 496	10 400	
Operating payments	730 800	(240 971)	(73 884)	415 945	442 187	(26 242)	106.3%	1 269 083	773 029	
Venues and facilities	10 397	6 865	1 743	19 005	18 405	600	96.8%	6 106	5 930	
Rental and hiring	6 541	29	2 607	9 177	9 455	(278)	103.0%	5 543	3 701	
Interest and rent on land	48 982	-	-	48 982	48 982	-	100.0%	50 296	50 290	
Interest	48 982	-	-	48 982	48 982	-	100.0%	50 296	50 290	
Rent on land	-	-	-	-	-	-	-	-	-	

ANNUAL REPORT 2014/15
VOTE 15 DEPARTMENT OF BASIC EDUCATION
APPROPRIATION STATEMENT
for the year ended 31 March 2015

Appropriation per economic classification										
	2014/15					2013/14				
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure	
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000	
Transfers and subsidies	14 714 128	(4 939)	4 867	14 714 056	14 686 725	27 331	99.8%	13 394 574	13 350 324	
Provinces and municipalities	13 576 952	-	-	13 576 952	13 549 796	27 156	99.8%	12 370 622	12 326 288	
Provinces	13 576 952	-	-	13 576 952	13 549 796	27 156	99.8%	12 370 622	12 326 288	
Provincial Revenue Funds	13 576 952	-	-	13 576 952	13 549 796	27 156	99.8%	12 370 622	12 326 288	
Provincial agencies and funds	-	-	-	-	-	-	-	-	-	
Municipalities	-	-	-	-	-	-	-	-	-	
Municipal bank accounts	-	-	-	-	-	-	-	-	-	
Municipal agencies and funds	-	-	-	-	-	-	-	-	-	
Departmental agencies and accounts	1 055 030	500	-	1 055 530	1 055 530	-	100.0%	991 696	991 696	
Social security funds	-	-	-	-	-	-	-	167	167	
Departmental agencies and accounts	1 055 030	500	-	1 033 530	1 055 530	-	100.0%	991 529	991 529	
Higher education institutions	-	-	-	-	-	-	-	-	-	
Foreign governments and international organisations	12 755	-	3 978	16 733	16 654	79	99.5%	15 063	15 063	
Non-profit institutions	69 053	(6 000)	-	63 053	63 053	-	100.0%	15 050	15 050	
Households	338	561	889	1 788	1 692	96	94.6%	2 143	2 227	
Social benefits	338	307	343	988	926	62	93.7%	1 743	1 833	
Other transfers to households	-	254	546	800	766	34	95.8%	400	394	

ANNUAL REPORT 2014/15
VOTE 15 DEPARTMENT OF BASIC EDUCATION
APPROPRIATION STATEMENT
for the year ended 31 March 2015

Appropriation per economic classification										
	2014/15					2013/14				
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure	
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000	
Payments for capital assets	2 535 448	506	480	2 536 434	2 426 456	109 978	95.7%	1 951 486	1 388 532	
Buildings and other fixed structures	2 519 440	-	-	2 519 440	2 413 700	105 740	95.8%	1 937 919	1 375 824	
Buildings	2 519 440	-	-	2 519 440	2 000 570	518 870	79.4%	6 338	5 217	
Other fixed structures	-	-	-	-	413 130	(413 130)	-	1 931 581	1 370 607	
Machinery and equipment	15 919	497	500	16 916	12 695	4 221	75.0%	12 656	12 512	
Transport equipment	-	-	770	770	769	1	99.9%	917	916	
Other machinery and equipment	15 919	497	(270)	16 146	11 926	4 220	73.9%	11 739	11 596	
Heritage assets	-	-	-	-	-	-	-	-	-	
Specialised military assets	-	-	-	-	-	-	-	-	-	
Biological assets	-	-	-	-	-	-	-	-	-	
Land and subsoil assets	-	-	-	-	-	-	-	-	-	
Intangible assets	89	9	(20)	78	61	17	78.2%	911	196	
Payments for financial assets	-	5 000	-	5 000	5 000	-	100.0%	142	142	
	19 689 873	-	-	19 689 873	19 528 903	160 970	99.2%	17 619 255	17 011 094	

ANNUAL REPORT 2014/15
VOTE 15 DEPARTMENT OF BASIC EDUCATION
APPROPRIATION STATEMENT
for the year ended 31 March 2015

Programme 1: Administration										
2014/15										
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure	
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000	R'000
Sub-programme										
1. Ministry	24 592	(1)	2 963	27 554	27 423	131	99.5%	29 770	29 748	
2. Departmental Management	66 763	13	14 989	81 765	81 190	575	99.3%	61 939	61 831	
3. Corporate Services	48 615	(10)	5 852	54 457	54 078	379	99.3%	86 219	86 114	
4. Office of the Chief Financial Officer	46 385	(2)	9 668	56 051	55 847	204	99.6%	34 497	34 495	
5. Internal Audit	6 280	-	(556)	5 724	5 608	116	98.0%	5 427	5 397	
6. Office Accommodation	158 813	-	(785)	158 028	156 653	1 375	99.1%	149 062	148 915	
Total for sub-programmes	351 448	-	32 131	383 579	380 799	2 780	99.3%	366 914	366 500	

ANNUAL REPORT 2014/15
VOTE 15 DEPARTMENT OF BASIC EDUCATION
APPROPRIATION STATEMENT
for the year ended 31 March 2015

Programme 1: Administration									
2014/15									
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Economic classification									
Current payments	332 780	-	31 294	364 074	363 818	256	99.9%	333 738	334 453
Compensation of employees	124 128	-	1 114	125 242	125 057	185	99.9%	114 424	114 402
Salaries and wages	109 582	1 151	1 207	111 940	111 809	131	99.9%	102 901	102 889
Social contributions	14 546	(1 151)	(93)	13 302	13 248	54	99.6%	11 523	11 513
Goods and services	159 670	-	30 180	189 850	189 779	71	100.0%	169 018	169 761
Administrative fees	738	238	3 312	4 288	4 269	19	99.6%	373	371
Advertising	1 574	(394)	7 017	8 197	8 201	(4)	100.0%	2 777	2 807
Minor assets	1 301	(801)	95	595	692	(97)	116.3%	314	573
Audit costs: External	10 711	(260)	6 343	16 794	16 802	(8)	100.0%	13 588	13 588
Bursaries: Employees	391	(53)	(51)	287	287	-	100.0%	220	220
Catering: Departmental activities	701	303	2 510	3 514	3 497	17	99.5%	856	977
Communication	2 077	142	243	2 462	2 449	13	99.5%	2 506	2 652
Computer services	16 074	381	5 605	22 060	22 080	(20)	100.1%	19 023	18 349
Consultants: Business and advisory services	2 680	(288)	(1 977)	415	407	8	98.1%	622	312
Legal services	497	(8)	2 028	2 517	2 517	-	100.0%	2 668	2 668
Contractors	2 576	(1 147)	(830)	599	593	6	99.0%	587	556
Agency and support / outsourced services	3 074	534	1 224	4 832	4 820	12	99.8%	2 211	2 183
Entertainment	207	(5)	(202)	-	-	-	-	142	150
Fleet services	651	369	634	1 654	1 640	14	99.2%	1 246	1 303
Housing	-	-	-	-	-	-	-	-	-
Inventory: Clothing material and supplies	-	-	-	-	-	-	-	-	22
Inventory: Farming supplies	-	38	-	38	37	1	97.4%	-	-
Inventory: Food and food supplies	-	4	(1)	3	3	-	100.0%	-	4
Inventory: Materials and supplies	-	32	-	32	32	-	100.0%	-	69
Inventory: Medical supplies	-	-	-	-	-	-	-	-	6
Inventory: Other supplies	-	-	-	-	4	(4)	-	-	-
Consumable supplies	161	279	224	664	686	(22)	103.3%	139	225

ANNUAL REPORT 2014/15
VOTE 15 DEPARTMENT OF BASIC EDUCATION
APPROPRIATION STATEMENT
for the year ended 31 March 2015

Programme 1: Administration										
	2014/15					2013/14				
	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	
Consumable: Stationery, printing and office supplies	3 071	(506)	132	2 697	2 696	1	100.0%	3 422	3 670	
Operating leases	1 172	(284)	(154)	734	732	2	99.7%	957	941	
Property payments	90 716	2 171	85	92 972	93 063	(91)	100.1%	83 543	84 188	
Travel and subsistence	15 723	(634)	1 482	16 571	16 398	173	99.0%	15 156	15 262	
Training and development	1 344	(149)	(369)	826	825	1	99.9%	9 590	9 534	
Operating payments	2 395	(170)	220	2 445	2 399	46	98.1%	7 966	8 029	
Venues and facilities	741	177	1 635	2 553	2 552	1	100.0%	699	698	
Rental and hiring	1 095	31	975	2 101	2 098	3	99.9%	413	404	
Interest and rent on land	48 982	-	-	48 982	48 982	-	100.0%	50 296	50 290	
Interest	48 982	-	-	48 982	48 982	-	100.0%	50 296	50 290	
Transfers and subsidies	293	-	357	650	638	12	98.2%	15 423	15 421	
Departmental agencies and accounts	177	-	-	177	177	-	100.0%	167	167	
Departmental agencies	177	-	-	177	177	-	100.0%	167	167	
Foreign governments and international organisations	-	-	-	-	-	-	-	15 063	15 063	
Households	116	-	357	473	461	12	97.5%	193	191	
Social benefits	116	(1)	267	382	376	6	98.4%	141	140	
Other transfers to households	-	1	90	91	85	6	93.4%	52	51	
Payments for capital assets	18 375	-	480	18 855	16 343	2 512	86.7%	17 748	16 621	
Buildings and other fixed structures	5 813	-	-	5 813	5 813	-	100.0%	6 828	5 700	
Buildings	5 813	-	-	5 813	5 813	-	100.0%	6 338	5 217	
Other fixed structures	-	-	-	-	-	-	-	490	483	
Machinery and equipment	12 473	-	500	12 973	10 530	2 443	81.2%	10 023	10 739	
Transport equipment	-	-	770	770	769	1	99.9%	917	916	
Other machinery and equipment	12 473	-	(270)	12 203	9 761	2 442	80.0%	9 106	9 823	
Intangible assets	89	-	(20)	69	-	69	-	897	182	
Payments for financial assets	-	-	-	-	-	-	-	5	5	
	351 448	-	32 131	383 579	380 799	2 780	99.3%	366 914	366 500	

Programme 2: Curriculum Policy, Support and Monitoring										
2014/15										
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure	2013/14
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000	R'000
Sub programme										
1. Programme Management: Curriculum Policy, Support and monitoring	2 455	92	-	2 547	2 988	(441)	117.3%	2 624	2 597	
2. Curriculum Implementation and Monitoring	321 776	(1 643)	6 000	326 133	306 083	20 050	93.9%	35 088	34 934	
3. Kha Ri Gude Literacy Project	569 939	-	(74 200)	495 739	386 956	108 783	78.1%	599 953	598 766	
4. Curriculum and Quality Enhancement Programmes	1 001 757	1 551	34	1 003 342	989 192	14 150	98.6%	833 423	833 295	
Total for sub-programmes	1 895 927	-	(68 166)	1 827 761	1 685 219	142 542	92.2%	1 471 088	1 469 592	

ANNUAL REPORT 2014/15
VOTE 15 DEPARTMENT OF BASIC EDUCATION
APPROPRIATION STATEMENT
for the year ended 31 March 2015

Programme 2: Curriculum Policy, Support and Monitoring									
2014/15									
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Economic classification									
Current payments	1 550 554	(552)	(68 200)	1 481 802	1 348 241	133 561	91.0%	1 470 153	1 469 024
Compensation of employees	78 089	(82)	-	78 007	73 168	4 839	93.8%	75 856	75 550
Salaries and wages	70 652	771	-	71 423	66 766	4 657	93.5%	69 844	69 939
Social contributions	7 437	(853)	-	6 584	6 402	182	97.2%	6 012	5 611
Goods and services	1 472 465	(470)	(68 200)	1 403 795	1 275 073	128 722	90.8%	1 394 297	1 393 474
Administrative fees	1 494	231	500	2 225	1 428	797	64.2%	1 130	1 130
Advertising	3 504	(2 143)	-	1 361	15	1 346	1.1%	2 103	3 589
Minor assets	57	(12)	-	45	40	5	88.9%	175	39
Audit costs: External	650	-	-	650	-	650	-	1 100	-
Catering: Departmental activities	3 846	4 054	1 000	8 900	8 101	799	91.0%	3 668	3 319
Communication	533	(52)	-	481	448	33	93.1%	470	473
Computer services	1 251	(1 092)	-	159	157	2	98.7%	87	86
Consultants: Business and advisory services	1 320	21 363	-	22 683	22 239	444	98.0%	623	420
Legal services	-	-	-	-	-	-	-	20	2
Contractors	40	1 313	-	1 353	1 226	127	90.6%	120	241
Agency and support / outsourced services	31 184	(18 681)	-	12 503	4 707	7 796	37.6%	34 258	33 977
Inventory: Leamer and teacher support material	653 419	197 954	-	851 373	849 174	2 199	99.7%	-	576 144
Consumable supplies	76	1 683	-	1 759	1 677	82	95.3%	15 762	5 021
Consumable: Stationery, printing and office supplies	33 738	16 559	-	50 297	33 917	16 380	67.4%	70 340	35 441
Operating leases	133	3 982	-	4 115	3 491	624	84.8%	154	101
Travel and subsistence	12 260	11 020	4 500	27 780	23 013	4 767	82.8%	8 989	8 914
Training and development	-	1 353	-	1 353	1 300	53	96.1%	772	735
Operating payments	724 265	(240 803)	(74 200)	409 262	316 439	92 823	77.3%	1 252 942	721 917
Venues and facilities	1 635	3 268	-	4 903	5 172	(269)	105.5%	1 568	1 790
Rental and hiring	3 060	(467)	-	2 593	2 529	64	97.5%	16	135
Transfers and subsidies	344 797	82	-	344 879	336 350	8 529	97.5%	300	296
Provinces and municipalities	344 664	-	-	344 664	336 159	8 505	97.5%	-	-

ANNUAL REPORT 2014/15
VOTE 15 DEPARTMENT OF BASIC EDUCATION
APPROPRIATION STATEMENT
for the year ended 31 March 2015

Programme 2: Curriculum Policy, Support and Monitoring									
2014/15									
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Provinces	344 664	-	-	344 664	336 159	8 505	97.5%	-	-
Provincial Revenue Funds	344 664	-	-	344 664	336 159	8 505	97.5%	-	-
Foreign governments and international organisations	113	-	-	113	124	(11)	109.7%	-	-
Households	20	82	-	102	67	35	65.7%	300	296
Social benefits	20	52	-	72	52	20	72.2%	281	281
Other transfers to households	-	30	-	30	15	15	50.0%	19	15
Payments for capital assets	576	470	34	1 080	628	452	58.1%	635	272
Machinery and equipment	576	461	34	1 071	619	452	57.8%	635	272
Other machinery and equipment	576	461	34	1 071	619	452	57.8%	635	272
Intangible assets	-	9	-	9	9	-	100.0%	-	-
Payments for financial assets	-	-	-	-	-	-	-	-	-
	1 895 927	-	(68 166)	1 827 761	1 685 219	142 542	92.2%	1 471 088	1 469 592

Programme 3: Teachers, Education Human Resources and Institutional Development									
2014/15									
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Sub-programme									
1. Programme Management: Teachers, Education Human Resource and Institutional Development	1 909	-	(404)	1 505	1 476	29	98.1%	688	686
2. Education Human Resource Management	277 791	(213 000)	3 787	68 578	72 511	(3 933)	105.7%	51 429	51 011
3. Education Human Resource Development	969 466	233 000	11 767	1 214 233	1 216 968	(2 735)	100.2%	954 744	954 476
4. Curriculum and Professional Development Unit	32 081	(20 000)	11 577	23 658	23 507	151	99.4%	4 731	4 656
Total for sub-programmes	1 281 247	-	26 727	1 307 974	1 314 462	(6 488)	100.5%	1 011 592	1 010 829

ANNUAL REPORT 2014/15
VOTE 15 DEPARTMENT OF BASIC EDUCATION
APPROPRIATION STATEMENT
for the year ended 31 March 2015

Programme 3: Teachers, Education Human Resources and Institutional Development									
2014/15									
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Economic classification									
Current payments	107 485	-	24 817	132 302	139 043	(6 741)	105.1%	116 178	115 587
Compensation of employees	65 440	-	(3 063)	62 377	62 074	303	99.5%	54 199	53 970
Salaries and wages	58 335	629	(2 582)	56 382	56 093	289	99.5%	49 049	48 859
Social contributions	7 105	(629)	(481)	5 995	5 981	14	99.8%	5 150	5 111
Goods and services	42 045	-	27 880	69 925	76 969	(7 044)	110.1%	61 979	61 617
Administrative fees	441	67	305	813	810	3	99.6%	20	20
Advertising	-	-	3 963	3 963	3 902	61	98.5%	2 179	2 177
Minor assets	77	(22)	3	58	50	8	86.2%	20	19
Audit costs: External	-	-	1 392	1 392	-	1 392	-	-	-
Catering: Departmental activities	587	1 520	2 873	4 980	6 335	(1 355)	127.2%	471	470
Communication	400	(74)	(11)	315	309	6	98.1%	1 182	1 185
Computer services	6	-	142	148	153	(5)	103.4%	129	128
Consultants: Business and advisory services	-	-	600	600	600	-	100.0%	-	-
Contractors	158	452	1 092	1 702	1 650	52	96.9%	2 823	2 823
Agency and support / outsourced services	9 285	(17 921)	13 561	4 925	7 558	(2 633)	153.5%	22 104	22 107
Inventory: Learner and teacher support material	3 000	(3 000)	-	-	-	-	-	-	2 841
Consumable supplies	56	75	(2)	129	123	6	95.3%	63	63
Consumable: Stationery, printing and office supplies	2 902	835	(473)	3 264	3 193	71	97.8%	4 554	1 704
Operating leases	176	(49)	4	131	103	28	78.6%	89	88
Travel and subsistence	22 633	2 523	2 596	27 752	32 156	(4 404)	115.9%	23 779	23 427
Training and development	-	10 023	(1)	10 022	7 786	2 236	77.7%	9	9
Operating payments	216	309	96	621	3 591	(2 970)	578.3%	892	892
Venues and facilities	803	5 331	108	6 242	5 238	1 004	83.9%	1 334	1 335
Rental and hiring	1 305	(69)	1 632	2 868	3 412	(544)	119.0%	2 331	2 329
Interest and rent on land									
Interest									
Rent on land									

ANNUAL REPORT 2014/15
VOTE 15 DEPARTMENT OF BASIC EDUCATION
APPROPRIATION STATEMENT
for the year ended 31 March 2015

Programme 3: Teachers, Education Human Resources and Institutional Development									
2014/15									
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Transfers and subsidies	1 173 222	-	1 910	1 175 132	1 175 024	108	100.0%	895 003	894 998
Provinces and municipalities	2 13 000	-	-	2 13 000	2 13 000	-	100.0%	-	-
Provinces	2 13 000	-	-	2 13 000	2 13 000	-	100.0%	-	-
Provincial Revenue Funds	2 13 000	-	-	2 13 000	2 13 000	-	100.0%	-	-
Departmental agencies and accounts	947 499	-	-	947 499	947 499	-	100.0%	893 867	893 867
Departmental agencies	947 499	-	-	947 499	947 499	-	100.0%	893 867	893 867
Foreign governments and international organisations	12 642	-	1 378	14 020	13 930	90	99.4%	-	-
Households	81	-	532	613	595	18	97.1%	1 136	1 131
Social benefits	81	(1)	76	156	139	17	89.1%	1 089	1 085
Other transfers to households	-	1	456	457	456	1	99.8%	47	46
Payments for capital assets	540	-	-	540	395	145	73.1%	411	244
Machinery and equipment	540	-	-	540	395	145	73.1%	411	244
Transport equipment	-	-	-	-	-	-	-	-	-
Other machinery and equipment	540	-	-	540	395	145	73.1%	411	244
Payments for financial assets	1 281 247	-	26 727	1 307 974	1 314 462	(6 488)	100.5%	1 011 592	1 010 829

Programme 4: Planning, Information and Assessment									
2014/15					2013/14				
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Sub-programme									
1. Programme Management: Planning, Information and Assessment	2 981	(80)	-	2 901	2 896	5	99.8%	2 588	2 576
2. Financial Planning, Information and Management Systems	37 344	(5 064)	14 966	47 246	47 111	135	99.7%	25 624	25 589
3. School Infrastructure	9 874 843	943	-	9 875 786	9 878 095	(2 309)	100.0%	8 612 427	8 048 681
4. National Assessment and Public Examination	394 603	(4 485)	(5 658)	384 460	378 317	6 143	98.4%	292 330	296 063
5. National Education Evaluation and Development Unit	21 213	-	-	21 213	26 281	(5 068)	123.9%	21 097	21 100
6. Planning and Delivery Oversight Unit	89 385	8 686	-	98 071	96 175	1 896	98.1%	41 814	41 600
Total for sub programmes	10 420 369	-	9 308	10 429 677	10 428 875	802	100.0%	8 995 880	8 435 609

ANNUAL REPORT 2014/15
VOTE 15 DEPARTMENT OF BASIC EDUCATION
APPROPRIATION STATEMENT
for the year ended 31 March 2015

Programme 4: Planning, Information and Assessment									
2014/15									
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Economic classification									
Current payments	401 623	268	6 742	408 633	514 756	(106 123)	126.0%	307 370	308 346
Compensation of employees	112 562	(266)	-	112 296	120 449	(8 153)	107.3%	95 649	94 571
Salaries and wages	101 025	2 203	-	103 228	112 111	(8 883)	108.6%	88 018	87 263
Social contributions	11 537	(2 469)	-	9 068	8 338	730	91.9%	7 631	7 308
Goods and services	289 061	534	6 742	296 337	394 307	(97 970)	133.1%	211 721	213 775
Administrative fees	1 886	4 639	-	6 525	5 807	718	89.0%	12	12
Advertising	5 033	5 824	-	10 857	6 307	4 550	58.1%	5 310	5 455
Minor assets	567	(459)	-	108	109	(1)	100.9%	130	82
Audit costs: External	10	(10)	-	-	-	-	-	-	-
Catering: Departmental activities	2 637	370	-	3 007	7 532	(4 525)	250.5%	2 470	2 339
Communication	2 700	(261)	-	2 439	2 429	10	99.6%	825	847
Computer services	47 445	(7 721)	15 000	54 724	43 621	11 103	79.7%	39 432	41 047
Consultants: Business and advisory services	35 305	(33 190)	-	2 115	73 619	(71 504)	3480.8%	4 091	2 491
Infrastructure and planning services	-	-	-	-	-	-	-	23	22
Contractors	530	2 576	-	3 106	3 344	(238)	107.7%	14 971	2 812
Agency and support / outsourced services	3 753	62 165	-	65 918	37 565	28 353	57.0%	34 965	6 841
Fleet services	-	50	-	50	48	2	96.0%	60	59
Inventory: Learner and teacher support material	-	140	-	140	559	(419)	399.3%	-	24 825
Inventory: Materials and supplies	-	39	-	39	-	39	-	37	37
Inventory: Other supplies	505	-	-	505	36 866	(36 361)	7300.2%	-	-
Consumable supplies	222	1 117	-	1 339	1 340	(1)	100.1%	118	622
Consumable: Stationery, printing and office supplies	117 804	(25 058)	(8 258)	84 488	3 021	81 467	3.6%	34 874	3 008
Operating leases	306	(30)	-	276	2 106	(1 830)	763.0%	219	201
Property payments	-	53	-	53	52	1	98.1%	215	13
Travel and subsistence	60 283	(8 255)	-	52 028	45 122	6 906	86.7%	61 858	78 389
Training and development	100	(104)	-	(4)	-	(4)	-	114	113
Operating payments	3 817	(1 264)	-	2 553	118 777	(116 224)	4652.4%	6 947	41 857
Venues and facilities	5 137	(473)	-	4 664	4 868	(204)	104.4%	2 278	1 880
Rental and hiring	1 021	386	-	1 407	1 215	192	86.4%	2 772	823

VOTE 15 DEPARTMENT OF BASIC EDUCATION
 APPROPRIATION STATEMENT
 for the year ended 31 March 2015

Programme 4: Planning, Information and Assessment									
2014/15									
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Transfers and subsidies	7 503 059	(5 234)	2 600	7 500 425	7 500 403	22	100.0%	6 756 314	6 756 313
Provinces and municipalities	7 326 584	-	-	7 326 584	7 326 584	-	100.0%	6 643 267	6 643 267
Provinces	7 326 584	-	-	7 326 584	7 326 584	-	100.0%	6 643 267	6 643 267
Provincial Revenue Funds	7 326 584	-	-	7 326 584	7 326 584	-	100.0%	6 643 267	6 643 267
Departmental agencies and accounts	107 354	500	-	107 854	107 854	-	100.0%	97 662	97 662
Departmental agencies	107 354	500	-	107 854	107 854	-	100.0%	97 662	97 662
Higher education institutions	-	-	-	-	-	-	-	-	-
Foreign governments and international organisations	-	-	2 600	2 600	2 600	-	100.0%	-	-
Non-profit institutions	69 000	(6 000)	-	63 000	63 000	-	100.0%	15 000	15 000
Households	121	266	-	387	365	22	94.3%	385	384
Social benefits	121	90	-	211	196	15	92.9%	103	102
Other transfers to households	-	176	-	176	169	7	96.0%	282	282
Payments for capital assets	2 515 687	(34)	(34)	2 515 619	2 408 716	106 903	95.8%	1 932 196	1 370 950
Buildings and other fixed structures	2 513 627	-	-	2 513 627	2 407 887	105 740	95.8%	1 931 091	1 370 124
Buildings	2 513 627	-	-	2 513 627	1 994 757	518 870	79.4%	-	-
Other fixed structures	-	-	-	-	413 130	(413 130)	-	1 931 091	1 370 124
Machinery and equipment	2 060	(34)	(34)	1 992	829	1 163	41.6%	1 091	812
Other machinery and equipment	2 060	(34)	(34)	1 992	829	1 163	41.6%	1 091	812
Intangible assets	-	-	-	-	-	-	-	14	14
Payments for financial assets	-	5 000	-	5 000	5 000	-	100.0%	-	-
	10 420 369	-	9 308	10 429 677	10 428 875	802	100.0%	8 995 880	8 435 609

ANNUAL REPORT 2014/15
VOTE 15 DEPARTMENT OF BASIC EDUCATION
APPROPRIATION STATEMENT
for the year ended 31 March 2015

Programme 5: Educational Enrichment Services										
2014/15										
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure	
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000	
Sub-programme										
1. Programme Management: Education Enrichment Services	2 675	124	-	2 799	2 438	361	87.1%	3 142	3 218	
2. Partnerships in Education	22 938	(684)	-	22 254	20 487	1 767	92.1%	9 926	9 867	
3. Care and Support in Schools	5 715 269	560	-	5 715 829	5 696 623	19 206	99.7%	5 760 713	5 715 479	
Total for sub-programmes	5 740 882	-	-	5 740 882	5 719 548	21 334	99.6%	5 773 781	5 728 564	

ANNUAL REPORT 2014/15
VOTE 15 DEPARTMENT OF BASIC EDUCATION
APPROPRIATION STATEMENT
for the year ended 31 March 2015

Programme 5: Educational Enrichment Services									
2014/15									
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	2013/14 Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Economic classification									
Current payments	47 855	(283)	-	47 572	44 864	2 708	94.3%	45 614	44 686
Compensation of employees	34 181	(213)	-	33 968	31 996	1 972	94.2%	33 817	33 229
Salaries and wages	30 447	(131)	-	30 316	28 714	1 602	94.7%	30 834	30 289
Social contributions	3 734	(62)	-	3 652	3 282	370	89.9%	2 983	2 940
Goods and services	13 674	(70)	-	13 604	12 868	736	94.6%	11 797	11 457
Administrative fees	294	61	-	355	423	(68)	119.2%	6	3
Advertising	24	101	-	125	122	3	97.6%	19	18
Minor assets	519	(488)	-	31	20	11	64.5%	40	37
Audit costs: External	-	-	-	-	-	-	-	-	-
Bursaries: Employees	-	-	-	-	-	-	-	-	-
Catering: Departmental activities	328	429	-	757	697	60	92.1%	264	264
Communication	266	21	-	287	274	13	95.5%	378	374
Computer services	104	(88)	-	16	15	1	93.8%	52	-
Consultants: Business and advisory services	100	672	-	772	750	22	97.2%	-	-
Contractors	227	(66)	-	161	128	33	79.5%	37	36
Agency and support / outsourced services	980	(746)	-	234	47	187	20.1%	181	179
Inventory: Farming supplies	-	130	-	130	130	-	100.0%	35	35
Inventory: Learner and teacher support material	-	-	-	-	-	-	-	-	346
Inventory: Materials and supplies	-	7	-	7	7	-	100.0%	303	301
Inventory: Other supplies	-	97	-	97	-	97	-	-	-
Consumable supplies	20	111	-	131	289	(158)	220.6%	1 174	1 173
Consumable: Stationery, printing and office supplies	2 452	(448)	-	2 004	1 952	52	97.4%	1 713	1 217
Operating leases	149	(8)	-	141	101	40	71.6%	121	118
Travel and subsistence	5 291	1 150	-	6 441	6 156	285	95.6%	6 889	6 776
Training and development	672	(672)	-	-	-	-	-	11	9
Operating payments	107	957	-	1 064	981	83	92.2%	336	334
Venues and facilities	2 081	(1 438)	-	643	575	68	89.4%	227	227
Rental and hiring	60	148	-	208	201	7	96.6%	11	10

ANNUAL REPORT 2014/15
VOTE 15 DEPARTMENT OF BASIC EDUCATION
APPROPRIATION STATEMENT
for the year ended 31 March 2015

Programme 5: Educational Enrichment Services									
2014/15									
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Transfers and subsidies	5 692 757	213	-	5 692 970	5 674 310	18 660	99.7%	5 727 534	5 683 296
Provinces and municipalities	5 692 704	-	-	5 692 704	5 674 053	18 651	99.7%	5 727 355	5 683 021
Provinces	5 692 704	-	-	5 692 704	5 674 053	18 651	99.7%	5 727 355	5 683 021
Provincial Revenue Funds	5 692 704	-	-	5 692 704	5 674 053	18 651	99.7%	5 727 355	5 683 021
Non-profit institutions	53	-	-	53	53	-	100.0%	50	50
Households	-	213	-	213	204	9	95.8%	129	225
Social benefits	-	167	-	167	163	4	97.6%	129	225
Other transfers to households	-	46	-	46	41	5	89.1%	-	-
Payments for capital assets	270	70	-	340	374	(34)	110.0%	496	445
Machinery and equipment	270	70	-	340	322	18	94.7%	496	445
Other machinery and equipment	270	70	-	340	322	18	94.7%	496	445
Intangible assets	-	-	-	-	52	(52)	-	-	-
Payments for financial assets	-	-	-	-	-	-	-	137	137
	5 740 882	-	-	5 740 882	5 719 548	21 334	99.6%	5 773 781	5 728 564

ANNUAL REPORT 2014/15
VOTE 15 DEPARTMENT OF BASIC EDUCATION
NOTES TO THE APPROPRIATION STATEMENT
for the year ended 31 March 2015

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

Detail of these transactions can be viewed in the note on Transfers and subsidies, disclosure notes and Annexure 1 (A-H) to the Annual Financial Statements.

2. Detail of specifically and exclusively appropriated amounts voted (after Virement):

Detail of these transactions can be viewed in note 1 (Annual Appropriation) to the Annual Financial Statements.

3. Detail on payments for financial assets

Detail of these transactions per programme can be viewed in the note on Payments for financial assets to the Annual Financial Statements.

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

4.1 Per programme	Final Appropriation	Actual Expenditure	Variance R'000	Variance as a % of Final Appropriation
1: Administration	383 579	380 799	2 780	0.72
The underspending on this programme is as a result of delays in the submission of invoices for the Department's server that resulted in the inability to finalise the processing of payments before the end of the financial year as well as savings in respect of office accommodation due to fluctuation of the unitary fee.				
2: Curriculum Policy, Support and Monitoring	1 827 761	1 685 219	142 542	7.80
The under-expenditure is mainly due to funds which were withheld for the Dinaledi Schools Conditional grant to the Limpopo province due to low spending. Furthermore, there were delays on verification of learners registered on Kha Ri Gude campaign, this also resulted in under-expenditure for payments to volunteer educators.				
3. Teachers, Education Human Resources and Institutional	1 307 974	1 314 462	(6 488)	(0.50)
The overspending on this programme is due to the National Teacher's Awards expenditure that was higher than the available funds.				
4. Planning, Information and Assessment	10 429 677	10 428 875	802	0.01
There were no material variances on this programme.				
5. Educational Enrichment Services	5 740 882	5 719 548	21 334	0.37
The underspending on this programme is due to the transfer of funds withheld for the HIV and Aids conditional grant to the Limpopo province due to low spending.				

ANNUAL REPORT 2014/15
VOTE 15 DEPARTMENT OF BASIC EDUCATION
NOTES TO THE APPROPRIATION STATEMENT
for the year ended 31 March 2015

4.2 Per economic classification	Final Appropriation	Actual Expenditure	Variance	Variance as a % of Final Appropriation
	R'000	R'000	R'000	R'000
Current payments				
Compensation of employees	411 890	412 744	(854)	(0.21)
Goods and services	1 973 511	1 948 996	24 515	1.24
Interest and rent on land	48 982	48 982	-	-
Transfers and subsidies				
Provinces and municipalities	13 576 952	13 549 796	27 156	0.20
Departmental agencies and accounts	1 055 530	1 055 530	-	-
Foreign governments and international organisations	16 733	16 654	79	0.47
Non-profit institutions	63 053	63 053	-	-
Households	1 788	1 692	96	5.37
Payments for capital assets				
Buildings and other fixed structures	2 519 440	2 413 700	105 740	4.20
Machinery and equipment	16 916	12 695	4 221	24.95
Intangible assets	78	61	17	21.79
Payments for financial assets	5 000	5 000	-	-

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				
Dinaledi Schools Grant	111 182	102 677	8 505	7.65
Education Infrastructure Grant	7 326 584	7 326 584	-	-
HIV and Aids (Life Skills Education) Grant	230 789	212 138	18 651	8.08
National School Nutrition Programme Grant	5 461 915	5 461 915	-	-
Technical Secondary Schools Recapitalisation Grant	233 482	233 482	-	-
Occupation Specific Dispensation	213 000	213 000	-	-

ANNUAL REPORT 2014/15
VOTE 15 DEPARTMENT OF BASIC EDUCATION
STATEMENT OF FINANCIAL PERFORMANCE
for the year ended 31 March 2015

	Note	2014/15 R'000	2013/14 R'000
REVENUE			
Annual appropriation	1	19 689 873	17 619 255
Departmental revenue	2	57 572	27 227
Aid assistance	3	79 148	375 000
TOTAL REVENUE		19 826 593	18 021 482
EXPENDITURE			
Current expenditure			
Compensation of employees	4	412 745	371 723
Goods and services	5	1 948 996	1 850 083
Interest and rent on land	6	48 982	50 290
Aid assistance	3	61 968	356 712
Total current expenditure		2 472 691	2 628 808
Transfers and subsidies			
Transfers and subsidies	8	14 686 725	13 350 324
Aid assistance	3	14 500	14 407
Total transfers and subsidies		14 701 225	13 364 731
Expenditure for capital assets			
Tangible assets	9	2 426 395	1 388 398
Intangible assets	9	60	197
Total expenditure for capital assets		2 426 455	1 388 595
Payments for financial assets	7	5 000	142
TOTAL EXPENDITURE		19 605 371	17 382 276
SURPLUS/(DEFICIT) FOR THE YEAR		221 222	639 206
Reconciliation of Net Surplus/(Deficit) for the year			
Voted funds		160 970	608 161
Annual appropriation		160 970	608 161
Departmental revenue and NRF Receipts	15	57 572	27 227
Aid assistance	3	2 680	3 818
SURPLUS/(DEFICIT) FOR THE YEAR		221 222	639 206

ANNUAL REPORT 2014/15
VOTE 15 DEPARTMENT OF BASIC EDUCATION
STATEMENT OF FINANCIAL POSITION
for the year ended 31 March 2015

	<i>Note</i>	2014/15 R'000	2013/14 R'000
ASSETS			
Current assets		193 625	683 066
Unauthorised expenditure	10	6 488	-
Cash and cash equivalents	11	9 137	286 179
Prepayments and advances	12	121 266	270 772
Receivables	13	56 734	126 115
Non-current assets		83 570	-
Receivables	13	83 570	-
TOTAL ASSETS		277 195	683 066
LIABILITIES			
Current liabilities		277 178	683 014
Voted funds to be surrendered to the Revenue Fund	14	167 458	608 161
Departmental revenue and NRF Receipts to be surrendered to the Revenue Fund	15	997	9 651
Payables	16	106 043	61 384
Aid assistance repayable	3	2 680	3 818
Non-current liabilities			
Payables	16	-	-
TOTAL LIABILITIES		277 178	683 014
NET ASSETS		17	52
	<i>Note</i>	2014/15 R'000	2013/14 R'000
Represented by:			
Recoverable revenue		17	52
TOTAL		17	52

ANNUAL REPORT 2014/15
VOTE 15 DEPARTMENT OF BASIC EDUCATION
STATEMENT OF CHANGES IN NET ASSETS
for the year ended 31 March 2015

	Note	2014/15 R'000	2013/14 R'000
Recoverable revenue			
Opening balance		52	17
Transfers:		(35)	35
Irrecoverable amounts written off	<u>7.1</u>	-	142
Debts revised			
Debts recovered (included in departmental receipts)		(35)	(107)
Debts raised			
Closing balance		17	52
TOTAL		17	52

ANNUAL REPORT 2014/15
VOTE 15 DEPARTMENT OF BASIC EDUCATION
CASH FLOW STATEMENT
for the year ended 31 March 2015

	Note	2014/15 R'000	2013/14 R'000
CASH FLOWS FROM OPERATING ACTIVITIES			
Receipts		19 826 292	18 021 481
Annual appropriated funds received	1.1	19 689 873	17 619 255
Departmental revenue received	2	43 916	7 176
Interest received	2.2	13 355	20 050
Aid assistance received	3	79 148	375 000
Net (increase)/decrease in working capital		173 488	5 828
Surrendered to Revenue Fund		(674 387)	(1 336 596)
Surrendered to RDP Fund/Donor		(3 818)	(3 086)
Current payments		(2 417 221)	(2 578 518)
Interest paid	6	(48 982)	(50 290)
Payments for financial assets		(5 000)	(142)
Transfers and subsidies paid		(14 701 225)	(13 364 731)
Net cash flow available from operating activities	17	2 149 147	693 946
CASH FLOWS FROM INVESTING ACTIVITIES			
Payments for capital assets	9	(2 426 455)	(1 388 595)
Proceeds from sale of capital assets	2.3	301	1
Net cash flows from investing activities		(2 426 154)	(1 388 594)
CASH FLOWS FROM FINANCING ACTIVITIES			
Increase/(decrease) in net assets		(35)	35
Net cash flows from financing activities		(35)	35
Net increase/(decrease) in cash and cash equivalents		(277 042)	(694 613)
Cash and cash equivalents at beginning of period		286 179	980 792
Cash and cash equivalents at end of period	18	9 137	286 179

The Financial Statements have been prepared in accordance with the following policies, which have been applied consistently in all material aspects, unless otherwise indicated. The historic cost convention has been used, except where otherwise indicated. Management has used assessments and estimates in preparing the annual financial statements. These are based on the best information available at the time of preparation. Where appropriate and meaningful, additional information has been disclosed to enhance the usefulness of the Financial Statements and to comply with the statutory requirements of the Public Finance Management Act, Act 1 of 1999 (as amended by Act 29 of 1999), and the Treasury Regulations issued in terms of the Act and the annual Division of Revenue Act, Act 1 of 2013.

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 Going concern

The financial statements have been prepared on a going concern basis.

1.3 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.

1.4 Rounding

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

1.5 Foreign currency translation

Cash flows arising from foreign currency transactions are translated into South African Rands using the exchange rates prevailing at the date of payment / receipt.

1.6 Comparative figures – Appropriation statement

A comparison between the approved, final budget and actual amounts for each programme and economic classification is included in the appropriation statement.

2. Revenue

2.1 Appropriated funds

Appropriated funds comprises of departmental allocations as well as direct charges against the revenue fund (i.e. statutory appropriation).

Appropriated funds are recognised in the 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.

The net amount of any appropriated funds due to / from the relevant revenue fund at the reporting date is recognised as a payable / receivable in the statement of financial position.

2.2 Departmental revenue

Departmental revenue is recognised in the statement of financial performance when received and is subsequently paid into the relevant revenue fund, unless stated otherwise. Any amount owing to the relevant revenue fund at the reporting date is recognised as a payable in the statement of financial position.

2.3 Accrued departmental revenue

Accruals in respect of departmental revenue (excluding tax revenue) are recorded in the notes to the financial statements when:

- it is probable that the economic benefits or service potential associated with the transaction will flow to the department; and
- the amount of revenue can be measured reliably.

The accrued revenue is measured at the fair value of the consideration receivable.

Accrued tax revenue (and related interest and / penalties) is measured at amounts receivable from collecting agents.

3. Expenditure

3.1 Compensation of employees

3.1.1 Salaries and Wages

Salaries and wages are recognised in the statement of financial performance on the date of payment.

3.1.2 Social contributions

Social contributions made by the department in respect of current employees are recognised in the statement of financial performance on the date of payment.

Social contributions made by the department in respect of ex-employees are classified as transfers to households in the statement of financial performance on the date of the payment.

3.2 Other expenditure

Other expenditure (such as goods and services, transfers and subsidies and payments for capital assets) is recognised in the statement of financial performance on the date of payment. The expense is classified as a capital expense if the total consideration paid is more than the capitalisation threshold.

3.3 Accrued expenditure payable

Accrued expenditure payable is recorded in the notes to the financial statements when the goods are received or, in the case of services, when they are rendered to the department. Accrued expenditure payable is measured at cost.

3.4 Leases

3.4.1 Operating leases

Operating lease payments made during the reporting period are recognised as current expenditure in the statement of financial performance on the date of payment. The operating lease commitments are recorded in the notes to the financial statements.

3.4.2 Finance leases

Finance lease payments made during the reporting period are recognised as capital expenditure in the statement of financial performance on the date of payment.

The finance lease commitments are recorded in the notes to the financial statements and are not apportioned between the capital and interest portions.

Finance lease assets acquired at the end of the lease term are recorded and measured at the lower of:

- cost, being the fair value of the asset; or
- the sum of the minimum lease payments made, including any payments made to acquire ownership at the end of the lease term, excluding interest.

4. Aid Assistance

4.1 Aid assistance received

Aid assistance received in cash is recognised in the statement of financial performance when received. In-kind aid assistance is recorded in the notes to the financial statements on the date of receipt and is measured at fair value.

Aid assistance not spent for the intended purpose and any unutilised funds from aid assistance that are required to be refunded to the donor are recognised as a payable in the statement of financial position.

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

4.2 Aid assistance paid

The cash payments made during the year relating to aid assistance projects are recognised in the statement of financial performance on the date of payment.

Aid assistance payment made prior to the receipt of funds is recognised as a receivable in the statement of financial position.

5. Cash and cash equivalents

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

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

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

6. Prepayments and advances

Prepayments and advances are recognised in the statement of financial position when the department receives or disburses the cash.

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

7. Receivables

Receivables recognised in the statement of financial position at cost plus accrued interest, where interest is charged, less amounts already settled or written off.

Receivables outstanding at 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.

8. 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.

9. Impairment of financial assets

Where there is an indication of impairment of a financial asset, an estimation of the reduction in the recorded carrying value, to reflect the best estimate of the amount of the future economic benefits expected to be received from that asset, is recorded in the notes to the financial statements.

10. Payables

Loans and payables are recognised in the statement of financial position at cost.

11. Capital assets

10.1 Immovable capital assets

Immovable capital assets are initially recorded in the notes to the financial statements at cost. Immovable capital assets acquired through a non-exchange transaction is measured at fair value as at the date of acquisition.

Where the cost of immovable capital assets cannot be determined accurately, the immovable capital assets are measured at R1 unless the fair value of the asset has been reliably estimated, in which case the fair value is used.

All assets acquired prior to 1 April 2002 (or a later date as approved by the OAG) are recorded at R1.

Immovable capital assets are subsequently carried at cost and are not subject to depreciation or impairment.

Subsequent expenditure that is of a capital nature is added to the cost of the asset at the end of the capital project unless the immovable asset is recorded by another department in which case the completed project costs are transferred to that department.

Subsequent recognition

Work-in-progress of a capital nature is recorded in the statement of financial performance as "expenditure for capital asset". On completion, the total cost of the project is included in the asset register of the department that is accountable for the asset.

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

10.2 Movable capital assets

A movable 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.

Movable capital assets are initially recorded in the notes to the financial statements at cost. Movable capital assets acquired through a non-exchange transaction is measured at fair value as at the date of acquisition.

Where the cost of movable capital assets cannot be determined accurately, the movable capital assets are measured at fair value and where fair value cannot be determined; the movable assets are measured at R1.

All assets acquired prior to 1 April 2002 (or a later date as approved by the OAG) are recorded at R1.

Assets acquired utilising aid assistance are recorded in the asset register at cost less VAT.

Movable capital assets are subsequently carried at cost and are not subject to depreciation or impairment.

Subsequent expenditure that is of a capital nature is added to the cost of the asset at the end of the capital project unless the movable asset is recorded by another department/entity in which case the completed project costs are transferred to that department.

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 unless the movable assets is recorded by another department in which case the completed project cost are transferred to that department.

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

10.3 Intangible assets

Initial recognition

Intangible asset assets are initially recorded in the notes to the financial statements at cost. Intangible asset acquired through a non-exchange transaction is measured at fair value as at the date of acquisition. Internally generated intangible assets are recorded in the notes to the financial statements when the department commences the development phase of the project.

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.

All assets acquired prior to 1 April 2002 (or a later date as approved by the OAG) are recorded at R1.

Subsequent recognition

Subsequent expenditure of a capital nature is added to the cost of the assets at the end of the capital project unless the movable assets is recorded by another department in which case the completed project cost are transferred to that department.

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

12. Provisions and Contingents

12.1 Provisions

Provisions are recorded in the notes to the financial statements when there is a present legal or constructive obligation to forfeit economic benefits as a result of events in the past and it is probable that an outflow of resources embodying economic benefits or service potential will be required to settle the obligation and a reliable estimate of the obligation can be made. The provision is measured as the best estimate of the funds required to settle the present obligation at the reporting date.

12.2 Contingent liabilities

Contingent liabilities are recorded in the notes to the financial statements when there is possible obligation that arises from past events, and whose existence will be confirmed only by occurrence or non- occurrence of one or more uncertain future events not within the control of the department or when there is a present obligation that is not recognised because it is not probable that an outflow of resources will be required to settle the obligation or the amount of the obligation cannot be measured reliably.

12.3 Contingent assets

Contingent assets are recorded in the notes to the financial statements when a possible asset arises from past events, and whose existence will be confirmed by the occurrence or non-occurrence of one or more uncertain future events not within the control of the department.

12.4 Commitments

Commitments are 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.

Commitments are recorded at cost in the notes to the financial statements when there is a contractual arrangement or an approval by management in a manner that raises a valid expectation that the department will discharge its responsibilities thereby incurring future expenditure that will result in the outflow of cash.

13. Unauthorised expenditure

Unauthorised expenditure is recognised in the statement of financial position until such time as the expenditure is either:

- approved by Parliament or the Provincial Legislature with funding and the related funds are received; or
- approved by Parliament or the Provincial Legislature without funding and is written off against the appropriation in the statement of financial performance; or
- transferred to receivables for recovery.

Unauthorised expenditure is measured at the amount of the confirmed unauthorised expenditure.

14. Fruitless and wasteful expenditure

Fruitless and wasteful expenditure is recorded in the notes to the financial statements when confirmed. The amount recorded is equal to the total value of the fruitless and or wasteful expenditure incurred.

Fruitless and wasteful expenditure is removed from the notes to the financial statements when it is resolved or transferred to receivables for recovery.

Fruitless and wasteful expenditure receivables are measured at the amount that is expected to be recoverable and are de-recognised when settled or subsequently written-off as irrecoverable.

15. Irregular expenditure

Irregular expenditure is recorded in the notes to the financial statements when confirmed. The amount recorded is equal to the total value of the irregularity unless it is impracticable to determine, in which case reasons therefor are provided in the note.

Irregular expenditure is removed from the note when it is either condoned by the relevant authority or transferred to receivables for recovery.

Irregular expenditure receivables are measured at the amount that is expected to be recoverable and are de-recognised when settled or subsequently written-off as irrecoverable.

16. Prior period errors

The accruals for the goods and services was previously misstated in the 2013/14 financial year and corrected in the disclosure notes. Departmental accrued revenue for Interest, dividends and rent on land was misstated in the 2013/14 financial year and corrected in the disclosure notes. Payment to service provider has been declared irregular in the prior year because service provider was seconded instead of being appointed as consultant.

17. Agent-Principal arrangements

The management fees paid to Implementing Agencies for managing projects on behalf of the Department are recorded on the disclosure notes.

18. Related party transactions

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

19. Key management personnel

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

20. Public private partnerships

A description of the Public Private Partnership (PPP) arrangement, the contract fees and current and capital expenditure as well as finance lease commitment 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:

	2014/15	2013/14
Final Appropriation	Actual Funds Received	Funds not requested/ not received
R'000	R'000	R'000
Administration	383 579	366 914
Curriculum Policy, Support and Monitoring	1 827 761	1 471 088
Teachers, Education Human Resources and Institutional	1 307 974	1 011 592
Planning, Information and Assessment	10 429 677	8 995 880
Educational Enrichment Services	5 740 882	5 773 781
Total	19 689 873	17 619 255

2. Departmental revenue

	Note	2014/15	2013/14
		R'000	R'000
Sales of goods and services other than capital assets	2.1	4 672	2 710
Interest, dividends and rent on land	2.2	13 355	20 050
Sales of capital assets	2.3	301	1
Transactions in financial assets and liabilities	2.4	39 244	4 120
Transfer received	2.5	-	346
Departmental revenue collected		57 572	27 227

2.1 Sales of goods and services other than capital assets

	Note	2014/15	2013/14
	2	R'000	R'000
Sales of goods and services produced by the department		4 629	2 710
Sales by market establishment		105	110
Other sales		4 524	2 600
Sales of scrap, waste and other used current goods		43	-
Total		4 672	2 710

2.2 Interest, dividends and rent on land

	Note	2014/15	2013/14
	2	R'000	R'000
Interest		13 355	20 050
Total		13 355	20 050

2.3 Sale of capital assets

ANNUAL REPORT 2014/15
VOTE 15 DEPARTMENT OF BASIC EDUCATION
NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2015

	<i>Note</i>	2014/15	2013/14
	2	R'000	R'000
Tangible assets		301	1
Machinery and equipment	31	301	1
Total		301	1

2.4 Transactions in financial assets and liabilities

	<i>Note</i>	2014/15	2013/14
	2	R'000	R'000
Receivables		39 244	4 120
Total		39 244	4 120

2.5 Transfers received

	<i>Note</i>	2014/15	2013/14
	2	R'000	R'000
Public corporations and private enterprises		-	346
Total		-	346

3. Aid assistance

	<i>Note</i>	2014/15	2013/14
		R'000	R'000
Opening Balance		3 818	3 086
Transferred from statement of financial performance		2 680	3 818
Paid during the year		(3 818)	(3 086)
Closing Balance		2 680	3 818

3.1 Analysis of balance by source

	<i>Note</i>	2014/15	2013/14
		R'000	R'000
Aid assistance from RDP	3	2 680	3 818
Aid assistance from other sources		-	-
Closing balance		2 680	3 818

3.2 Analysis of balance

	<i>Note</i>	2014/15	2013/14
		R'000	R'000
Aid assistance repayable		2 680	3 818
Closing balance		2 680	3 818

4. Compensation of employees

4.1 Salaries and Wages

	<i>Note</i>	2014/15	2013/14
		R'000	R'000
Basic salary		261 655	225 239
Performance award		781	8 047
Service Based		395	230
Compensative/circumstantial		31 076	25 324
Periodic payments		20 350	27 140
Other non-pensionable allowances		61 237	53 258
Total		375 494	339 238

4.2 Social contributions

	<i>Note</i>	2014/15	2013/14
		R'000	R'000
Employer contributions			
Pension		28 802	24 371
Medical		8 394	8 065
Bargaining council		50	44
Official unions and associations		5	5
Total		37 251	32 485
Total compensation of employees		412 745	371 723
Average number of employees		748	742

5. Goods and services

	Note	2014/15	2013/14
		R'000	R'000
Administrative fees		12 737	1 536
Advertising		18 545	14 046
Minor assets	5.1	909	751
Bursaries (employees)		287	220
Catering		26 162	7 369
Communication		5 911	5 530
Computer services	5.2	66 026	59 609
Consultants: Business and advisory services		97 614	3 223
Infrastructure and planning services		-	22
Laboratory services			
Scientific and technological services			
Legal services		2 517	2 668
Contractors		6 941	6 470
Agency and support / outsourced services		54 699	65 288
Entertainment		-	150
Audit cost – external	5.3	16 802	13 588
Fleet services		1 687	1 363
Inventory	5.4	886 813	609 290
Consumables	5.5	48 894	47 483
Housing			
Operating leases		6 531	1 462
Property payments	5.6	93 116	84 188
Rental and hiring		9 455	3 701
Transport provided as part of the departmental activities			
Travel and subsistence	5.7	122 848	141 316
Venues and facilities		18 404	5 929
Training and development		9 911	1 849
Other operating expenditure	5.8	442 187	773 032
Total		1 948 996	1 850 083

5.1 Minor assets

	Note	2014/15	2013/14
	5	R'000	R'000
Tangible assets		866	745
Buildings and other fixed structures		4	-
Machinery and equipment		862	739
Transport assets		-	6
Intangible assets		43	6
Software		43	6
Total		909	751

5.2 Computer services

	Note	2014/15	2013/14
	5	R'000	R'000
SITA computer services		57 605	53 717
External computer service providers		8 421	5 892
Total		66 026	59 609

5.3 Audit cost – External

	Note	2014/15	2013/14
	5	R'000	R'000
Regularity audits		14 448	10 798
Performance audits		911	703
Computer audits		1 443	2 087
Total		16 802	13 588

5.4 Inventory

	Note	2014/15	2013/14
	5	R'000	R'000
Clothing material and accessories		-	21
Farming supplies		168	35
Food and food supplies		3	4
Learning, teaching and support material		849 733	608 816
Materials and supplies		38	408
Medicine		-	6
Other supplies	5.4.1	36 871	-
Total		886 813	609 290

5.4.1 Other supplies

	Note	2014/15	2013/14
	5.4	R'000	R'000
Assets for distribution		36 871	-
School furniture		36 443	-
Sports and recreation		428	-
Total		36 871	-

5.5 Consumables

	Note	2014/15	2013/14
	5	R'000	R'000
Consumable supplies		4 114	7 103
Uniform and clothing		229	22
Household supplies		77	410
Building material and supplies		1 535	549
Communication accessories		2	24
IT consumables		395	338
Other consumables		1 876	5 760
Stationery, printing and office supplies		44 780	40 380
Total		48 894	47 483

5.6 Property payments

	Note	2014/15	2013/14
	5	R'000	R'000
Municipal services		2 835	1 527
Property management fees		89 575	82 623
Property maintenance and repairs		26	-
Other		680	29
Total		93 116	84 188

5.7 Travel and subsistence

	Note	2014/15	2013/14
	5	R'000	R'000
Local		119 273	135 058
Foreign		3 575	6 258
Total		122 848	141 316

5.8 Other operating expenditure

	Note	2014/15	2013/14
	5	R'000	R'000
Professional bodies, membership and subscription fees		34	4
Resettlement costs		860	658
Other		441 293	772 370
Total		442 187	773 032

6. Interest and rent on land

	Note	2014/15	2013/14
		R'000	R'000
Interest paid		48 982	50 290
Total		48 982	50 290

7. Payments for financial assets

	<i>Note</i>	2014/15 R'000	2013/14 R'000
Debts written off	7.1	5 000	142
Total		5 000	142

7.1 Debts written off

	<i>Note</i>	2014/15 R'000	2013/14 R'000
Other debt written off	7		
Ex-employee		-	5
Employee		-	137
Department of Education – Eastern Cape		5 000	-
Total debt written off		5 000	142

8. Transfers and subsidies

	<i>Note</i>	2014/15 R'000	2013/14 R'000
Provinces and municipalities	36	13 549 796	12 326 288
Departmental agencies and accounts	<i>Annex 1A</i>	1 055 530	991 696
Foreign governments and international organisations	<i>Annex 1B</i>	16 654	15 063
Non-profit institutions	<i>Annex 1C</i>	63 053	15 050
Households	<i>Annex 1D</i>	1 692	2 227
Total		14 686 725	13 350 324

9. Expenditure for capital assets

	<i>Note</i>	2014/15 R'000	2013/14 R'000
Tangible assets		2 426 395	1 388 398
Buildings and other fixed structures	33	2 413 700	1 375 341
Machinery and equipment	31	12 695	13 057
Intangible assets		60	197
Software	32	-	197
Patents, licences, copyright, brand names, trademarks	32	60	-
Total		2 426 455	1 388 595

9.1 Analysis of funds utilised to acquire capital assets – 2014/15

	Voted funds	Aid assistance	Total
	R'000	R'000	R'000
Tangible assets	2 426 395	-	2 426 395
Buildings and other fixed structures	2 413 700	-	2 413 700
Machinery and equipment	12 695	-	12 695
Intangible assets	60		60
Patents, licences, copyright, brand names, trademarks	60	-	60
Total	2 426 455	-	2 426 455

9.2 Analysis of funds utilised to acquire capital assets – 2013/14

	Voted funds	Aid assistance	Total
	R'000	R'000	R'000
Tangible assets	1 388 335	63	1 388 398
Buildings and other fixed structures	1 375 341	-	1 375 341
Machinery and equipment	12 994	63	13 057
Intangible assets	197	-	197
Software	197	-	197
Total	1 388 532	63	1 388 595

9.3 Finance lease expenditure included in Expenditure for capital assets

	Note	2014/15	2013/14
		R'000	R'000
Tangible assets			
Buildings and other fixed structures		5 813	5 217
Machinery and equipment		6 959	6 242
Total		12 772	11 459

10. Unauthorised expenditure

10.1 Reconciliation of unauthorised expenditure

	Note	2014/15	2013/14
		R'000	R'000
Opening balance		-	-
Unauthorised expenditure – discovered in current year		6 488	-
Unauthorised expenditure awaiting authorisation / written off		6 488	-

10.2 Analysis of unauthorised expenditure awaiting authorisation per economic classification

	2014/15	2013/14
	R'000	R'000
Current	6 488	-
Total	6 488	-

10.3 Analysis of unauthorised expenditure awaiting authorisation per type

	2014/15	2013/14
	R'000	R'000
Unauthorised expenditure relating to overspending of the vote or a main division within a vote	6 488	-
Total	6 488	-

10.4 Details of unauthorised expenditure – current year

Incident	Disciplinary steps taken/criminal proceedings	2014/15
		R'000
The overspending was mainly due to the National Teacher's Awards expenditure that was higher than the available funds.		6 488
Total		6 488

11. Cash and cash equivalents

	Note	2014/15	2013/14
		R'000	R'000
Consolidated Paymaster General Account		9 119	286 161
Cash on hand		18	18
Total		9 137	286 179

12. Prepayments and advances

	Note	2014/15	2013/14
		R'000	R'000
Travel and subsistence		13	100
Advances paid	12.1	121 253	270 672
Total		121 266	270 772

12.1 Advances paid

	Note	2014/15	2013/14
		R'000	R'000
National departments		959	8
Provincial departments		55	156
Other entities		120 239	270 508
Total		121 253	270 672

13. Receivables

	Note	2014/15			2013/14
		R'000 Less than one year	R'000 One to three years	R'000 Older than three years	R'000 Total
Claims recoverable	13.1 <i>Annex 4</i>	55 083	81 209	530	136 822
Recoverable expenditure	13.2	1 607	1 825	-	3 432
Staff debt	13.3	40	-	-	40
Other debtors	13.4	4	6	-	10
Total		56 734	83 040	530	140 304
					126 115

13.1 Claims recoverable

	Note	2014/15 R'000	2013/14 R'000
National departments	13	735	1 368
Provincial departments		60 925	66 349
Public entities		33 200	29 790
Private enterprises		41 962	25 679
Total		136 822	123 186

13.2 Recoverable expenditure (disallowance accounts)

	Note	2014/15 R'000	2013/14 R'000
Disallowances Miscellaneous	13	2 031	2 032
Salary Disallowances		50	79
Salary Deduction		11	(1)
Disallowance Damage & Losses (Recover)		1 340	747
Total		3 432	2 857

13.3 Staff debt

	Note	2014/15 R'000	2013/14 R'000
Bursaries	13	13	49
Employee		2	1
Ex-employee		19	11
Other debts		6	4
Total		40	65

13.4 Other debtors

	Note	2014/15 R'000	2013/14 R'000
Dishonoured Cheques	13	10	7
Total		10	7

14. Voted funds to be surrendered to the Revenue Fund

	<i>Note</i>	2014/15	2013/14
		R'000	R'000
Opening balance		608 161	1 318 110
Transfer from statement of financial performance		160 970	608 161
Add: Unauthorised expenditure for current year		6 488	-
Paid during the year		(608 161)	(1 318 110)
Closing balance		167 458	608 161

15. Departmental revenue and NRF Receipts to be surrendered to the Revenue Fund

	<i>Note</i>	2014/15	2013/14
		R'000	R'000
Opening balance		9 651	910
Transfer from Statement of Financial Performance		57 572	27 227
Paid during the year		(66 226)	(18 486)
Closing balance		997	9 651

16. Payables – current

	<i>Note</i>	2014/15	2013/14
		R'000	R'000
Advances received	16.1	104 598	25 942
Clearing accounts	16.2	1 445	3 651
Other payables	163	-	31 791
Total		106 043	61 384

The DBSA deposited an amount of R100 million into the department's ASIDI project dedicated bank account without prior approval from the department and the expenditure incurred in this regard was recorded by the department. The accounting officer's report provides further details in this regard.

16.1 Advances received

	<i>Note</i>	2014/15	2013/14
		R'000	R'000
Other institutions	16	104 598	25 942
Total		104 598	25 942

16.2 Clearing accounts

	<i>Note</i>	2014/15	2013/14
	16	R'000	R'000
South African Revenue Services		1 449	3 653
Government Pension Funds		(3)	(2)
Bargaining Council		1	-
Medical Aid		(2)	-
Total		1 445	3 651

16.3 Other payables

	<i>Note</i>	2014/15	2013/14
	16	R'000	R'000
Conditional Grant of 2013/14 surrendered by DoE NW		-	8 042
Conditional Grant of 2013/14 surrendered by DoE WC		-	23 749
Total		-	31 791

17. Net cash flow available from operating activities

	<i>Note</i>	2014/15	2013/14
		R'000	R'000
Net surplus/(deficit) as per Statement of Financial Performance		221 222	639 206
Add back non cash/cash movements not deemed operating activities		1 927 925	54 740
(Increase)/decrease in receivables – current		(14 189)	(53 458)
(Increase)/decrease in prepayments and advances		149 506	2 201
(Increase)/decrease in other current assets		-	-
Increase/(decrease) in payables – current		44 659	57 085
Proceeds from sale of capital assets		(301)	(1)
Expenditure on capital assets		2 426 455	1 388 595
Surrenders to Revenue Fund		(674 387)	(1 336 596)
Surrenders to RDP Fund/Donor		(3 818)	(3 086)
Net cash flow generated by operating activities		2 149 147	693 946

18. Reconciliation of cash and cash equivalents for cash flow purposes

	<i>Note</i>	2014/15	2013/14
		R'000	R'000
Consolidated Paymaster General account		9 119	286 161
Cash on hand		18	18
Total		9 137	286 179

19. Contingent liabilities and contingent assets

19.1 Contingent liabilities

	Note	2014/15 R'000	2013/14 R'000
Liabile to Nature			
Housing loan guarantees Employees	Annex 3A	75	75
Claims against the department	Annex 3B	127 947	141 377
Other	Annex 3B	2 497	4 066
Total		130 519	145 518

19.2 Contingent assets

	Note	2014/15 R'000	2013/14 R'000
Nature of contingent asset			
Inyameko Trading (Dispute on guarantees payments)		1 536	1 536
Setheo Investment (Dispute on guarantees payments)		1 458	1 458
Total		2 994	2 994

Inyameko Trading:

The guarantee has not been paid to the Implementing Agent (IA) yet as there is a dispute between the IA and the insurance company that must pay the guarantee is claiming that the termination letter was not attached to the call of the guarantee, therefore the insurance company claim that they are not obliged to pay. The matter is still pending. The IA has engaged in a legal process to recover this amount.

Setheo Investments:

The guarantee has not been paid to the IA yet as there is a dispute between IA and the Insurance Company concerned. The Insurance Brokers claim that they cannot pay the guarantee because the contractor failed to honour monthly payments and the guarantee therefore lapsed and terminated in April 2012.

20. Commitments

	Note	2014/15 R'000	2013/14 R'000
Current expenditure			
Approved and contracted		383 856	133 152
Approved but not yet contracted		-	
		383 856	133 152
Capital expenditure			
Approved and contracted		1 560 687	2 011 742
Approved but not yet contracted		2 904 724	4 371 085
		4 465 411	6 382 827
Total Commitments		4 849 267	6 515 979

The commitments exclude operating lease commitments as disclosed on separate notes.

21. Accruals and payables not recognised

	2014/15			2013/14
	R'000			R'000
Listed by economic classification				
	30 Days	30+ Days	Total	Total
Compensation of employees	187	4 474	4 661	1 222
Goods and services	34 901	162 417	197 318	48 566
Capital assets	306 147	163 037	469 184	390 386
Total	341 235	329 928	671 163	440 174

	<i>Note</i>	2014/15	2013/14
		R'000	R'000
Listed by programme level			
Programme 1: Administration		13 247	5 589
Programme 2: Curriculum Policy, Support and Monitoring		168 932	21 856
Programme 3: Teachers, Education HR and Institutional Development		1 436	1 818
Programme 4: Planning, Information and Assessment		487 093	409 707
Programme 5: Educational Enrichment services		455	1 204
Total		671 163	440 174

Accruals and payables that exceed the payment term of 30 days as required in Treasury Regulation 8.2.3 amount to R329 928 000. This amount, in turn, exceeds the voted funds to be surrendered of R167 458 000 as disclosed in note 14 to the financial statements as per the statement of financial performance by R162 470 000. The amount of R162 470 000 would therefore have constituted unauthorised expenditure had the amounts due been paid in a timely manner. This was mainly a result of materially underspending of the infrastructure budget during the 2012/13 and 2013/14 financial years. The decrease in the infrastructure budget was compounded by the increased performance in delivery by contractors during the current financial year and the rejection of the application for roll-over funds by National Treasury. The accounting officer's report provides further details in this regard.

22. Employee benefits

	<i>Note</i>	2014/15	2013/14
		R'000	R'000
Leave entitlement		14 778	9 376
Service bonus (Thirteenth cheque)		8 971	7 813
Performance awards		5 533	700
Capped leave commitments		19 781	18 754
Other		80	-
Total		49 143	36 643

2014/15: The employee benefit amount excludes the negative leave credit amounting to (R1.832 million).

2014/15: Long service awards is about R79 940.

23. Lease commitments

23.1 Operating leases expenditure

2014/15	Machinery and equipment	Total
	R'000	R'000
Not later than 1 year	1 269	1 269
Later than 1 year and not later than 5 years	1 009	1 009
Later than five years	-	-
Total lease commitments	2 278	2 278

2013/14	Machinery and equipment	Total
	R'000	R'000
Not later than 1 year	1 217	1 217
Later than 1 year and not later than 5 years	1 280	1 280
Later than five years	-	-
Total lease commitments	2 497	2 497

23.2 Finance leases expenditure

2014/15	Buildings and other fixed structures	Machinery and equipment	Total
Not later than 1 year		3	3
Later than 1 year and not later than 5 years		-	-
Later than five years		-	-
Total lease commitments		3	3

2013/14	Buildings and other fixed structures	Machinery and equipment	Total
Not later than 1 year		-	-
Later than 1 year and not later than 5 years		--	--
Later than five years		-	-
Total lease commitments		-	-

24. Accrued departmental revenue

	<i>Note</i>	2014/15	2013/14
		R'000	R'000
Sales of goods and services other than capital assets		962	883
Interest, dividends and rent on land		1 832	6 317
Transactions in financial assets and liabilities		32 307	37 830
Total		35 101	45 030

ANNUAL REPORT 2014/15
VOTE 15 DEPARTMENT OF BASIC EDUCATION
DISCLOSURE NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2015

Sales of goods and services other than capital assets:	
Tender Document Revenue Due by:	R'000
IDT FS	466
IDT EC	479
COEGA KZN	17
	<u>962</u>
Interest, dividends and rent on land	
Interest Bank Account Due by:	R'000
IDT KZN	28
COEGA EC	6
IDT LIMPOPO	30
Adopt-A-School KZN	4
DBSA (2013/14 was understated by)	73
DBSA	1 677
IDT EC W/S (Batch II)	14
	<u>1 832</u>
Transactions in financial assets and liabilities	
	R'000
Replacement Contracts Guarantees (IDT FS)	5 006
Replacement Contracts Guarantees (DBSA)	27 301
	<u>32 307</u>

24.1 Analysis of accrued departmental revenue

	<i>Note</i>	2014/15	2013/14
		R'000	R'000
Opening balance		45 030	47 415
Less: amounts received		(44 397)	(5 366)
Add: amounts recognised		34 468	5 975
Less: amounts written-off/reversed as irrecoverable		-	(2 994)
Closing balance		<u>35 101</u>	<u>45 030</u>

Accrued revenue received in 2014/15	R'000
AAS KZN	4
CSIR EC	63
Mhlathuze Water	4
IDT FS	984
Previous year's revenue	437
DBSA	42 905
Total	<u>44 397</u>

24.2 Accrued department revenue written off

	Note	2014/15 R'000	2013/14 R'000
Nature of losses			
Inyameko Trading (Dispute on guarantees payment)		-	1 536
Setheo Investments (Dispute on guarantees payments)		-	1 458
Total		-	2 994

25. Irregular expenditure

25.1 Reconciliation of irregular expenditure

	Note	2014/15 R'000	2013/14 R'000
Opening balance		913 611	82 808
Add: Irregular expenditure – relating to prior year		1 105	59 504
Add: Irregular expenditure – relating to current year		726 549	771 299
Closing balance		1 641 265	913 611

Analysis of awaiting condonation per age classification

Current year	726 549	771 299
Prior years	914 716	142 312
Total	1 641 265	914 716

- In order to comply with the requirements of Preferential Policy Framework Act (5/2000) the Department went on tender to appoint Implementing Agents, Professional Service Providers and Contractors. The tenders were advertised on the 4 May 2012 and closed on 1 June 2012. However, due to volume of tenders received it was going to take the Department a long time to complete the process of evaluating the tenders received. What the Department did to take steps to ensure that the project is not compromised, a number of public entities, namely, The Mvula Trust-Limpopo, DBSA, Coega, IDT and CSIR as well as Provincial Departments of Education, Departments of Public Works were appointed as Implementing Agents to continue with the project while the tenders were being finalised. This was done to ensure that there is a fair spread of allocation of contracts.
- The Department appointed Adopt-A-School Foundation as an implementing agent to build 3 schools in KwaZulu-Natal. The appointment of the agent was due to cost-effectiveness in the implementation of the 3 schools. When appointing the Adopt-A-School, the Department also took into account the empowerment of the community in terms of skilled and unskilled labour together with local procurement. The deviation on procurement requirement resulted as irregular expenditure.
- The Department appointed SAB&T as an implementing agent / service provider to manage the Kha Ri Gude programme. During the 2014/15 financial year, the service provider procured goods and services with a threshold of less than R500 000 which amounted to R2 689 491 from suppliers without following supply chain processes that they were required to comply with as per the service level agreement signed with the Department.
- The Department appointed DBSA as an implementing agent for the building of schools in various provinces. During the audit of the Department, it was discovered that in some cases the DBSA did not comply with the supply chain processes as agreed per the Memorandum of Agreement signed with the Department. Therefore, the expenditure incurred for the 3 contractors appointed to build the 3 schools was declared as irregular expenditure. The amount in this regard is R62.037 million.
- With regard to the acquisition of school furniture, the Department set itself an objective to ensure that all learners have the requisite furniture to facilitate quality teaching and learning. To facilitate this process, the Department has entered into agreements with the: Department of Labour (through its Sheltered Employment Factories), the Department of Environmental Affairs (through the Eco-Furniture Programme) and the Department of Correctional Services, for the provision of furniture to needy schools. The project is expected to provide 200 000 double combination desks to schools across the country.

- Officials from OMA Chartered Accountants Inc. were incorrectly seconded instead of being appointed as consultants.

The Department has requested National Treasury approval for condonation of the irregular expenditure emanating from the appointment of the Implementing Agents. Therefore pending the approval, the irregular expenditure amount will increase annually as and when the expenditure is incurred.

25.2 Details of irregular expenditure – current year

Incident	Disciplinary steps taken/ criminal proceedings	2014/15 R'000
Coega Development Corporation –Eastern Cape		106 917
Coega Development Corporation – KwaZulu-Natal		38 979
CSIR		18 846
Independent Development Trust(IDT)-Eastern Cape-Inappropriate Structure		50 126
Independent Development Trust(IDT)-Eastern Cape-Inappropriate Structure ACT		27 672
Independent Development Trust(IDT)-Eastern Cape- Water and Sanitation		98 632
Independent Development Trust(IDT)-Free States		163 669
Independent Development Trust(IDT)-KwaZulu-Natal		41 774
Independent Development Trust(IDT)-Limpopo		7 162
Independent Development Trust(IDT)-Limpopo Batch II		7 718
Mhlathuze Water		39 328
Adopt a School		13 995
SAB AND T		2 689
The Mvula Trust		11 259
DBSA (JENCE JSS)		31 547
DBSA (TIYIMELENI PS)		13 124
DBSA (NGEMA PS)		17 366
School Furniture (Non ASIDI schools)		33 865
OMA Chartered Accountants Inc.		1 881
Total		726 549

25.3 Prior period error

	2013/14 R'000
Nature of prior period error	
OMA Chartered Accountants Inc.	
Relating to 2013/14	
	1 105
Total	1 105

26. Fruitless and wasteful expenditure

26.1 Reconciliation of fruitless and wasteful expenditure

	Note	2014/15 R'000	2013/14 R'000
Opening balance		-	-
Fruitless and wasteful expenditure – relating to current year		28	-
Fruitless and wasteful expenditure awaiting resolution		28	-

26.2 Analysis of awaiting resolution per economic classification

	Note	2014/15 R'000	2013/14 R'000
Current		28	-
Total		28	-

26.3 Analysis of Current year's fruitless and wasteful expenditure

Incident	Disciplinary steps taken/ criminal proceedings	2014/15 R'000
Fruitless expenditure is as result of penalties and interest charged by SARS on the late payment of PAYE, to departmental implementing agent (SAB&T).		
		28
Total		28

27. Related party transactions

List related party relationships

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.

South African Council for Educators (SACE)

The core functions of SACE are registration, promotion and professional development of educators, as well as setting, maintaining and protecting the ethical and professional standards of educators.

Umalusi

Umalusi is responsible for developing and maintaining a sub-framework of qualifications for general and further education and training: NQF Levels 1 – 4; and for the attendant quality assurance and certification of such qualifications.

28. Key management personnel

	No. of Individuals	2014/15 R'000	2013/14 R'000
Political office bearers (provide detail below)	2	4 036	3 841
Officials:			
Level 15 to 16	14	16 872	14 414
Level 14 (incl. CFO if at a lower level)	20	18 165	23 726
Family members of key management personnel	-	-	-
Total		39 073	41 981

29. Public-Private Partnership

	<i>Note</i>	2014/15 R'000	2013/14 R'000
Contract fee paid		151 325	144 382
Fixed component		61 750	61 750
Indexed component		89 575	82 632
Analysis of indexed component		89 575	82 632
Goods and services (excluding lease payments)		89 575	82 632
Interest		-	-
Other		3 541	3 435
Other obligations		3 541	3 435

Public Private Partnership (PPP) Agreement

Background

On 20 April 2007, the Department of Basic Education (DBE) entered into a Public Private Partnership (PPP) agreement for the financing, construction, operation and maintenance of office accommodation for the Department. Construction commenced in May 2007. The construction of the building was completed at the end of 2009 and, as scheduled, the relocation of staff were finalised in February 2010.

Finance

This agreement makes provision for the financing, construction and maintenance of the building for a service period of 25 years. This implies that the Private Party, Sethekgo Pty Ltd, has designed, constructed, and is maintaining and servicing the new building. In return, the Department will pay Sethekgo a monthly unitary fee with effect from the day that it occupies the building until the end of the contract.

The monthly unitary fee covers the capital cost of the building (including furniture) as well as the operational cost for the maintenance of the building. The monthly unitary fee is based on a baseline amount which is escalated yearly using the previous year December CPI rate. The 2014/15 unitary fee was therefore calculated using the December 2013 rate.

There were no penalties raised in the 2014/15 financial year.

The agreement also states that the Private Party only bears the risk of a utility tariff increase up to a maximum 0.8% above CPI. An increase in excess of this constitutes a pass through cost to the Department. The recent escalation in utility pricing constitutes a major increase in expenditure.

Service specifications

The service specifications, as contained in Schedule 3, Part 2 of the agreement, contain the various service categories which refers to the project deliverables. These are -

- Accommodation provision
- Security provision
- Portering and churn management
- Energy management and utilities supply
- Building fabric and service maintenance
- Cleaning services
- Landscape maintenance
- Pest control
- Waste management
- Fire and emergency management
- Helpdesk and information management
- Internal plants
- Management of FF&E
- Conference facilities
- Parking

Management

The management of the PPP falls within the responsibilities of the Directorate: Security and Asset Management.

Regular meetings are being conducted where contractual and operational issues are discussed.

- In the weekly operational meetings, issues are discussed that pertain to the output specifications and how these are being implemented by the various service providers responsible for the restaurant, landscaping, security and cleaning.

ANNUAL REPORT 2014/15
VOTE 15 DEPARTMENT OF BASIC EDUCATION
DISCLOSURE NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2015

- The monthly Steering Committee meeting discusses financial issues such as the payment of the unitary fee and penalties. The monthly report is also discussed. Ad hoc operational issues that have not been resolved during the weekly meeting with Tirasano are also discussed.

Usage

The DBE head office building also accommodates the examinations unit of the Department of Higher Education and Training. After the split of the Department of Education, the building was not big enough to accommodate the DBE and the Department of Higher Education and Training and it was decided that only the DBE would take over the PPP contract and occupy the building. Since part of the building was custom-designed for the examination section of the Department of Education, the examination sections of both departments are now being accommodated in the building. This however creates its own difficulties in terms of growth of the DBE, security arrangements and the sharing of the printing facility.

Finance Lease Commitment

	Buildings and other fixed structures	Machinery and equipment	Total
2014/15	R'000	R'000	R'000
Not later than 1 year	53 537	8 212	61 749
Later than 1 year and not later than 5 years	214 149	-	214 149
Later than five years	803 060	-	803 060
Closing balance	<u>1 070 746</u>	<u>8 212</u>	<u>1 078 958</u>
	Buildings and other fixed structures	Machinery and equipment	Total
2013/14	R'000	R'000	R'000
Not later than 1 year	53 537	8 212	61 749
Later than 1 year and not later than 5 years	214 149	8 212	222 361
Later than five years	856 597	-	856 597
Closing balance	<u>1 124 283</u>	<u>16 424</u>	<u>1 140 707</u>

30. Provisions

	<i>Note</i>	2014/15	2013/14
		R'000	R'000
Department of Education- Eastern Cape		60 615	65 615
Fever Tree Consulting		88	88
Old Department of Education		504	955
Total		<u>61 207</u>	<u>66 658</u>

30.1 Reconciliation of movement in provisions – 2014/15

	DOE-EC	Fever Tree	Old DoE	Total provisions
	R'000	R'000	R'000	R'000
Opening balance	65 615	88	955	66 658
Settlement of provision without cost to the department	(5 000)	-	(451)	(5 451)
Closing balance	<u>60 615</u>	<u>88</u>	<u>504</u>	<u>61 207</u>

Reconciliation of movement in provisions – 2013/14

	DoE-EC R'000	Fever Tree R'000	Old DoE R'000	Total provisions R'000
Opening balance	-	-	-	
Provisions raised	65 615	88	955	66 658
Closing balance	65 615	88	955	66 658

After the split of the Department of Education in 2009, the Department of Basic Education and the Department of Higher Education and Training were established. Certain balances remained in the books of account of the former Department of Education on 1 April 2010 when the newly established Departments came into operation. Due to the uncertainties regarding the legal position of the former Department of Education, an agreement was reached in 2011 between the Department of Basic Education and the Department of Higher Education and Training in collaboration with National Treasury to transfer these accounts to the two departments. Amongst others was the outstanding debts of the Eastern Cape Education Department as well as balances that couldn't be linked to a specific department. These were split between the two department at an agreed ratio. Therefore, the provisions raised due to the split are the following:

- Department of Education - Eastern Cape provinces; and
- Old Department of Education.

Fever Tree Consulting

A service provider was appointed on behalf of the Eastern Cape Provincial Department for auditing the province's PILIR files in addressing the backlog of cases related to PILIR applications. The Department submitted a claim to the Provincial Department. The province disputed the claim based on non contractual agreement that was not entered with the Provincial Department.

31. Movable Tangible Capital Assets

MOVEMENT IN MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2015

	Opening balance R'000	Additions R'000	Disposals R'000	Closing Balance R'000
MACHINERY AND EQUIPMENT	46 720	7 368	(1 939)	52 149
Transport assets	4 703	769	(1 704)	3 768
Computer equipment	34 017	5 651	(211)	39 457
Furniture and office equipment	3 321	623	-	3 944
Other machinery and equipment	4 679	325	(24)	4 980
TOTAL MOVABLE TANGIBLE CAPITAL ASSETS	46 720	7 368	(1 939)	52 149

Movable Tangible Capital Assets under investigation

	Number	Value R'000
Included in the above total of the movable tangible capital assets per the asset register are assets that are under investigation:		
Machinery and equipment	13	172

31.1 Additions

ADDITIONS TO MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2015

	Cash	Non-cash	(Capital Work in Progress current costs and finance lease payments)	Received current, not paid (Paid current year, received prior year)	Total
	R'000	R'000	R'000	R'000	R'000
MACHINERY AND EQUIPMENT	12 695		(6 959)	1 632	7 368
Transport assets	769				769
Computer equipment	4 096			1 555	5 651
Furniture and office equipment	7 501		(6 955)	77	623
Other machinery and equipment	329		(4)		325
TOTAL ADDITIONS TO MOVABLE TANGIBLE CAPITAL ASSETS	12 695		(6 959)	1 632	7 368

31.2 Disposals

DISPOSALS OF MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2015

	Sold for cash	Transfer out or destroyed or scrapped	Total disposals	Cash Received Actual
	R'000	R'000	R'000	R'000
MACHINERY AND EQUIPMENT	(894)	(1 045)	(1 939)	301
Transport assets	(894)	(810)	(1 704)	301
Computer equipment		(211)	(211)	
Furniture and office equipment		-	-	
Other machinery and equipment		(24)	(24)	
TOTAL DISPOSAL OF MOVABLE TANGIBLE CAPITAL ASSETS	(894)	(1 045)	(1 939)	301

31.3 Movement for 2013/14

MOVEMENT IN TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2014

	Opening balance	Prior period error	Additions	Disposals	Closing Balance
	R'000	R'000	R'000	R'000	R'000
MACHINERY AND EQUIPMENT	47 711	-	6 905	(7 896)	46 720
Transport assets	4 361		916	(574)	4 703
Computer equipment	37 013		3 647	(6 643)	34 017
Furniture and office equipment	2 745		576	-	3 321
Other machinery and equipment	3 592		1 766	(679)	4 679
TOTAL MOVABLE TANGIBLE CAPITAL ASSETS	47 711	-	6 905	(7 896)	46 720

31.4 Minor assets

MOVEMENT IN MINOR ASSETS PER THE ASSET REGISTER FOR THE YEAR ENDED AS AT 31 MARCH 2015

	Intangible assets R'000	Machinery and equipment R'000	Total R'000
Opening balance	157	7 323	7 480
Additions	47	869	916
Disposals		(215)	(215)
TOTAL MINOR ASSETS	204	7 977	8 181

	Intangible assets	Machinery and equipment	Total
Number of R1 minor assets	52	4 412	4 464
Number of minor assets at cost	76	5 056	5 132
TOTAL NUMBER OF MINOR ASSETS	128	9 468	9 596

Minor Capital Assets under investigation

	Number	Value R'000
Included in the above total of the minor capital assets per the asset register are assets that are under investigation:		
Machinery and equipment	6	6

MOVEMENT IN MINOR ASSETS PER THE ASSET REGISTER FOR THE YEAR ENDED AS AT 31 MARCH 2014

	Intangible assets R'000	Machinery and equipment R'000	Total R'000
Opening balance	147	11 340	11 487
Prior period error		(4 234)	(4 234)
Additions	10	774	784
Disposals		(557)	(557)
TOTAL MINOR ASSETS	157	7 323	7 480

	Intangible assets	Machinery and equipment	Total
Number of R1 minor assets	52	4 421	4 473
Number of minor assets at cost	64	4 238	4 302
TOTAL NUMBER OF MINOR ASSETS	116	8 659	8 775

31.5 Movable assets written off

MOVABLE ASSETS WRITTEN OFF FOR THE YEAR ENDED AS AT 31 MARCH 2015

	Intangible assets R'000	Machinery and equipment R'000	Total R'000
Assets written off		192	192
TOTAL MOVABLE ASSETS WRITTEN OFF	-	192	192

MOVABLE ASSETS WRITTEN OFF FOR THE YEAR ENDED AS AT 31 MARCH 2014

	Intangible assets R'000	Machinery and equipment R'000	Total R'000
Assets written off		115	115
TOTAL MOVABLE ASSETS WRITTEN OFF	-	115	115

32. Intangible Capital Assets

MOVEMENT IN INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2015

	Opening balance R'000	Additions R'000	Disposals R'000	Closing Balance R'000
SOFTWARE	6 623	-	-	6 623
PATENTS, LICENCES, COPYRIGHT, BRAND NAMES, TRADEMARKS	-	60	-	60
TOTAL INTANGIBLE CAPITAL ASSETS	6 623	60		6 683

32.1 Additions

ADDITIONS TO INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2015

	Cash R'000	Non-Cash R'000	(Development work in progress – current costs) R'000	Received current year, not paid (Paid current year, received prior year) R'000	Total R'000
PATENTS, LICENCES, COPYRIGHT, BRAND NAMES, TRADEMARKS	60				60
TOTAL ADDITIONS TO INTANGIBLE CAPITAL ASSETS	60				60

32.2 Movement for 2013/14

MOVEMENT IN INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2014

	Opening balance R'000	Prior period error R'000	Additions R'000	Disposals R'000	Closing Balance R'000
SOFTWARE	6 426		197		6 623
TOTAL INTANGIBLE CAPITAL ASSETS	6 426		197		6 623

33. Immovable Tangible Capital Assets

MOVEMENT IN IMMOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2015

	Opening balance R'000	Additions R'000	Disposals R'000	Closing Balance R'000
BUILDINGS AND OTHER FIXED STRUCTURES	-	2 778 713	-	2 778 713
Non-residential buildings	-	2 228 318	-	2 228 318
Other fixed structures	-	550 395	-	550 395
HERITAGE ASSETS	3 600			3 600
Heritage assets	3 600			3 600
TOTAL IMMOVABLE TANGIBLE CAPITAL ASSETS	3 600	2 778 713	-	2 782 313

33.1 Additions

ADDITIONS TO IMMOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2015

	Cash R'000	Non-cash R'000	(Capital Work in Progress current costs and finance lease payments) R'000	Received current, not paid (Paid current year, received prior year) R'000	Total R'000
BUILDING AND OTHER FIXED STRUCTURES	2 413 700	2 310 784	(2 413 700)	467 929	2 778 713
Non-residential buildings	2 000 570	1 849 570	(2 000 570)	378 748	2 228 318
Other fixed structures	413 130	461 214	(413 130)	89 181	550 395
TOTAL ADDITIONS TO IMMOVABLE TANGIBLE CAPITAL ASSETS	2 413 700	2 310 784	(2 413 700)	467 929	2 778 713

33.2 Movement for 2013/14

MOVEMENT IN IMMOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2014

	Opening balance R'000	Curr Year Adjustments to prior year balances R'000	Additions R'000	Disposals R'000	Closing Balance R'000
BUILDINGS AND OTHER FIXED STRUCTURES	236 319	(236 319)	390 386		390 386
Non-residential buildings	138 475	(138 475)	215 083		215 083
Other fixed structures	97 844	(97 844)	175 303		175 303
HERITAGE ASSETS	3 600				3 600
Heritage assets	3 600				3 600
TOTAL IMMOVABLE TANGIBLE CAPITAL ASSETS	239 919	(236 319)	390 386		393 986

33.3 S42 Immovable assets

Assets subjected to transfer in terms of S42 of the PFMA – 2014/15

	Number of assets	Value of assets R'000
BUILDINGS AND OTHER FIXED STRUCTURES	73	20 454
Other fixed structures	73	20 454
TOTAL	73	20 454

34. Agent-principal arrangements

34.1 Department acting as the principal

	2014/15 R'000	2013/14 R'000
Adopt-a-School Foundation	2 508	1 000
Coega Development Corporation	11 390	16 727
Council for Scientific and Industrial Research	1 312	1 526
Development Bank of Southern Africa	48 810	32 533
The Independent Development Trust	11 626	2 172
The Mvula Trust	8 415	7 118
Mhlathuze Water	1 520	302
SAB & T	21 941	32 975
Total	107 522	94 353

All the above-mentioned Entities and Departments entered into a Memorandum of Agreement with the National Department of Basic Education to act as Implementing Agents for the Department of Education to execute the National ACCELERATED SCHOOL INFRASTRUCTURE DELIVERY INITIATIVE (ASIDI). The objective of the Initiative is addressing the backlogs in the eradication of inappropriate school structures and the provision of basic services (water, sanitation and electricity) to schools that do not have such services in all Provinces.

The service provider, SAB&T, delivers professional Human Resource, Procurement and Financial Management services for the Kha Ri Gude Project based on a 4.99% management fee.

35. Prior period errors

35.1 Correction of prior period errors

	Note	2013/14 R'000
Assets:		
The comparative amounts in Note 21: Accruals and Payables not recognised		
Goods and services		10 503
Net effect		10 503
The comparative amounts in Note 24: Departmental accrued revenue		
Interest, dividends and rent on land		73
Net effect		73

36. STATEMENT OF CONDITIONAL GRANTS PAID TO THE PROVINCES

NAME OF PROVINCE / GRANT	GRANT ALLOCATION			TRANSFER			SPENT			2013/14 Division of Revenue Act R'000	
	Division of Revenue Act	Roll Overs	Adjustments	Total Available	Actual Transfer	Funds Withheld	Re-allocations by National Treasury or National Department	Amount received by department	Amount spent by department		% of available funds spent by department
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000		%
Summary by province											
Eastern Cape	2 252 326	-	-	2 252 326	2 252 326	-	-	2 252 326	2 054 213	91%	2 039 195
Free States	913 671	-	-	913 671	913 671	-	-	913 671	824 776	90%	784 154
Gauteng	1 438 353	-	-	1 438 353	1 438 353	-	-	1 438 353	1 413 104	98%	1 200 680
KwaZulu-Natal	2 782 005	9 727	-	2 791 732	2 791 732	-	-	2 791 732	2 838 227	102%	2 622 471
Limpopo	2 172 062	-	-	2 172 062	2 144 906	-	-	2 144 906	2 111 120	98%	2 000 307
Mpumalanga	1 207 901	-	-	1 207 901	1 207 901	-	-	1 207 901	1 200 759	99%	1 087 779
Northern Cape	503 916	-	-	503 916	503 916	-	-	503 916	502 601	100%	458 763
North West	1 041 063	-	-	1 041 063	1 041 063	-	-	1 041 063	972 299	94%	916 653
Western Cape	858 252	-	397 676	1 255 928	1 255 928	-	-	1 255 928	1 387 446	110%	1 260 620
	13 169 549	9 727	397 676	13 576 952	13 549 796	-	-	13 549 796	13 304 545	-	12 370 622

NAME OF PROVINCE / GRANT	GRANT ALLOCATION			TRANSFER			SPENT			2013/14 Division of Revenue Act	
	Division of Revenue Act	Roll Overs	Adjustments	Total Available	Actual Transfer	Funds Withheld	Re-allocations by National Treasury or National Department	Amount received by department	Amount spent by department		% of available funds spent by department
Summary by grant											
Dinaledi Schools Grant	111 182	-	-	111 182	102 677	-	-	102 677	96 371	94%	109 235
Education Infrastructure Grant	6 928 908	-	397 676	7 326 584	7 326 584	-	-	7 326 584	7 111 042	97%	6 643 267
HIV and Aids(Life Skill Education) Grant	221 062	9 727	-	230 789	212 138	-	-	212 138	222 490	105%	213 507
National School Nutrition Programme Grant	5 461 915	-	-	5 461 915	5 461 915	-	-	5 461 915	5 462 589	100%	5 173 081
Technical School Recapitalisation Grant	233 482	-	-	233 482	233 482	-	-	233 482	219 566	94%	231 532
Occupation Specific Dispensation	213 000	-	-	213 000	213 000	-	-	213 000	192 487	90%	-
	13 169 549	9 727	397 676	13 576 952	13 549 796	-	-	13 549 796	13 304 545	-	12 370 622

VOTE 15 DEPARTMENT OF BASIC EDUCATION
DISCLOSURE NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2015

NAME OF PROVINCE / GRANT	GRANT ALLOCATION				TRANSFER			SPENT		2013/14 Division of Revenue Act
	Division of Revenue Act	Roll Overs	Adjustments	Total Available	Actual Transfer	Funds Withheld	Re-allocations by National Treasury or National Department	Amount received by department	Amount spent by department	
1. Dinaledi Schools Grant										
Eastern Cape	13 342	-	-	13 342	13 342	-	-	13 342	13 312	100%
Free State	8 006	-	-	8 006	8 006	-	-	8 006	8 047	101%
Gauteng	22 458	-	-	22 458	22 458	-	-	22 458	22 458	100%
KwaZulu-Natal	19 568	-	-	19 568	19 568	-	-	19 568	21 959	112%
Limpopo	11 340	-	-	11 340	2 835	-	-	2 835	2 678	94%
Mpumalanga	10 228	-	-	10 228	10 228	-	-	10 228	6 477	63%
Northern Cape	3 782	-	-	3 782	3 782	-	-	3 782	2 706	72%
North West	11 785	-	-	11 785	11 785	-	-	11 785	8 061	68%
Western Cape	10 673	-	-	10 673	10 673	-	-	10 673	10 673	100%
	111 182	-	-	111 182	102 677	-	-	102 677	96 371	-
										109 235

VOTE 15 DEPARTMENT OF BASIC EDUCATION
DISCLOSURE NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2015

NAME OF PROVINCE / GRANT	GRANT ALLOCATION			TRANSFER			SPENT			2013/14 Division of Revenue Act	
	Division of Revenue Act	Roll Overs	Adjustments	Total Available	Actual Transfer	Funds Withheld	Re-allocations by National Treasury or National Department	Amount received by department	Amount spent by department		% of available funds spent by department
2. Education Infrastructure Grant											
Eastern Cape	1 177 914	-	-	1 177 914	1 177 914	-	-	1 177 914	996 571	85%	1 010 870
Free State	554 313	-	-	554 313	554 313	-	-	554 313	472 273	85%	468 931
Gauteng	623 602	-	-	623 602	623 602	-	-	623 602	617 785	99%	537 892
KwaZulu-Natal	1 385 781	-	-	1 385 781	1 385 781	-	-	1 385 781	1 385 781	100%	1 306 421
Limpopo	1 108 625	-	-	1 108 625	1 108 625	-	-	1 108 625	1 096 322	99%	983 762
Mpumalanga	623 602	-	-	623 602	623 602	-	-	623 602	623 381	100%	536 370
Northern Cape	346 445	-	-	346 445	346 445	-	-	346 445	346 419	100%	316 934
North West	623 602	-	-	623 602	623 602	-	-	623 602	563 931	91%	521 622
Western Cape	485 024	-	397 676	882 700	882 700	-	-	882 700	1 008 579	115%	960 465
	6 928 908	-	397 676	7 326 584	7 326 584	-	-	7 326 584	7 111 042	-	6 643 267

VOTE 15 DEPARTMENT OF BASIC EDUCATION
DISCLOSURE NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2015

NAME OF PROVINCE / GRANT	GRANT ALLOCATION				TRANSFER			SPENT		2013/14 Division of Revenue Act	
	Division of Revenue Act	Roll Overs	Adjustments	Total Available	Actual Transfer	Funds Withheld	Re-allocations by National Treasury or National Department	Amount received by department	Amount spent by department		% of available funds spent by department
3. HIV and Aids (Life Skills Education) Grant											
Eastern Cape	37 023	-	-	37 023	37 023	-	-	37 023	35 796	97%	34 895
Free States	11 570	-	-	11 570	11 570	-	-	11 570	10 931	94%	12 135
Gauteng	30 195	-	-	30 195	30 195	-	-	30 195	30 179	100%	30 012
KwaZulu-Natal	52 261	9 727	-	61 988	61 988	-	-	61 988	81 547	132%	48 634
Limpopo	31 085	-	-	31 085	12 434	-	-	12 434	9 610	77%	30 852
Mpumalanga	19 404	-	-	19 404	19 404	-	-	19 404	19 404	100%	18 015
Northern Cape	5 059	-	-	5 059	5 059	-	-	5 059	5 059	100%	5 205
North West	17 388	-	-	17 388	17 388	-	-	17 388	12 274	71%	16 122
Western Cape	17 077	-	-	17 077	17 077	-	-	17 077	17 690	104%	17 637
	221 062	9 727		230 789	212 138	-	-	212 138	222 490	-	213 507

VOTE 15 DEPARTMENT OF BASIC EDUCATION
DISCLOSURE NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2015

NAME OF PROVINCE / GRANT	GRANT ALLOCATION				TRANSFER			SPENT			2013/14 Division of Revenue Act
	Division of Revenue Act	Roll Overs	Adjustments	Total Available	Actual Transfer	Funds Withheld	Re-allocations by National Treasury or National Department	Amount received by department	Amount spent by department	% of available funds spent by department	
4. National School Nutrition Programme Grant											
Eastern Cape	984 548	-	-	984 548	984 548	-	-	984 548	977 489	99%	949 162
Free States	299 205	-	-	299 205	299 205	-	-	299 205	292 948	98%	274 552
Gauteng	640 541	-	-	640 541	640 541	-	-	640 541	640 322	100%	585 157
KwaZulu-Natal	1 237 534	-	-	1 237 534	1 237 534	-	-	1 237 534	1 253 708	101%	1 206 190
Limpopo	991 153	-	-	991 153	991 153	-	-	991 153	984 448	99%	932 050
Mpumalanga	524 913	-	-	524 913	524 913	-	-	524 913	528 951	101%	496 661
Northern Cape	134 645	-	-	134 645	134 645	-	-	134 645	134 638	100%	119 859
North West	366 890	-	-	366 890	366 890	-	-	366 890	367 619	101%	348 912
Western Cape	282 486	-	-	282 486	282 486	-	-	282 486	282 466	100%	260 538
	5 461 915	-	-	5 461 915	5 461 915	-	-	5 461 915	5 462 589	-	5 173 081

NAME OF PROVINCE / GRANT	GRANT ALLOCATION			TRANSFER			SPENT			2013/14 Division of Revenue Act	
	Division of Revenue Act	Roll Overs	Adjustments	Total Available	Actual Transfer	Funds Withheld	Re-allocations by National Treasury or National Department	Amount received by department	Amount spent by department		% of available funds spent by department
5. Technical Secondary Schools Recapitalisation Grant											
Eastern Cape	32 928	-	-	32 928	32 928	-	-	32 928	24 483	74%	31 648
Free States	22 219	-	-	22 219	22 219	-	-	22 219	22 219	100%	20 963
Gauteng	27 958	-	-	27 958	27 958	-	-	27 958	28 889	103%	26 375
KwaZulu-Natal	45 280	-	-	45 280	45 280	-	-	45 280	53 651	118%	42 717
Limpopo	29 859	-	-	29 859	29 859	-	-	29 859	18 062	60%	38 849
Mpumalanga	28 682	-	-	28 682	28 682	-	-	28 682	21 474	75%	27 058
Northern Cape	13 978	-	-	13 978	13 978	-	-	13 978	13 779	99%	13 188
North West	19 981	-	-	19 981	19 981	-	-	19 981	19 366	97%	18 850
Western Cape	12 597	-	-	12 597	12 597	-	-	12 597	17 643	140%	11 884
	233 482	-	-	233 482	233 482	-	-	233 482	219 566	-	231 532

NAME OF PROVINCE / GRANT	GRANT ALLOCATION				TRANSFER				SPENT		2013/14 Division of Revenue Act
	Division of Revenue Act	Roll Overs	Adjustments	Total Available	Actual Transfer	Funds Withheld	Re-allocations by National Treasury or National Department	Amount received by department	Amount spent by department	% of available funds spent by department	
6. Occupation Specific Dispensation											
Eastern Cape	6 571	-	-	6 571	6 571	-	-	6 571	6 562	100%	-
Free State	18 358	-	-	18 358	18 358	-	-	18 358	18 358	100%	-
Gauteng	93 599	-	-	93 599	93 599	-	-	93 599	73 471	78%	-
KwaZulu-Natal	41 581	-	-	41 581	41 581	-	-	41 581	41 581	100%	-
Limpopo	-	-	-	-	-	-	-	-	-	-	-
Mpumalanga	1 072	-	-	1 072	1 072	-	-	1 072	1 072	100%	-
Northern Cape	7	-	-	7	7	-	-	7	-	0%	-
North West	1 417	-	-	1 417	1 417	-	-	1 417	1 048	74%	-
Western Cape	50 395	-	-	50 395	50 395	-	-	50 395	50 395	100%	-
	213 000	-	-	213 000	213 000	-	-	213 000	192 487	-	-

The Department hereby certifies that all transfers were deposited into the primary bank accounts of the provinces for the 2014/15 financial year. The over-expenditure of some provinces in respect of conditional grants reflected above will be covered through the provincial allocations.

ANNEXURE 1A: STATEMENT OF TRANSFERS TO DEPARTMENTAL AGENCIES AND ACCOUNTS

DEPARTMENT/ AGENCY/ ACCOUNT	TRANSFER ALLOCATION				TRANSFER		2013/14 Appropriation Act R'000
	Adjusted Appropriation	Roll Overs	Adjustments	Total Available	Actual Transfer	% of Available funds Transferred	
	R'000	R'000	R'000	R'000	R'000	%	
Education Training and Development Practices-SETA	177			177	177	100%	167
National Student Financial Aid Scheme	947 499			947 499	947 499	100%	893 867
Umalusi	107 354			107 354	107 354	100%	97 662
Human Sciences Research Council (HSRC)	-		500	500	500	100%	-
	1 055 030		500	1 055 530	1 055 530		991 696

ANNEXURE 1B: STATEMENT OF TRANSFERS TO FOREIGN GOVERNMENT AND INTERNATIONAL ORGANISATIONS

	TRANSFER ALLOCATION				EXPENDITURE		2013/14 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 %	
FOREIGN GOVERNMENT/ INTERNATIONAL ORGANISATION							
Transfers							
Association for the Development of Education in Africa (ADEA)	32		78	110	115	105%	27
Guidance, Counselling and Youth Development Centre for Africa: Malawi	113		-	113	124	110%	107
United Nations Educational, Scientific and Cultural Organisations (UNESCO)	12 610		1 300	13 910	13 815	99%	14 929
Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ)	-		2 600	2 600	2 600	100%	-
Total	12 755		3 978	16 733	16 654		15 063

ANNEXURE 1C: STATEMENT OF TRANSFERS TO NON-PROFIT INSTITUTIONS

NON-PROFIT INSTITUTIONS	TRANSFER ALLOCATION				EXPENDITURE		2013/14 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	%	
Transfers							
Childline South Africa	53		-	53	53	100%	50
National Education Collaboration Trust	30 000		33 000	63 000	63 000	100%	15 000
Total	30 053		33 000	63 053	63 053		15 050

ANNEXURE 1D: STATEMENT OF TRANSFERS TO HOUSEHOLDS

HOUSEHOLDS	TRANSFER ALLOCATION				EXPENDITURE		2013/14 Appropriation Act R'000
	Adjusted Appropriation Act R'000	Roll Overs R'000	Adjustments R'000	Total Available R'000	Actual Transfer R'000	% of Available funds Transferred %	
Transfers							
Employee Social Benefits	-		964	964	925	96%	1 832
Claims against State (cash)	-		824	824	767	93%	395
Total			1 788	1 788	1 692		2 227

ANNEXURE 1E: STATEMENT OF GIFTS, DONATIONS AND SPONSORSHIPS RECEIVED

NAME OF ORGANISATION	NATURE OF GIFT, DONATION OR SPONSORSHIP	2014/15	2013/14
		R'000	R'000
Received in kind			
Gaborone Botswana	Innovation Africa Conference	-	18
Independent Newspapers	National Teacher Awards	-	6 500
Japan International Co-op	Mathematics Training	-	88
MTN Foundation	National Teacher Awards	-	500
Nestlé	Joint Nutrition Education Planned Activities with Nestle	-	1 541
MIET Africa	World Aids Day Commemoration	-	5 500
Wits University	National Senior Certificate Exams	-	1 000
Vodacom Foundation	National Senior Certificate Exams	350	50
MTN Foundation	National Senior Certificate Exams	250	100
SA Post Office	National Senior Certificate Exams	-	456
Paarl Media	National Teacher Awards	500	500
SABC Education	National Teacher Awards	-	2 804
South African Airways	National Teacher Awards	-	700
Telkom Foundation	National Teacher Awards	-	3 900
UNICEF	Training on bullying in nine provinces and review the school safety	-	1 975
VIA Africa	National Teacher Awards	-	1 000
VIA Africa	South African School Choral Eisteddfod (SASCE)	-	50
AVBOB Foundation	South African School Choral Eisteddfod (SASCE)	-	187
Ferrero Social Enterprises	South African School Choral Eisteddfod (SASCE)	-	414
Nacma	South African School Choral Eisteddfod (SASCE)	-	310
Airlink	National Teacher Awards	120	-
Vodacom	National Teacher Awards	500	500
Investec	National Senior Certificate Exams	135	-
Telkom Foundation	National Senior Certificate Exams	220	-
Massmart	National Teacher Awards	60	-
VIA Africa	National Senior Certificate Exams	151	-
AVBOB Foundation	National Senior Certificate Exams	50	-
Massmart	National Senior Certificate Exams	70	-
TOTAL		2 406	28 093

ANNEXURE 1F: STATEMENT OF AID ASSISTANCE RECEIVED

NAME OF DONOR	PURPOSE	OPENING BALANCE	REVENUE	EXPENDITURE	CLOSING BALANCE
		R'000	R'000	R'000	R'000
Received in cash					
European Union Donor	Primary Education Sector Policy Support Programme	3 818	78 893	80 286	2 425
Flemish Government Donor	The National Education Evaluation and Development Unit	-	255	-	255
TOTAL		3 818	79 148	80 266	2 680

**ANNEXURE 2A: STATEMENT OF FINANCIAL GUARANTEES ISSUED AS AT 31 MARCH 2014 –
LOCAL**

Guarantor institution	Guarantee in respect of	Original guaranteed capital amount	Opening balance 1 April 2014	Guarantees draw downs during the year	Guarantees repayments/ cancelled/ reduced/ released during the year	Revaluations	Closing balance 31 March 2015	Guaranteed interest for year ended 31 March 2015	Realised losses not recoverable i.e. claims paid out
		R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000
	Housing								
Standard Bank	Employee	485	66				66		
FirstRand Bank	Employee	47	9				9		
	TOTAL	532	75				75		

ANNEXURE 2B: STATEMENT OF CONTINGENT LIABILITIES AS AT 31 MARCH 2015

Nature of Liability	Opening Balance 1 April 2014 R'000	Liabilities incurred during the year R'000	Liabilities paid/ cancelled/reduced during the year R'000	Liabilities recoverable (Provide details hereunder) R'000	Closing Balance 31 March 2015 R'000
Claims against the department					
Lingua Franca Publishers vs the Department of Basic Education (interest at 15.5% as from 22/11/2012)	13 430		13 430		-
Magna FS vs the Minister of Basic Education (interest at 15.5% as from 28/11/2011)	6 567				6 567
Edu Solutions vs MEC for Education, Limpopo and Minister Basic Education (interest at 15.5% as from 26/05/2013)	121 380				121 380
Subtotal	141 377		13 430		127 947
Other					
Variance on Tranche Balance between DBE and ESKOM	4 066		3 557		509
Variance on Tranche Balance between DBE and CSIR EC	-	1 988			1 988
Subtotal	4 066	1 988	3 557		2 497
TOTAL	145 443	1 988	16 987		130 444

ANNEXURE 3: CLAIMS RECOVERABLE

Government Entity	Confirmed balance outstanding		Unconfirmed balance outstanding		Total		Cash in transit at year end 2014/15 *	
	31/03/2015	31/03/2014	31/03/2015	31/03/2014	31/03/2015	31/03/2014	Receipt date up to six (6) working days after year end	Amount
	R'000	R'000	R'000	R'000	R'000	R'000		R'000
Departments								
National Department of Public Works	-	13	-	13	-	13		
National Department of Higher Education and Training	146	399	146	399	146	399		
National Department of Education (Old DoE)	504	955	504	955	504	955		
National Department of Science and Technology	-	40	-	40	-	40		
National Department of Defence	52	-	52	-	52	-		
National Department of Rural Development and Land Reform	14	-	14	-	14	-		
National Department of Government Printers	19	-	19	-	19	-		
Kwazulu-Natal Department of Education	292	650	-	650	292	650		
North West Agriculture Conservative	-	27	-	27	-	27		
Western Cape Department of Education	2	2	2	2	2	2		
Eastern Cape Department of Education	60 614	65 615	60 614	65 615	60 614	65 615		
Gauteng Department of Education	17	17	17	17	17	17		
	292	-	61 368	67 718	61 660	67 718		
Other Government Entities								
South African Revenue Services	33 200	29 790	33 200	29 790	33 200	29 790		
	33 200	29 790	33 200	29 790	33 200	29 790		
Private Enterprises								
Adopt A School KZN	7 846	-	7 846	-	7 846	-		
Coega Development Corporation EC	31	493	31	493	31	493		
Coega Development Corporation KZN	-	2	-	2	-	2		
The Council for Scientific and Industrial Research (CSIR)	-	817	-	817	-	817		
Development Bank of Southern Africa	2 342	2 506	2 342	2 506	2 342	2 506		
Drake and Schull	4	8	4	8	4	8		
Fedics	4	8	4	8	4	8		

ANNUAL REPORT 2014/15
VOTE 15 DEPARTMENT OF BASIC EDUCATION
ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2015

Government Entity	Confirmed balance outstanding		Unconfirmed balance outstanding		Total		Cash in transit at year end 2014/15*	
	31/03/2015	31/03/2014	31/03/2015	31/03/2014	31/03/2015	31/03/2014	Receipt date up to six (6) working days after year end	Amount
	R'000	R'000	R'000	R'000	R'000	R'000		R'000
Independent Development Trust EC Structure		11 616	11 616	11 616	11 616	11 616		
Independent Development Trust EC Structure ACT		204	-	-	204	-		
Independent Development Trust EC W/S		4 122	1 367	4 122	1 367	1 367		
Independent Development Trust EC W/S Batch II		131	-	131	-	-		
Independent Development Trust FS		7 576	7 350	7 576	7 350	7 350		
Independent Development Trust KZN		1 976	691	1 976	691	691		
Independent Development Trust Limpopo (Batch I)		4 732	219	4 732	219	219		
Independent Development Trust Limpopo (Batch II)		47	-	47	-	-		
Public Works EC		218	-	218	-	-		
SAB & T		-	583	-	583	583		
Rennies		7	16	7	16	16		
Mvula Trust		440	-	440	16	16		
Eskom		149	-	149	16	16		
Taste of Africa		2	1	2	1	1		
Travel with Flair		7	1	7	1	1		
Human Sciences Research Council (HSRC)		500	-	500	-	-		
Tsebo		8	-	8	-	-		
TOTAL	292	136 530	123 186	136 822	123 186	123 186		
		41 962	25 678	41 962	25 678	25 678		

ANNEXURE 4: INVENTORIES

Inventory	Note	2014/15		2013/14	
		Quantity	R'000	Quantity	R'000
Opening balance		3 840 783	87 116	2 639 246	28 924
Add/(Less): Adjustments to prior year balance		12 818	(1 641)	18 748	5 567
Add: Additions/Purchases - Cash		67 357 801	968 687	58 331 241	776 005
Add: Additions - Non-cash		125	1 404	56 246	28 121
(Less): Disposals		(105 990)	(64 998)	-	-
(Less): Issues		(70 128 879)	(984 163)	(57 169 348)	(751 241)
Add/(Less): Adjustments		(1 776)	25	(35 350)	(260)
Closing balance		974 882	6 430	3 840 783	87 116

ANNEXURE 5: MOVEMENT IN CAPITAL WORK IN PROGRESS

MOVEMENT IN CAPITAL WORK IN PROGRESS FOR THE YEAR ENDED 31 MARCH 2015				
	Opening balance	Current Year Capital WIP	Completed Assets	Closing balance
	R'000	R'000	R'000	R'000
MACHINERY AND EQUIPMENT	21 569	6 959		28 528
Furniture and office equipment	21 569	6 955		28 524
Other machinery and equipment	-	4		4
BUILDINGS AND OTHER FIXED STRUCTURES	2 225 868	2 413 700	(2 310 784)	2 328 784
Non-residential buildings	1 123 789	2 000 570	(1 849 570)	1 274 789
Other fixed structures	1 102 079	413 130	(461 214)	1 053 995
TOTAL	2 247 437	2 420 659	(2 310 784)	2 357 312
MOVEMENT IN CAPITAL WORK IN PROGRESS FOR THE YEAR ENDED 31 MARCH 2014				
	Opening balance	Current Year Capital WIP	Completed Assets	Closing balance
	R'000	R'000	R'000	R'000
MACHINERY AND EQUIPMENT	15 145	6 424		21 569
Furniture and office equipment	15 145	6 424		21 569
Other machinery and equipment	-	-		-
BUILDINGS AND OTHER FIXED STRUCTURES	850 527	1 375 341		2 225 868
Non-residential buildings	297 700	826 089		1 123 789
Other fixed structures	552 827	549 252		1 102 079
TOTAL	865 672	1 381 765	-	2 247 437

ANNEXURE 6A: INTER-ENTITY ADVANCES PAID (note 12)

ENTITY	Confirmed balance outstanding		Unconfirmed balance outstanding		TOTAL	
	31/03/2015 R'000	31/03/2014 R'000	31/03/2015 R'000	31/03/2014 R'000	31/03/2015 R'000	31/03/2014 R'000
NATIONAL DEPARTMENTS						
Department of International Relations and Cooperation			959	8	959	8
Subtotal			959	8	959	8
PROVINCIAL DEPARTMENTS						
Department of Roads and Public Works EC	55	55			55	55
Subtotal	55	55			55	55
OTHER INSTITUTIONS						
Adopt A School KZN	32	6 000			32	6 000
Coega Development Corporation EC	-	2 087			-	2 087
Coega Development Corporation KZN	5 877	44 855			5 877	44 855
CSIR EC	-	21 277	2 366		2 366	21 277
Electricity Supply Commission (ESKOM)	-	-	509	19 849	509	19 849
Independent Development Trust - EC STRUCTURE (Batch I)	4 280	25 071			4 280	25 071
Independent Development Trust - EC STRUCTURE ACT (Batch II)	15 443	-			15 443	-
Independent Development Trust - EC Water & Sanitation	1 266	30 723			1 266	30 723
Independent Development Trust FS	-	54 825			-	54 825
Independent Development Trust KZN	-	43 044			-	43 044
Independent Development Trust - LIMPOPO (Batch I)	2 745	9 038			2 745	9 038
Independent Development Trust - LIMPOPO (Batch II)	42 568	-			42 568	-
Mhlathuze Water KZN	2 669	11 039			2 669	11 039
SAB&T Business Innovation Group	2 343	2 700	40 141		42 484	2 700
Subtotal	77 223	250 659	43 016	19 849	120 239	270 508
Total	77 278	250 714	43 975	19 857	121 253	270 672

ANNEXURE 6B: INTER-ENTITY ADVANCES RECEIVED (note 16)

ENTITY	Confirmed balance outstanding		Unconfirmed balance outstanding		Total	
	31/03/2015	31/03/2014	31/03/2015	31/03/2014	31/03/2015	31/03/2014
	R'000	R'000	R'000	R'000	R'000	R'000
OTHER INSTITUTIONS						
United Nations Educational, Scientific and Cultural Organisation (UNESCO)			1 372	1 096	1 372	1 096
Development Bank of Southern Africa (DBSA)	99 995	24 846			99 995	24 846
Coega Development Corporation EC	7				7	-
Independent Development Trust EC W&S Batch II	131				131	-
Independent Development Trust FS	3 079				3 079	-
Independent Development Trust KZN	14				14	-
Total	103 226	24 846	1 372	1 096	104 598	25 942



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