



DEPARTMENT OF BASIC EDUCATION

ANNUAL REPORT
2016/17



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



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VOTE NO 14

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CONTENTS

PART A: GENERAL INFORMATION.	1
1. DEPARTMENT GENERAL INFORMATION	2
2. LIST OF ABBREVIATIONS/ACRONYMS	3
3. FOREWORD BY THE MINISTRY	9
4. REPORT OF THE ACCOUNTING OFFICER	13
4.1. Overview of the operations of the Department	13
4.2. Overview of the financial results of the Department	15
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	21
6. STRATEGIC OVERVIEW	22
6.1. Vision	22
6.2. Mission.	22
6.3. Values	22
7. LEGISLATIVE AND OTHER MANDATES	23
7.1. Constitutional mandate	23
7.2. Legislative mandate.	23
7.3. Policy mandate	24
8. ORGANISATIONAL STRUCTURE	25
9. ENTITIES REPORTING TO THE MINISTER	34
PART B: PERFORMANCE INFORMATION	35
1. AUDITOR-GENERAL'S REPORT: PREDETERMINED OBJECTIVES	36
2. OVERVIEW OF DEPARTMENTAL PERFORMANCE	36
2.1. Service Delivery Environment	36
2.2. Service Delivery Improvement Plan (SDIP)	37
2.3. Organisational Environment	38
2.4. Key Policy developments and legislative changes	39
3. STRATEGIC OUTCOME-ORIENTED GOALS	39
4. PERFORMANCE INFORMATION BY PROGRAMME	49
4.1. PROGRAMME 1: ADMINISTRATION	49
4.2. PROGRAMME 2: CURRICULUM POLICY, SUPPORT AND MONITORING	78
4.3. PROGRAMME 3: TEACHER, EDUCATION, HUMAN RESOURCES AND INSTITUTIONAL DEVELOPMENT.	96
4.4. PROGRAMME 4: PLANNING, INFORMATION AND ASSESSMENT	135
4.5. PROGRAMME 5: EDUCATIONAL ENRICHMENT SERVICES	162
5. TRANSFER PAYMENTS	191
5.1. Transfer payments to public entities	191
5.2. Transfer payments to all organisations other than public entities	193
6. CONDITIONAL GRANTS	193
6.1. Conditional Grants and Earmarked Funds Paid	193
7. DONOR FUNDS	198
7.1. Donor Funds Received	198
8. CAPITAL INVESTMENT	199
8.1. Capital investment, maintenance and asset management plan.	199

PART C: GOVERNANCE 201

1.	INTRODUCTION	202
2.	RISK MANAGEMENT	202
3.	FRAUD AND CORRUPTION	202
4.	MINIMISING CONFLICT OF INTEREST	202
5.	CODE OF CONDUCT	202
6.	HEALTH, SAFETY AND ENVIRONMENTAL ISSUES	203
7.	PORTFOLIO COMMITTEES	204
8.	SCOPA RESOLUTIONS.	208
9.	PRIOR MODIFICATIONS TO AUDIT REPORTS	208
10.	INTERNAL CONTROL UNIT	208
11.	INTERNAL AUDIT AND AUDIT COMMITTEES	208
12.	AUDIT COMMITTEE REPORT.	211
12.1.	Audit Committee Responsibility	211
12.2.	The Effectiveness of Internal Control	211
12.3.	In-Year Management and Monthly/Quarterly Report	211
12.4.	Risk Management.	211
12.5.	Evaluation of Financial Statements	212
12.6.	Auditor-General South Africa	212
12.7.	Conclusion.	212

PART D: HUMAN RESOURCE MANAGEMENT. 213

1.	INTRODUCTION	214
2.	OVERVIEW OF HUMAN RESOURCES	214
3.	HUMAN RESOURCES OVERSIGHT STATISTICS.	216
3.1.	Personnel related expenditure.	216
3.2.	Employment and Vacancies	217
3.3.	Filling of SMS Posts	218
3.4.	Job Evaluation	220
3.5.	Employment Changes.	221
3.6.	Employment Equity	223
3.7.	Signing of Performance Agreements by SMS Members	226
3.8.	Performance Rewards	227
3.9.	Foreign Workers.	228
3.10.	Leave Utilisation	229
3.11.	HIV/AIDS and Health Promotion Programmes	230
3.12.	Labour Relations	232
3.13.	Skills Development	234
3.14.	Injury on Duty	235
3.15.	Utilisation of Consultants.	235
3.16.	Severance Packages.	236

PART E: FINANCIAL INFORMATION	237
REPORT OF THE AUDITOR-GENERAL SOUTH AFRICA	238
APPROPRIATION STATEMENT FOR THE YEAR ENDED 31 MARCH 2017.	245
NOTES TO THE APPROPRIATION STATEMENT FOR THE YEAR ENDED 31 MARCH 2017	276
STATEMENT OF FINANCIAL PERFORMANCE FOR THE YEAR ENDED 31 MARCH 2017.	278
STATEMENT OF FINANCIAL POSITION FOR THE YEAR ENDED 31 MARCH 2017	279
STATEMENT OF CHANGES IN NET ASSETS FOR THE YEAR ENDED 31 MARCH 2017	280
CASH FLOW STATEMENT FOR THE YEAR ENDED 31 MARCH 2017	281
ACCOUNTING POLICIES FOR THE YEAR ENDED 31 MARCH 2017	282
NOTES TO THE ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2017	290
ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2017	327
ANNEXURE 1A: STATEMENT OF TRANSFERS TO DEPARTMENTAL AGENCIES AND ACCOUNTS	327
ANNEXURE 1B: STATEMENT OF TRANSFERS TO FOREIGN GOVERNMENT AND INTERNATIONAL ORGANISATIONS	328
ANNEXURE 1C: STATEMENT OF TRANSFERS TO NON-PROFIT INSTITUTIONS	329
ANNEXURE 1D: STATEMENT OF TRANSFERS TO HOUSEHOLDS	330
ANNEXURE 1E: STATEMENT OF GIFTS, DONATIONS AND SPONSORSHIPS RECEIVED	331
ANNEXURE 1F: STATEMENT OF AID ASSISTANCE RECEIVED	332
ANNEXURE 1G: STATEMENT OF GIFTS, DONATIONS AND SPONSORSHIPS MADE AND REMISSIONS, REFUNDS AND PAYMENTS MADE AS AN ACT OF GRACE	333
ANNEXURE 2A: STATEMENT OF FINANCIAL GUARANTEES ISSUED AS AT 31 March 2017 – LOCAL	334
ANNEXURE 2B: STATEMENT OF CONTINGENT LIABILITIES AS AT 31 March 2017	335
ANNEXURE 3: CLAIMS RECOVERABLE.	336
ANNEXURE 4: INVENTORIES	338
ANNEXURE 5: MOVEMENT IN CAPITAL WORK IN PROGRESS	339
ANNEXURE 6A: INTER-ENTITY ADVANCES PAID (note 11).	340
ANNEXURE 6B: INTER-ENTITY ADVANCES RECEIVED (note 12).	341

LIST OF TABLES

Table 1: Departmental receipts	15
Table 2: Tariffs.	16
Table 3: Programme Expenditure	17
Table 4: Expenditure per Economic Classification	17
Table 5: Virement.	18
Table 6: Roll overs	19
Table 7: White Papers and policies	24
Table 9: Main service and standards	37
Table 10: Minimum requirements for Certification	37
Table 11: Annual applications processed within four weeks	38
Table 12: Batho Pele arrangements with beneficiaries	38
Table 13: Complaints Mechanism	38
Table 14: CPTD	41
Table 15: Training by TUC	41
Table 16: Learning Programmes	50
Table 17: Breakdown of Meetings.	55
Table 18: Tabling of HEDCOM Subcommittee Reports at HEDCOM	56
Table 19: Breakdown of FOSAD Cluster Reports Processed at SM Meetings	58
Table 20: Quarterly Sectoral Provincial Reporting Reconciliation 2014/15 to 2016/17.	62
Table 21: Main Results: Impact for those with 2 years of intervention.	64
Table 22: The three (3) winners of the SADC School Essay competition	72
Table 23: Strategic Objectives, Performance Indicators, Planned Targets and Actual Achievements	76
Table 24: Sub-programme expenditure	77
Table 25: Number of Ambassadors placed per Province	87
Table 26: Strategic Objectives, Performance Indicators, Planned Targets and Actual Achievements	91
Table 27: Sub-programme expenditure	95
Table 28: Integrated Quality Management Systems	97
Table 29: Additional monitoring	97
Table 30: On-site monitoring of Provinces and Districts	98
Table 31: SSE and SIP training per Province	100
Table 32: External monitoring per Province	101
Table 33: Number of sign-ups of the various categories of Educators for participation on the CPTD Management System.	109
Table 34: Provincial Training to establish PLCs	109
Table 35: Plan on training of subject specialist/advisors in CiSELT and CiPELT.	110
Table 36: Teacher support in Grade 10 Mathematics – 2016/17	110
Table 37: Training of Subject Advisors and teachers- Distribution of life-players	111
Table 38: NQF level qualifications per Province	111
Table 39: Teacher Union training	112
Table 40: Inclusive Education training	112
Table 41: Mediation and Orientation on SASP Policy per Province.	115
Table 42: Financial management training for Circuit Managers	117

Table 43: Financial management training for Principals per Province	117
Table 44: Curriculum Management training in Eastern Cape	118
Table 45: Curriculum Management training of in Gauteng	118
Table 46: Financial training of SGBs	120
Table 47: Training of SGBs on Capacity Building	122
Table 48: Professional Development training programme (Maths and Science)	129
Table 49: Strategic Objectives, Performance Indicators, Planned Targets and Actual Achievements	131
Table 50: Sub-programme expenditure	134
Table 51: Completed schools (HR Capacity)	143
Table 52: Teacher Professionalisation Programme Achievements	145
Table 53: List of materials provided to NECT schools in 2016	147
Table 54: School Readiness Monitoring visits	152
Table 55: Call centre cases received	154
Table 56: Resolution rate per PED	155
Table 57: Number of cases received and progress	156
Table 58: Strategic Objectives, Performance Indicators, Planned Targets and Actual Achievements	158
Table 59: Sub-programme expenditure	161
Table 60: The provincial ABC Motsepe Schools Eisteddfod Championships were held	164
Table 61: The number of learners and schools that participated in the National Eisteddfod per Province	164
Table 62: National Eisteddfod results	165
Table 63: The total prize winnings per Province	165
Table 64: Schools football winners	167
Table 65: Schools Netball Results	167
Table 66: 2016 National winners	170
Table 67: Growth of Y-CAP participation from 2010 to 2016	170
Table 68: Learner participation during provincial eliminations	171
Table 69: 2016 Learner category national winners	171
Table 70: 2016 Educator category national winners	171
Table 71: 2016 HESOP winners	172
Table 72: 2016 6th National Schools Moot Court winners	173
Table 73: School monitoring visits	180
Table 74: Reach of deworming per Province	182
Table 75: Strategic Objectives, Performance Indicators, Planned Targets and Actual Achievements	190
Table 76: Sub-programme expenditure	191
Table 77: Transfer payments to public entities	192
Table 78: Conditional Grants Preliminary report as at 28 February 2017	193
Table 79: Earmarked Funds: As at 28 February 2017	193
Table 80: Conditional Grant 2: MST (01 April 2016 - 31 March 2017)	194
Table 81: Conditional Grant 1: HIV and AIDS Life Skills Education	195
Table 82: Conditional Grant 3: Education Infrastructure Grant	197
Table 83: European Union donor funding for the Primary Education Sector Policy Support Programme	198
Table 84: Infrastructure Projects	200

Table 85: Portfolio Committee Meetings on Basic Education	204
Table 86: Prior Modifications to Audit Reports.	208
Table 87: Relevant information on the audit committee members for the period 01 April – 30 November 2016	209
Table 88: Relevant information on the audit committee members for the period 01 December 2016 – 31 March 2017	210
Table 89: Personnel expenditure by programme for the period 01 April 2016 and 31 March 2017	216
Table 90: Personnel costs by salary band for the period 01 April 2016 and 31 March 2017	216
Table 91: Salaries, Overtime, Home Owners Allowance and Medical Aid by programme for the period 01 April 2016 and 31 March 2017	217
Table 92: Salaries, Overtime, Home Owners Allowance and Medical Aid by salary band for the period 01 April 2016 and 31 March 2017	217
Table 93: Employment and vacancies by programme as at 31 March 2017	218
Table 94: Employment and vacancies by salary band as on 31 March 2017.	218
Table 95: Employment and vacancies by critical occupations as on 31 March 2017	218
Table 96: SMS post information as on 31 March 2017.	218
Table 97: SMS post information as on 30 September 2016	219
Table 98: Advertising and filling of SMS posts for the period 01 April 2016 and 31 March 2017	219
Table 99: Reasons for not having complied with the filling of funded vacant SMS - Advertised within 6 months and filled within 12 months after becoming vacant for the period 01 April 2016 and 31 March 2017	219
Table 100: Disciplinary steps taken for not complying with the prescribed timeframes for filling SMS posts within 12 months for the period 01 April 2016 and 31 March 2017	219
Table 101: Job Evaluation by Salary band for the period 01 April 2016 and 31 March 2017	220
Table 102: Profile of employees whose positions were upgraded due to their posts being upgraded for the period 01 April 2016 and 31 March 2017	220
Table 103: Employees with salary levels higher than those determined by job evaluation by occupation for the period 01 April 2016 and 31 March 2017	221
Table 104: Profile of employees who have salary levels higher than those determined by job evaluation for the period 01 April 2016 and 31 March 2017	221
Table 105: Annual turnover rates by salary band for the period 01 April 2016 and 31 March 2017.	221
Table 106: Annual turnover rates by critical occupation for the period 1 April 2016 and 31 March 2017	222
Table 107: Reasons why staff left the Department for the period 01 April 2016 and 31 March 2017.	222
Table 108: Promotions by critical occupation for the period 01 April 2016 and 31 March 2017.	222
Table 109: Promotions by salary band for the period 01 April 2016 and 31 March 2017.	223
Table 110: Total number of employees (including employees with disabilities) in each of the following occupational categories as on 31 March 2017	223
Table 111: Total number of employees (including employees with disabilities) in each of the following occupational bands as on 31 March 2017.	224
Table 112: Recruitment for the period 01 April 2016 to 31 March 2017.	224
Table 113: Promotions for the period 01 April 2016 to 31 March 2017	225
Table 114: Terminations for the period 01 April 2016 to 31 March 2017	225
Table 115: Disciplinary action for the period 01 April 2016 to 31 March 2017	225
Table 116: Skills development for the period 01 April 2016 to 31 March 2017	226
Table 117: Signing of Performance Agreements by SMS members as on 31 May 2016	226
Table 118: Reasons for not having concluded Performance agreements for all SMS members as on 31 March 2017.	226
Table 119: Disciplinary steps taken against SMS members for not having concluded Performance agreements as on 31 March 2017.	227

Table 120: Performance Rewards by race, gender and disability for the period 01 April 2016 to 31 March 2017	227
Table 121: Performance Rewards by salary band for personnel below Senior Management Service for the period 01 April 2016 to 31 March 2017	227
Table 122: Performance Rewards by critical occupation for the period 01 April 2016 to 31 March 2017.	228
Table 123: Performance related rewards (cash bonus), by salary band for Senior Management Service for the period 01 April 2016 to 31 March 2017	228
Table 124: Foreign workers by salary band for the period 01 April 2016 and 31 March 2017	228
Table 125: Foreign workers by major occupation for the period 01 April 2016 and 31 March 2017.	228
Table 126: Sick leave for the period 01 January 2016 to 31 December 2016	229
Table 127: Disability leave (temporary and permanent) for the period 01 January 2016 to 31 December 2016.	229
Table 128: Annual Leave for the period 01 January 2016 to 31 December 2016	229
Table 129: Capped leave for the period 01 January 2016 to 31 December 2016	230
Table 130: Leave payouts for the period 01 April 2016 and 31 March 2017.	230
Table 131: Steps taken to reduce the risk of occupational exposure	230
Table 132: Details of Health Promotion and HIV/AIDS Programmes	231
Table 133: Collective agreements for the period 01 April 2016 and 31 March 2017	232
Table 134: Misconduct and disciplinary hearings finalised for the period 01 April 2016 and 31 March 2017	232
Table 135: Types of misconduct addressed at disciplinary hearings for the period 01 April 2016 and 31 March 2017	233
Table 136: Grievances logged for the period 01 April 2016 and 31 March 2017	233
Table 137: Disputes logged with Councils for the period 01 April 2016 and 31 March 2017.	233
Table 138: Strike actions for the period 01 April 2016 and 31 March 2017	233
Table 139: Precautionary suspensions for the period 01 April 2016 and 31 March 2017	234
Table 140: Training needs identified for the period 01 April 2016 and 31 March 2017	234
Table 141: Training provided for the period 01 April 2016 and 31 March 2017	234
Table 142: Injury on duty for the period 01 April 2016 and 31 March 2017.	235
Table 143: Report on consultant appointments using appropriated funds for the period 01 April 2016 and 31 March 2017.	236
Table 144: Analysis of consultant appointments using appropriated funds, in terms of Historically Disadvantaged Individuals (HDIs) for the period 01 April 2016 and 31 March 2017.	236
Table 145: Report on consultant appointments using Donor funds for the period 01 April 2016 and 31 March 2017.	236
Table 146: Analysis of consultant appointments using Donor funds, in terms of Historically Disadvantaged Individuals (HDIs) for the period 01 April 2016 and 31 March 2017	236
Table 147: Granting of employee initiated severance packages for the period 01 April 2016 and 31 March 2017.	236

LIST OF FIGURES

Figure 1: Strategic overview of SSE and SIPs	100
Figure 2: Number of Funza Lushaka bursaries awarded from 2007-2016	107
Figure 3: Number of registered District-Based Recruits Since 2013	108
Figure 4: School Improvement Support per province	150
Figure 5: Status of identified challenges	151
Figure 6: Graphical representation of the Department of Basic Education performance and call resolution trend (April 2016 to February 2017).	155



PART A: GENERAL INFORMATION



1. DEPARTMENT GENERAL INFORMATION

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2. LIST OF ABBREVIATIONS/ACRONYMS

ABSA	Amalgamated Banks of South Africa
ADEA	Association for the Development of Education in Africa
AFT	American Federation of Teachers
AGSA	Auditor-General of South Africa
AIDS	Acquired Immune Deficiency Syndrome
ANA	Annual National Assessments
APP	Annual Performance Plan
ASIDI	Accelerated Schools Infrastructure Delivery Initiative
ATPs	Annual Teaching Plans
AU	African Union
BM	Broad Management
BMM	Broad Management Meeting
BNC	Bi-National Commission
CAPS	Curriculum and Assessment Policy Statements
CCIEEC	Chinese Culture and International Education Exchange Centre
CCTV	Closed-Circuit Television
CD	Chief Director
CD	Constitutional Development
CEMs	Council of Education Ministers
CEO	Chief Executive Officer.
CFO	Chief Financial Officer
CIES	Comparative and International Education Society
CIP	Compulsory Induction Programme
CoE	Compensation of Employees
CONOPS	Concept of Operations
CPTD	Continuing Professional Teacher Development
CPUT	Cape Peninsula University of Technology
CREQEE	Criteria for the Recognition and Evaluation of Qualifications for Employment in Education
CRF	Cyril Ramaphosa Foundation
CSIR	Council for Scientific and Industrial Research
CSTL	Care and Support for Teaching and Learning
CYCW	Child and Youth Care Workers
D	Director
DAC	Department of Arts and Culture
DBE	Department of Basic Education
DBSA	Development Bank of Southern Africa
DBSTs	District-Based Support Teams
DCMS	District Co-ordination, Monitoring and Support
DDG	Deputy Director-General
DEP	Departmental Evaluation Plan
DG	Director-General
DHA	Department of Home Affairs
DHET	Department of Higher Education and Training
DIP	District Improvement Programme

DIRCO	Department of International Relations and Co-operation
DM	Deputy Minister
DoH	Department of Health
DoJ	Department of Justice
DoRA	Division of Revenue Act
DPME	Department of Performance, Monitoring and Evaluation
DPSA	Department of Public and Service Administration
DRDLR	Department of Rural Development and Land Reform
DREP	Departmental Research and Evaluation Plan
DSD	Department of Social Development
DSGs	Development Support Groups
EC	Eastern Cape
ECCE	Early Childhood Care and Education
ECD	Early Childhood Development
EDC	Education Development Centre
EFAL	English First Additional Language
EGRA	Early Grade Reading Assessment
EIG	Education Infrastructure Grant
EIS	Education Information Services
EIS	Education Information System
EJNTT	Extended Joint National Task Team
ELRC	Education Labour Relations Council
EMGD	Education Management and Governance Directorate
EMIS	Education Management Information Systems
ENE	Estimate of National Expenditure
ESEID	Economic Sectors, Employment and Infrastructure Development
ETDP	Education Training and Development Practice
ETDPSETA	Education and Training Practices Sector Education and Authority
EU	European Union
FAL	First Additional Language
FET	Further Education and Training
FGD	Focus Group Discussion
FoPs	Fundamentals of Performance
FOSAD	Forum of South African Directors-General
FP	Foundation Phase
FS	Free State
G&A	Governance and Administration
GDE	Gauteng Department of Education
GET	General Education and Training
GHS	General Household Survey
GITO	Government Information and Technology Officer
GP	Gauteng Province
GPSSBC	General Public Service Sector Bargaining Council
HCT	Higher Colleges of Technology
HEDCOM	Heads of Education Departments Committee
HEI	Higher Education Institution

HESOP	Heritage Education Schools Outreach Programme
HIV	Human Immunodeficiency Virus
HL	Home Languages
HODs	Head of Departments
HR	Human Resources
HRD	Human Resource Development
HRM	Human Resource Matters
HSRC	Human Sciences Research Council
IBE	International Bureau of Education
ICT	Information and Communications Technology
ICTS	International Co-operation, Trade and Security
ID	Identity Document
IDT	Independent Development Trust
IE	Inclusive Education
IIAL	Incremental Introduction of African Languages
IPMP	Infrastructure Programme Management Plan
IQMS	Integrated Quality Management System
IRM	Infrastructure Reporting Model
IRMA	International Relations and Multilateral Affairs
ISASA	Independent Schools Association of Southern Africa
ISCED	International Standard Classification of Education
JAD	Joint Application Development
JICA	Japan International Co-operation Agency
KZN	KwaZulu-Natal
LAPs	Learner Assessment Portfolios
LEAP	Learn English through Audio
LP	Limpopo
LIS	Library and Information Services
LoLT	Language of Learning and Teaching
LR	Labour Relations
LRA	Labour Relations Act
LSAs	Learners Support Agents
LTSM	Learning and Teaching Support Materials
LURITS	Learner Unit Record Information and Tracking System
MECs	Members of the Executive Councils
MerSETA	Manufacturing, Engineering and Related Services Sector Education and Training Authority
MIT	Ministerial Investigation Team
MM	Ministerial Management
MMM	Ministerial Management Meeting
MMS	Middle Management Service
MOST	Management of Social Transformation
MOU	Memorandum of Understanding
MP	Mpumalanga
MPAT	Management Performance Assessment Tool
MSM	Marking Standardisation Meetings
MST	Mathematics, Science and Technology

MTEF	Medium-Term Expenditure Framework
MTSF	Medium-Term Strategic Framework
MTT	Ministerial Task Team
MUNS-PSI	Minimum Uniform Norms and Standards for Public School Infrastructure
NACCW	National Association for Child and Youth care Workers
NAEF	New Africa Education Foundation
NAPTOSA	National Professional Teachers' Organisation of South Africa
NC	Northern Cape
NCF	National Curriculum Framework
NCTT	National Core Training Team
NCS	National Curriculum Statements
NDP	National Development Plan
NEAC	National Examination and Assessment Committee
NECT	National Education Collaboration Trust
NEEDU	National Education Evaluation and Development Unit
NEIMS	National Education Infrastructure Management System
NEPA	National Education Policy Act
NGOs	Non-Government Organisations
NIAF	National Integrated Assessment Framework
NLRD	National Learner Record Database
NNRIE	National Norms for Resourcing an Inclusive Education System
NQF	National Qualification Framework
NRC	National Research Co-ordinators
NSC	National Senior Certificate
NSDP	National School Deworming Programme
NSFAS	National Student Financial Aid Scheme
NSG	National School of Government
NSIP	National School Information Policy
NSLA	National Strategy for Learner Attainment
NSNP	National School Nutrition Programme
NSSF	National School Safety Framework
NTA	National Teaching Awards
NTT	National Task Team
NTT	National Training Team
NW	North West
OHS	Occupational Health and Safety
PAM	Personnel Administrative Measures
PATs	Performance Assessment Tasks
PDOU	Planning and Delivery Oversight
PEDs	Provincial Education Departments
PFMA	Public Finance Management Act
PGPs	Personal Growth Plans
PID	Profoundly Intellectually Disabled
PLCs	Professional Learning Communities
PMDS	Performance Management and Development System
PME	Planning Monitoring and Evaluation

POA	Programme of Action
PPMs	Programme Performance Measurers
PPP	Public Private Partnership
PSC	Public Service Commission
PSCBC	Public Service Coordinating Bargaining Council
PSETA	Public Service Sector Education and Training Authority
PSRIP	Primary School Reading Improvement Programme
QASD	Quality Assurance and Skills Development
QCT	Quality Co-ordinating Team
QLTC	Quality Learning and Teaching Campaign
QMRs	Quarterly Monitoring Reports
QMS	Quality Management System
RCME	Research Co-ordination and Monitoring Evaluation
ROSA	Regional Officer for Southern Africa
RTMC	Road Traffic Management Cooperation
SA	South Africa
SABS	South African Bureau of Standards
SACE	South African Council of Educators
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SADC	Southern African Development Community
SADTU	South African Democratic Teachers Union
SAIDE	South African Institute of Distance Education
SALIPSWU	South African Liberated Public Service Workers Union
SANAC	South African National Aids Council
SANS	South African National Standard
SAOU	Suid-Afrikaanse Onderwysersunie
SAPA	South African Principals' Association
SAQA	South African Qualification Authority
SARB	South African Reserve Bank
SASA	South African Schools Act
SA-SAMS	South African School Administration and Management System
SASCE	South African Schools Choral Eisteddfod
SASL	South African Sign Language
SASP	South African Standard for Principalship
SBA	School-Based Assessment
SCC	SACMEQ Co-ordinating Centre
SDC	Social Data Collectors
SDGs	Sustainable Development Goals
SDIP	Service Delivery Improvement Plan
SEIAS	Socio Economic Impact Assessment System
SGB	School Governing Body
SIAS	Screening, Identification, Assessment and Support
SID	School Infrastructure Development
SIPs	School Improvement Plans
SISCO	School Improvement Support Co-ordinators
SITA	State Information Technology Agency

SM	Senior Management
SMM	Senior Management Meeting
SMS	School Monitoring Survey
SMS	Senior Management Service
SMS	Short Message System
SMTs	School Management Teams
SONA	State of the Nation Address
SPCHD	Social Protection, Community and Human Development
SSE	School Self-Evaluations
STATSSA	Statistics South Africa
STEM	Science, Technology, Engineering, and Mathematics
STIs	Sexually Transmitted Infections
SUBCOM	Sub-Committee
TARMII	Teacher Assessment Resource for Monitoring and Improving Instruction
TASP	Teacher Appreciation and Support
TB	Tuberculosis
TBF	Tiger Brands Foundation
TCM	Technical Committee Meetings
TDCM	Teacher Development Curriculum Management
TDI	Teacher Development Implementation
TIDs	Technical Indicator Descriptions
TIMSS	Trends in International Mathematics and Science Study
ToR	Terms of Reference
TUC	Teacher Union Collaboration
TVET	Technical and Vocational Education and Training
TWG	Technical Working Group
U-AMP	User-Asset Management Plan
UAT	User Acceptance Test
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNISA	University of South Africa
URC	University Research Co.
URS	User Requirements Specification
USA	United States of America
USAID	United States Agency for International Development
USAO	Universal Service and Access Obligation
USD	United States Dollar
WC	Western Cape
WSPR	Work Skills Planning and Reporting

3. FOREWORD BY THE MINISTRY

The 2016/17 financial year was significant in the history of South Africa, as among many noteworthy achievements, South Africans commemorated the 40th anniversary of the 1976 Soweto Youth Uprisings in tandem with the celebration of the 20th anniversary of our world-renowned democratic Constitution. With the advent of democracy and freedom in 1994, South Africa became the united, sovereign and democratic State founded on the principles and values of non-racism and non-sexism; human dignity, the achievement of equality and the advancement of human rights and freedoms; supremacy of the Constitution and the rule of law; ubuntu and social cohesion.

The Constitution of the Republic of South Africa declares *basic education as an inalienable basic human right* for all South Africans. In 2015, UNESCO adopted the global education agenda, *Education 2030*, which is part of the seventeen (17) United Nations' Sustainable Development Goals (SDGs) that make up the Agenda 2030 for sustainable development. *SDG 4* calls for an *"inclusive, quality and equitable education and lifelong opportunities for all"*. The National Development Plan (NDP): Vision 2030 states that *"by 2030, South Africans should have access to education and training of the highest quality, leading to significantly improved learning outcomes... The education system will play a greater role in building an inclusive society, providing equal opportunities and helping all South Africans to realise their full potential ..."*. The Action Plan to 2019: *Towards the Realisation of Schooling 2030*, has been deliberately designed to achieve in a systematic way the long-term vision of basic education.

There is a symbiotic interrelatedness between the tenets of the Constitution, the UNESCO SDG4, the NDP–*Vision 2030*, and our own Action Plan to 2019, vis-à-vis the provisioning, monitoring and evaluation of basic education programmes. It is more gratifying to note that our strategies, policies, programmes and plans, aptly articulate the mission of the Continental Education Strategy for Africa (CESA), 2016-2015. The CESA 2016-25 provides one of its guiding principles as a *"holistic, inclusive, and equitable education with good conditions for lifelong learning is sine qua non for sustainable development"*.

Therefore the Constitution, the UNESCO *SDG 4*, the *CESA on the African Agenda 2063*, the *NDP – Vision 2030*, and our own Action Plan to 2019, all provide the moral imperative and mandate to our democratic Government to improve **access, redress, equity, efficiency, inclusivity** and **quality** of our basic education system. Our basic education sector plan therefore, strengthens and reinforces a whole systems approach intended to improve the quality of teaching and learning outcomes. Credible data and information, as well as credible research, assist us to identify practices that require different strategic approaches. There is now tangibly more understanding and co-operation within the basic education sector.

The end of a financial year, affords us the opportunity to assess the extent to which we were able to meet our strategic intent. It also allows us the opportunity to evaluate the implementation of strategies and policies we adopted over the past years to improve the Basic Education Sector. The 2016/17 financial year gave us hope that these strategies and policies would yield the desired outcomes in future. The Department will continue to draw on the NDP–*Vision 2030* to improve the basic education system for all South African learners.

Notwithstanding the service delivery protests in Vuwani, which resulted in the torching of almost thirty (30) schools as well as the loss of teaching and learning time for a protracted period of time, the sector can report some of the positive inroads that were made during the 2016/17 financial year. Our approach has been to strengthen learning and teaching in the early Grades, to ensure that learners are equipped with the skills needed to cope with the demands of the curriculum in the higher Grades.

Some of the platforms, through which we are aiming to achieve this, are the Early Grade Reading Assessment (EGRA), a diagnostic reading assessment that is aimed at improving reading proficiency levels in the early Grades, and the "Read to Lead" Campaign – a four year Campaign intended to create a national focus and awareness to improve the reading abilities of South Africans in general, and children in particular. The Campaign is aimed at ensuring age-appropriate levels of reading and the promotion of Reading Clubs in our schools.

The National Integrated Early Childhood Development (ECD) Policy, which was approved by Cabinet in December 2015, formed the basis for the on-going implementation of the ECD programmes in collaboration with the Department of Social Development (DSD). During the year under review, the Department versioned the South African National Curriculum Framework (NCF) for Children from 0 to 4 year-olds into ten (10) official languages.

We have reported in previous financial years that the basic education system is on the upward trajectory. Progress in the sector has also been confirmed by the recent cycles of regional and international assessment studies. The results of recent international studies, such as the Trends in International Mathematics and Science Study (TIMSS) 2015, and the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ IV) show that the performance of South African learners is improving.

The TIMSS 2015 results confirmed noteworthy growth patterns; which when compared with other countries since 2003 at the Grade 9 level, South Africa has shown the largest improvement of eighty-seven (87) points in Mathematics, and ninety (90) points in Science. The preliminary SACMEQ IV study results further affirmed the upward trends; and showed that for the first time, South African learners at the Grade 6 level achieved Reading and Mathematics scores above the significant centre point of 500 points – with 538 points for Reading, and 552 points for Mathematics. More importantly, the largest gains, were evident within the historically disadvantaged sections of the school system, that is, quintiles 1-3 schools.

At the national level, it is important to report is the fact that the Class of 2016, which recorded the highest enrolment of Grade 12 learners in the history of our country, is the ninth to sit for the National Senior Certificate (NSC) examinations; and the third to write the CAPS-aligned NSC examinations. More gratifying is the reality that the numbers of candidates who qualified for admission to Bachelor studies at universities, the candidates who attained Diploma and Higher Certificate passes, and the candidates who passed with distinctions, especially in the critical subjects, increased. More girls registered, wrote, and passed the 2016 NSC – a sign that **equity** continues to be addressed in a meaningful way. Even the number of learners with special needs who entered, wrote and passed the 2016 NSC examinations, some achieving Bachelor passes and passing with distinctions, also increased – another sign that our basic education system is indeed **inclusive**. We will continue to support learners through the Second Chance Programme in order to minimise the number of learners who drop out of the schooling system without obtaining a NSC.

During the year under review, the Annual National Assessment (ANA) was reviewed and a reconceptualised model for a **National Integrated Assessment Framework (NIAF)** is being finalised. The new model comprises three (3) tiers, namely –

- (a) The **Systemic Assessment**, which will be sample-based, and administered in Grades 3, 6 and 9, once every three (3) years. This will provide the Basic Education Sector, especially those involved in planning and evaluation, with valuable data on the health of the system and trends in learner performance;
- (b) The **Diagnostic Assessment**, which will be administered by teachers in the classroom to identify learning gaps; and to plan remedial measures early in the learning process, so as to avoid learning deficits; and
- (c) The **Summative Assessment**, which will be a national examination, administered in selected grades and subjects to provide parents and teachers with a national benchmark to measure the performance of their children. It will also be used for promotion/progression purposes.

The Department intends to use these assessment tools to track progress on learner performance and also inform relevant teacher development programmes.

The Department successfully held the Basic Education Sector Lekgotla, which was supported by the Honourable President of the Republic of South Africa, whose message emphasised the need to heighten accountability across all levels of the basic education system. We have, therefore, used different platforms, such as our quarterly engagements with District Directors, and Director-General's engagement with school principals across the country to convey this message. Oversight visits to monitor and support curriculum delivery and coverage were undertaken focusing on the following:

- (a) tracking learner performance per subject per Grade, including the performance of progressed learners;
- (b) interventions implemented to improve learner performance, including support for progressed learners;
- (c) the completion of School-Based Assessments (SBAs);
- (d) the utilisation of Learning and Teaching Support Materials (LTSM) and the coverage of the curriculum in all Grades and subjects;
- (e) the integration of Information and Communication Technologies (ICTs) into learning and teaching; and
- (f) the Implementation of the Language Framework.

The monitoring and support on the implementation of the Curriculum and Assessment Policy Statements (CAPS) for South African Sign Language (SASL) curricula for Grades R–12 is crucial for the Department. As a result, a monitoring tool for the implementation of SASL CAPS was developed, and potential examiners have been identified in preparation for the NSC examinations.

We are pleased with the progress made in the roll out of ICTs and connectivity in our schools. The Department will continue to engage and mobilise all the stakeholders to support future roll-outs, using the Operation Phakisa platform.

In our efforts to attract young teachers, especially in scarce subjects, the Department awarded 14 343 Funza Lushaka bursaries during 2016/17. The Final Report, Management Responses, and Improvement Plan on the evaluation of the Funza Lushaka bursary programme were approved by Cabinet on 01 March 2017. Progress reports on the improvement plan, will be compiled every six (6) months until 30 April 2018. A total of 131 interns participated in the Department's and in the Independent Schools Association of Southern Africa's (ISASA) Mathematics and English programmes during 2016/17. The Department will continue to celebrate teachers throughout the year using platforms such as the National Teaching Awards (NTA), the World Teachers' Day, and other public platforms.

The work on improving school infrastructure has ensured that, since the inception of the Accelerated School Infrastructure Delivery Initiative (ASIDI), accumulatively 179 state-of-the-art schools were constructed and handed over to the communities – sixteen (16) of these schools were completed and handed over to the communities during the year under review. Since the start of the ASIDI project, 425 sanitation projects, 615 water projects, and 306 electricity projects were completed. The Department will continue to monitor and support Provincial Education Departments (PEDs) in ensuring the efficient and prudent spending on infrastructure budgets.

One of our objectives has been to improve efficiency in all that we do. We are pleased with the improvement of the aggregate score that the Department obtained in the 2016 Management Performance Assessment Tool (MPAT). The MPAT measures the performance of government departments on governance, management and administration. The Department scored an aggregate of 80% of scores above level 2 in 2016/17, which is a 14% improvement from the 2015/16 aggregate score of 66%. We intend to ensure that efficiency and good governance practices are replicated throughout the system, and to improve audit outcomes not only in the DBE, but throughout the sector. We wish to congratulate the Limpopo Department of Education for their improved 2016/17 audit outcome.

We will consolidate our partnerships, both locally and internationally, in support of our Government's number one priority, which is *Improved Quality of Basic Education*. The Teacher Development Centres, are operational – thanks to our partnership with Vodacom and Microsoft. We have recently launched an ECD programme – PLAY-Based learning, with UNICEF and the LEGO Foundation. The Read to Lead Campaign, which is supported by the private sector, NGOs, and individual South Africans, has begun to sensitise South Africans about the importance of reading. The work done by our partners on the roll-out of ICTs, cannot go by unnoticed. The donation of the Chinese Smartboards and Textbooks to schools piloting Mandarin is appreciated. We are further encouraged by the success achieved through the National Education Collaboration Trust (NECT).

We are pleased with the interventions packaged under the Care and Support for Teaching and Learning (CSTL) in ensuring that we minimise the impact of poverty, inequality and unemployment. We extend our gratitude to all learners, teachers, parents, and stakeholders in basic education for their support and hard work.

We hereby present the Annual Report of the Department of Basic Education for the 2016/17 financial year.



A handwritten signature in black ink, appearing to read 'Motshekga', written over a horizontal line.

MRS AM MOTSHEKGA, MP
MINISTER
JULY 2017



A handwritten signature in black ink, appearing to read 'Me Surty', written over a horizontal line.

MR ME SURTY, MP
DEPUTY MINISTER
JULY 2017

4. REPORT OF THE ACCOUNTING OFFICER

4.1. Overview of the operations of the Department

The 2016/17 financial year has seen the Department consolidating the successes of the previous financial years in terms of improving quality under the leadership of the Ministry of Basic Education. We have ensured that we openly discuss challenges in the Department and in the Basic Education Sector. The intention of this self-assessment is to ensure that we employ lasting solutions to the challenges that we identify and progressively move towards our desired outcome, which is the improved quality of basic education. This approach allows us to engage with all our key stakeholders in order to have a common vision. A Lekgotla for the sector was held in 2015 and 2016 to this effect.

This vision has been communicated at all levels of the sector through structured engagement meetings with Principals, Circuit Managers, District Directors, Provincial and National officials. We have merged all efforts in the sector, with the DBE leading, under the National Strategy for Learner Attainment (NSLA), which is an overarching Integrated Framework, used to address all issues that contribute to poor performance. Improving learner performance remains the main focus of the entire sector. For all the weaknesses that we identified, we had to ensure that we develop radical steps that will be undertaken in order to attain improved results.

Our key interventions as a sector are informed by government mandates, these include the National Development Plan (NDP): *Vision 2030*, the 2014-2019 Medium Term Strategic Framework and the long term sector plan which is the Action Plan to 2019: *Towards the Realisation of Schooling 2030*. These resonate in our Five-year Strategic Plan and Annual Performance Plan.

Crucial vacant positions for senior managers were filled in 2016/17 in an effort to improve efficiency and service delivery. The Department further supported staff on various professional development activities that are provided to maximise capacity and relevant skills for organisational growth. The Department welcomes the improved score in the 2016 Management Performance Assessment Tool (MPAT). This is encouraging and is an indication that we can work harder and smarter to improve the 80% aggregate of scores above level 2, and to improve the audit outcomes of the DBE as well as those of the PEDs. A dedicated focus on performance management, planning and information use at programme level has been established in the DBE and its activities with provincial counterparts.

During the 2016/17 financial year, the Department embarked on monitoring visits to selected centres registered with the Department of Social Development (DSD). This was done to assess progress in the implementation of the National Curriculum Framework for 0–4 year olds. Our efforts to bolster inclusivity resulted in 28 139 teachers from 3 711 schools, as well as 1 444 district officials across all districts, being trained in the Screening, Identification, Assessment and Support (SIAS) Policy implementation and Curriculum Differentiation. The Department conducted an audit in sixty-seven (67) Schools of Skill in preparation for the piloting of Technical Occupational subjects. This is implemented in line with the recommendations in the NDP, which enjoins the Department to allow learners to take different pathways that offer high quality learning opportunities.

Our oversight monitoring of the sector focused on the implementation of some key curriculum initiatives, which included schools that are implementing the Incremental Introduction of African Languages (IIAL), the EGRA and the Reading Norms. The Mathematics, Science and Technology (MST) conditional grant and also the quality of School-Based Assessments. Internally we were able to develop e-Textbooks and digital content to support teaching and learning.

The newly formulated National Integrated Assessment Framework (NIAF) was developed and widely consulted upon within the sector. Test items for diagnostic assessments were pre-tested in Grades 3, 6 and 9 Language and Mathematics. 701 test items were developed together with a Teacher Manual and a Test Item Tagging Framework. The NSC 2016 Supplementary examinations were written between 10 February and 18 March 2016. A total of 115 966 full-time and 813 part-time candidates wrote the Supplementary examinations.

The printing, delivery and use of workbooks in the system have gained traction over the past years. The Department printed a total of 3 989 900 Grade R workbooks and these were delivered to 16 523 public schools. A total of 56 485 345 Volume 1 and 2 Grade 1-9 workbooks were printed and delivered to 23 543 public schools. Though the sector has progressed significantly in providing adequate Learning and Teaching Support Materials (LTSM), universal coverage, that is; every learner having a textbook

for every subject, has not been realised. The work of developing state-owned textbooks in some subjects was undertaken and will cover more subjects in future. The Department provided connectivity to 600 schools through the Universal Service and Access Obligation (USAO). The Draft Guidelines for School Connectivity were developed to assist PEDs with the minimum bandwidth requirement in line with Operation Phakisa recommendations.

The Kha Ri Gude Mass Literacy Campaign, which was started in 2008, has reached and changed the lives of 4 386 251 South Africans, who initially could not read and write. The campaign has over the past years created an average of 40 790 job opportunities per year. One of our main objectives in the sector is to support our Grade 12 learners through the Second Chance Matric Programme (SCMP). In 2016, the Department succeeded in mobilising resources, partners and different media platforms to support learners enrolled in the SCMP. We will see more traction in the coming years as more young people participate in this programme.

A draft Competency Assessment for Principals and Deputy Principals of schools was tabled at the Education Labour Relations Council (ELRC). This document seeks to address the NDP's call for a change in the appointment process in order to ensure that competent individuals are appointed to become school principals. As in other senior management positions, candidates should undergo a competency assessment to determine their suitability and areas in which they would need development and support.

The Department supported the teaching of Mathematics in schools by placing Mathematics teachers through the Teach SA Ambassador programme in seventy eight schools in two (2) Provinces, i.e. KwaZulu-Natal and Gauteng. The Department embarked on expanded teacher recruitment in key scarce subject areas and phases through recruitment programmes for school-going youth and out-of-school youth. All PEDs completed district and community-based briefing sessions to recruit potential candidates for the Funza Lushaka Bursary Programme.

As part of our oversight function in the sector, monitoring of the Performance Management and Development System (PMDS) implementation was conducted in PEDs. This was done to ensure that strong accountability measures are in place to improve governance and management practices. The oversight visits showed that there was a need for PEDs to address the developmental needs of educators as identified in their Personal Growth Plans (PGPs).

School Governing Body (SGB) members were trained on financial management. The training took place at 175 training centres and involved over 10 000 SGB members. This project was undertaken in collaboration with Amalgamated Banks of South Africa (ABSA) in order to explore cost drivers in education provisioning. The Department conducted an analysis of municipal service costs and the pressures exerted by these costs on schools' budgets. The findings were shared with the Council of Education Ministers (CEM) and were further tabled in Cabinet for further discussion. The Department also conducted the Education Budget Standard Exercise for the 2017 Medium Term Expenditure Framework (MTSF) with all the PEDs. The purpose of this exercise was to analyse and evaluate the 2017 MTEF position of the PEDs and the spending performance, including spending on conditional grants. The Department also monitored the PEDs' spending on the Education Infrastructure Grant (EIG) and withheld transfers where PEDs were not complying with the required prescripts. The National Treasury approved an amount of R177 098 000 for repairs and rehabilitation of the schools damaged during the protest action in Vuwani, Limpopo.

The school readiness visits gave insight on how prepared schools were to start on the first day of the school term. School Readiness Monitoring comprises three (3) rounds of monitoring, namely: a) Pre-closure at the end of the year; b) Monitoring of schools at the beginning of the year; and c) Follow-up school readiness monitoring conducted during May. By the end of November 2016, around 808 schools had been monitored.

We are pleased with the progress made and the success achieved in the use of the electronic systems and the uploading of important information on Learner Unit Record Information and Tracking System (LURITS). An extract of learners was taken from the 2016 data, including provisional learners for the full 2016 dataset and provided to the Department of Home Affairs (DHA) for ID and learner living status verification, and to retrieve ID numbers of learners who did not provide them upon admission, to eliminate ghost learners and also to comply with the admission policy.

We are pleased with the response to the Minister's call for action from different sectors of society to partner with the DBE in providing needy schools with libraries, reading corners and container libraries. Getting our learners to read by joining hands with all our partners is a step in the right direction. In addition, much work has been done in assessing different methods for

teaching reading skills in the Foundation Phase (FP) classes where our most disadvantaged learners are.

The Department also successfully co-ordinated four (4) Minister's meetings with District Directors during the period under review. At these meetings, District Directors had high level interactions with the Minister and Senior Management of the Department (national and PEDs) on key sector priorities and developments.

Care and support interventions aimed at supporting learning and teaching were implemented using different platforms. A Summary Report for the National Schools Deworming Programme for the 2015/16 financial year was compiled in collaboration with the Department of Health. The Psychosocial Support Strategy document was finalised together with the draft Monitoring and Evaluation plan. Training on trauma was conducted for Provincial Trainers on 30 May 2016 to 02 June 2016 to assist learners who have had traumatic experiences. The training was facilitated by the Chicago School of Psychology. The Department supported and monitored schools in hot spot areas where crime is rife, in line with the National School Safety Framework (NSSF).

The 2017 ABC Motsepe Schools Choral Eisteddfod titles were finalised for release at the National Eisteddfod which was staged from 28 June to 01 July 2016. The Physical Education Symposium, hosted in collaboration with the Physical Education Institute of South Africa, took place on 01-02 April 2016 in Johannesburg. This symposium created an opportunity for stakeholders-educators, researchers, content developers, institutions of higher learning, Basic Education and Sport and Recreation partners, officials, foreign delegates (Lesotho and Namibia) and other interest groups to debate, share and advance the interests of Physical Education implementation.

In preparation for the 6th National Moot Court Competition, the problem statement and the basic Mooting Guide, the Essay Writing Framework and the Management Plan were distributed to all PEDs.

The Department has created databases and made requests for financial support from private organisations and individuals for Ministerial and DBE Programmes. This database of all DBE partners and partnerships is continuously updated and maintained with relevant information, including areas of partner support, geographical support, and monetary value of support, partner contact persons and details.

This annual report captures in detail, the work that was undertaken in 2016/17. I wish to acknowledge the support of the Basic Education Ministry and Members of the Executive Councils (MECs) for Education, the senior leadership of the DBE and PEDs, all our officials, our teachers, learners and partners in the Basic Education sector.

4.2. Overview of the financial results of the Department

Table 1: Departmental receipts

Departmental receipts	2016/2017			2015/2016		
	Estimate	Actual Amount Collected	(Over)/ Under Collection	Estimate	Actual Amount Collected	(Over)/ Under Collection
	R'000	R'000	R'000	R'000	R'000	R'000
Sale of goods and services other than capital assets	2 081	2 489	(408)	1 537	2 686	(1 149)
Transfers received	-	-	-	-	-	-
Fines, penalties and forfeits	-	-	-	-	-	-
Interest, dividends and rent on land	5 000	10 382	(5 382)	4 500	10 121	(5 621)
Sale of capital assets	0	15	(15)	0	22	(22)
Financial transactions in assets and liabilities	0	2 353	(2 353)	43	5 425	(5 382)
Total	7 081	15 239	(8 158)	6 080	18 254	(12 174)

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 (Matric/Grade 12).

Tariff policy

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

Table 2: Tariffs

Certification		Tariff in R
(a)	Replacement and re-issue of a Senior Certificate/National Senior Certificate	88.00
(b)	Changes or amendments on certificates (re-issue)	88.00
(c)	Re-issue of certificate due to legal changes, (e.g. surnames, ID numbers)	176.00
(d)	Confirmation document issued prior to the certificate (system generated document)	37.00
(e)	Letter to embassy and authentication of qualifications (work/study abroad)	38.00
(f)	Re-issue of a statement of results (provincial)	37.00
(g)	Replacement of Standard 6, 7, 8, 9, 10 and Std 10 practical certificates	88.00
(h)	Replacement of Teacher's certified statement/diploma	88.00
(i)	Statement for teacher qualifications	37.00
(j)	Verification of qualification prior to 1992 for government organisations	37.00
(k)	Verification of qualification prior to 1992 for non-government institutions	58.00
Examination Fees		
(l)	Re-mark	92.00
(m)	Re-check	21.00
(n)	Viewing	180.00

4.4. Programme Expenditure

Table 3: Programme Expenditure

Programme	2016/17			2015/2016		
	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	419 000	418 301	693	386 645	386 475	170
Curriculum Policy, Support and Monitoring	1 877 954	1 826 691	51 263	1 837 965	1 797 740	40 225
Teacher Education, Human Resource and Institutional Development	1 179 040	1 177 397	1 643	1 164 017	1 163 548	469
Planning Information and Assessment	12 594 706	11 719 953	874 753	11 959 764	11 511 906	447 858
Educational Enrichment Services	6 342 761	6 333 722	9 039	5 938 035	5 936 456	1 579
Total	22 413 461	21 476 064	937 397	21 286 426	20 796 125	490 301

4.5. Expenditure per Economic Classification

Table 4: Expenditure per Economic Classification

Economic Classification	Final Appropriation	Actual Expenditure	Percentage
	R'000	R'000	%
Compensation of Employees	466 315	449 474	96.39%
Departmental Operation	1 914 646	1 864 933	97.41%
Specifically Exclusively appropriated:			
• School Infrastructure Backlog Indirect Grant	2 180 581	1 315 834	60.34
Conditional Grants to Provinces for:			
• National School Nutrition Programme	6 059 655	6 059 655	100.00%
• Education Infrastructure	9 933 282	9 933 282	100.00%
• HIV and AIDS	230 489	224 187	97.27%
• Mathematics, Science and Technology	362 444	362 444	100.00%
• Other Transfers	1 266 049	1 266 196	100 .00%
Total Expenditure	22 413 461	21 476 064	95.82

The Department has improved on its internal control in ensuring efficient and effective service delivery. The Minister is informed on 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 their meetings.

4.6. Virements/roll overs

Table 5: Virement

Shifted from	Amount	Shifted to	Amount
	R'000		R'000
Programme 2: Curriculum Policy, Support and Monitoring	(24 253)	Programme 1: Administration	6 853
		Programme 3: Teacher, Education, Human Resources and Institutional Development	17 400
Programme 4: Planning Information and Assessment	(26 651)	Programme 1: Administration	23 754
		Programme 3: Teacher, Education, Human Resources and Institutional Development	1 563
		Programme 5: Educational Enrichment Services	1 334

Reasons for the virement

Savings were mainly realised from Programme 2: Curriculum Policy, Support and Monitoring, Sub-programme: Kha Ri Gude Literacy Project. Due to the low number of volunteers employed in the provinces as a result of low numbers of learners registered for the 2016 campaign, savings realised have been utilised to defray over-expenditure on Audit Fees, Communication Services and the Ministry in Programme 1: Administration. Furthermore, savings from Kha Ri Gude project were utilised to cover expenditure that was already incurred from the EU donor funding in Programme 3 where the National Treasury indicated that the projects paid from EU were not covered in the EU finance agreement and should be paid from Voted Funds.

The Department also realised savings from Programme 4: Planning Information and Assessment, Sub-programme: National Assessment and Public Examinations. Due to the recommendation of re-designing the Annual National Assessment, the activities of the Annual National Assessment have been aligned to the recommendation of the Task Team that was established to consider the restructuring of the Annual National Assessments (ANA). These savings were mainly shifted towards Programme 1: Administration, Programme 3: Teacher, Education, Human Resources and Institutional Development and Programme 5: Educational Enrichment Services to defray over-expenditure on Audit fees, GITO and Operational allocation in these Programmes and to increase the transfer payments in respect of UNESCO and Association for the Development of Education in Africa (ADEA) which are usually paid in foreign currency.

Treasury approval 9/4/4/4/13 dated 20 January 2017 was granted by the National Treasury to cover these transfers. Furthermore, Treasury approval 9/4/4/2/11 dated 31 January 2017 was granted to shift funds towards the South African Council for Educators (SACE) towards funding the Continuing Professional Teacher Development (CTDP).

Request for rollovers

The Department's request for funds to be rolled-over to the 2017/18 financial year amounts to R878 274 million and is made up as follows in R'000 (Annexure A1, A2 and A3):

Table 6: Roll overs

	+R'000
Capital Payments	865 057
Total: Annexure A1 – Payments for Capital Assets	<u>865 057</u>
Transfers and subsidies	4 092
Total: Annexure A2 – Transfers and subsidies	<u>4 092</u>
Current Payments	9 125
Total: Annexure A3 – Payments for Goods and services	<u>9 125</u>

The Department's request for the roll over funds for 2017/18 financial year was R878 274 million, however the Minister of Finance only approved R469 149 million for Capital Payments and Transfers and Subsidies.

A description of the reasons for unauthorised, fruitless and wasteful expenditure and the amounts involved as well as steps taken to address and prevent a recurrence.

- The Department appointed DBSA and Eskom as Implementing Agencies (IA) for the Management of ASIDI projects. The Department signed the MOA with the IAs on inception of the projects. The MOAs of DBSA and ESKOM expired on 30 September 2015 and 31 March 2015 respectively. The extension on the MOAs was not renewed on time for the IAs. Therefore the management expenditure incurred on the IAs was regarded as irregular expenditure.
- The Department appointed Adopt-A-School Foundation as an implementing agent to build three (3) schools in KwaZulu-Natal. The appointment of the agent was due to cost-effectiveness in the implementation of the three (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 2015/16 financial year, it was discovered that during evaluation one of the stages was misinterpreted and where site visits should have being done to all bidders. Based on these, the management fee paid to the service provider was declared as irregular expenditure.
- The Department appointed DBSA, Department of Public Works: Eastern Cape and Coega Development Corporation as implementing agencies for the building of schools in various provinces. During the audit of the Department, it was discovered that in some cases the DBSA and CDC Eastern Cape did not comply with the supply chain processes as agreed per the Memorandum of Agreement signed with the Department. Therefore, the expenditure incurred for the appointment of contractors without following the SCM process was declared as irregular expenditure.
- During the construction of schools, the Department experience challenges with contractors that were either not performing or liquidated. As a result their contracts were terminated. In replacing these contractors, the Implementing Agency appointed contractors that were performing to continue with the construction of schools. The SCM processes were not followed in the replacement of non-performing contractors.
- The Department appointed the Professional Service Provider (PSP) using the developed framework agreement to assist with professional services for infrastructure projects. During the interim audit of the Department on supply chain process, it was discovered that in the documents of the appointed PSP, Section 8 on page 21 of 67 of the returnable document was not completed. Therefore, the payments made to the PSP were regarded as irregular expenditure.

- The tenders DBE073 and DBE074 with DBE75 were advertised in July 2016 and August 2016 respectively to provide stationery, warehousing and auditing. These tenders were advertised on the eTenders Portal but not on the Government Tender Bulletin. In terms of the Supply Chain processes these tenders should have been advertised on both the eTenders Portal and Government Tender Bulletin. Therefore, the expenditure incurred has been regarded as irregular expenditure.

The Department further requested that the National Treasury approves the exemption of the Department from the specific supply chain policy in terms of Section 16A6.4 of the National Treasury regulations from 2016 onwards.

The DBE has requested the National Treasury's approval for condiment of the above irregular expenditure. Therefore pending the approval, the irregular expenditure amount will increase annually as and when the expenditure is incurred.

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.



A handwritten signature in black ink, consisting of stylized initials and a surname, positioned above a horizontal line.

MR HM MWELI
ACCOUNTING OFFICER
DEPARTMENT OF BASIC EDUCATION
JULY 2017

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

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

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

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

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

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

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

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

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

In my opinion, the Annual Report fairly reflects the operations, the performance information, the human resources information and the financial affairs of the Department for the financial year ended 31 March 2017.

Yours faithfully

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

MR HM MWELI
ACCOUNTING OFFICER
JULY 2017

6. STRATEGIC OVERVIEW

6.1. Vision

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

6.2. Mission

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

6.3. Values

The Department of Basic Education adheres to the following values:

People

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

Excellence

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

Teamwork

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

Learning

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

Innovation

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

7. LEGISLATIVE AND OTHER MANDATES

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

7.1. Constitutional mandate

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 basic education for all, with the provision that everyone has the right to basic education, including adult basic education.

7.2. Legislative mandate

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

Act	Brief description
South African Qualifications Authority Act, 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 Higher Education Qualifications Framework in <i>Government Gazette No. 928</i> , 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

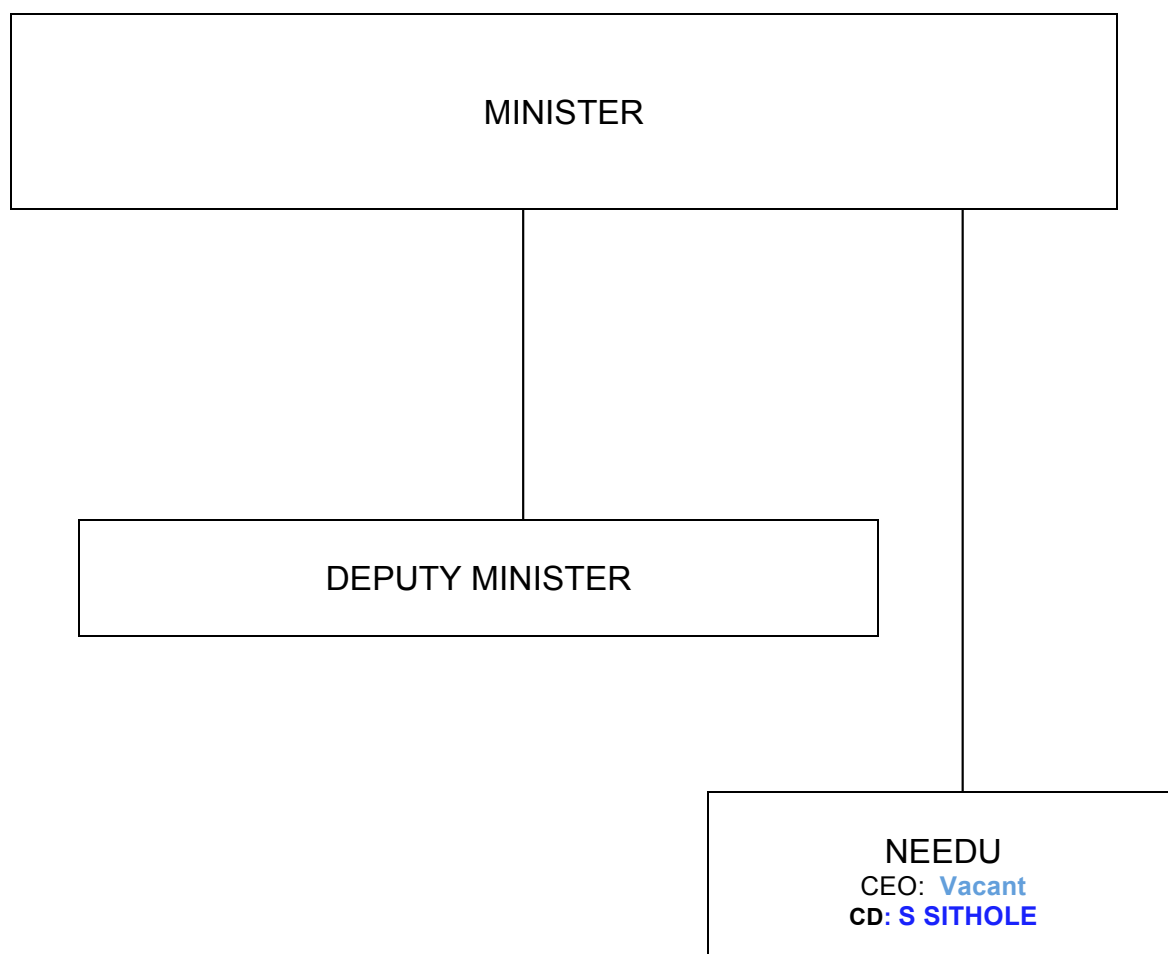
In addition to the national education legislative mandates, the following education White Papers and policies guide South African institutions in the delivery of quality education.

Table 7: White Papers and policies

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

8. ORGANISATIONAL STRUCTURE

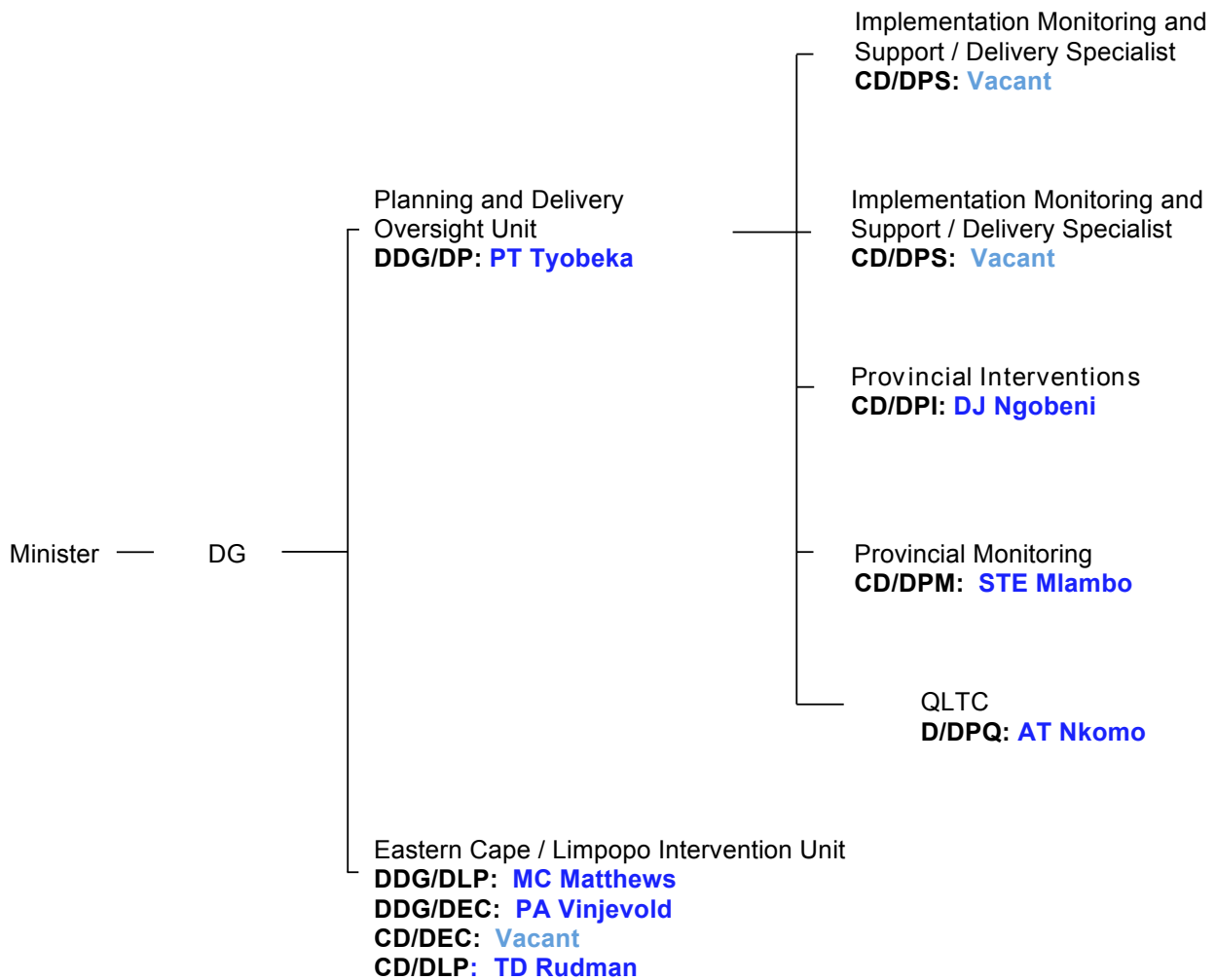
DEPARTMENT OF BASIC EDUCATION

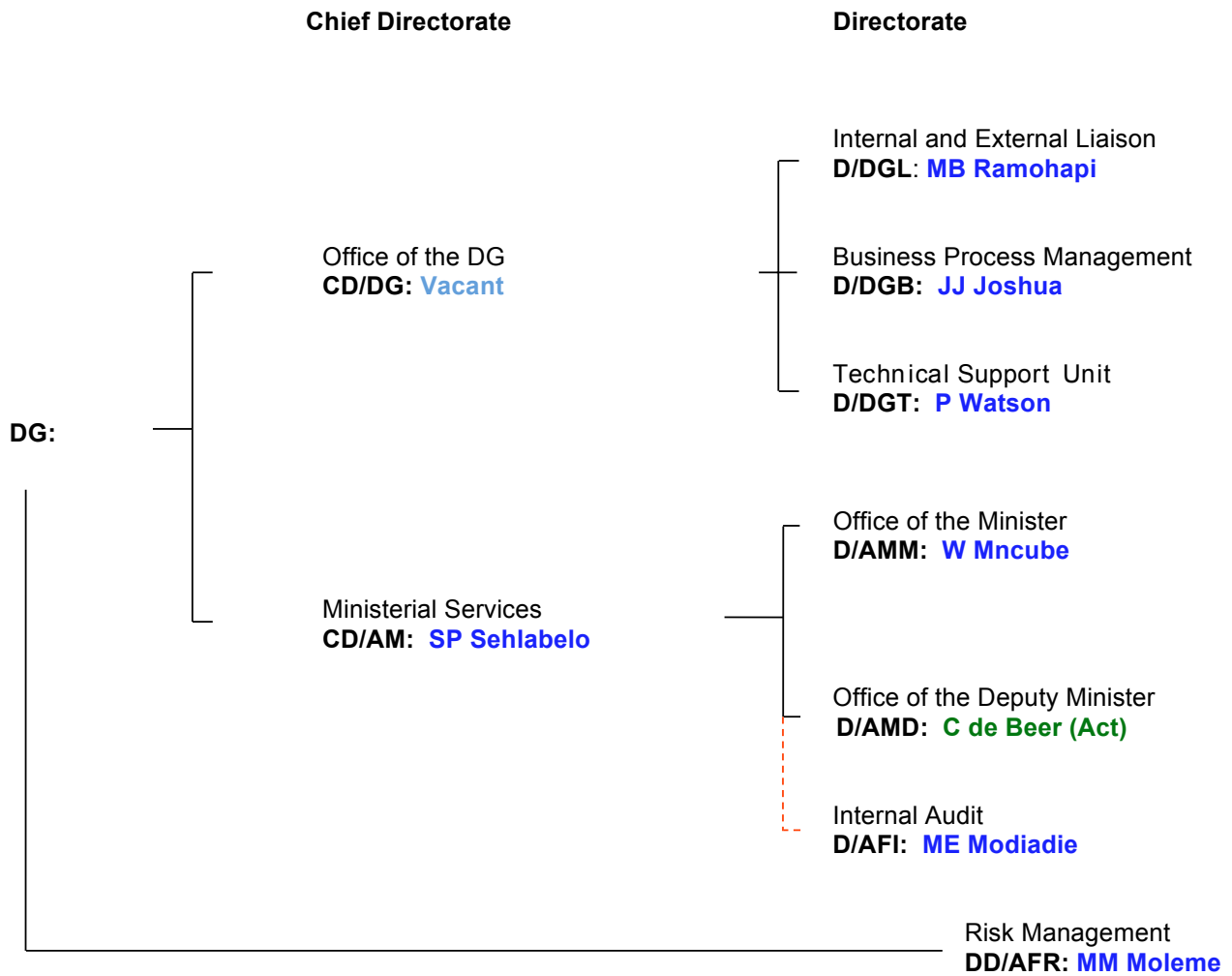


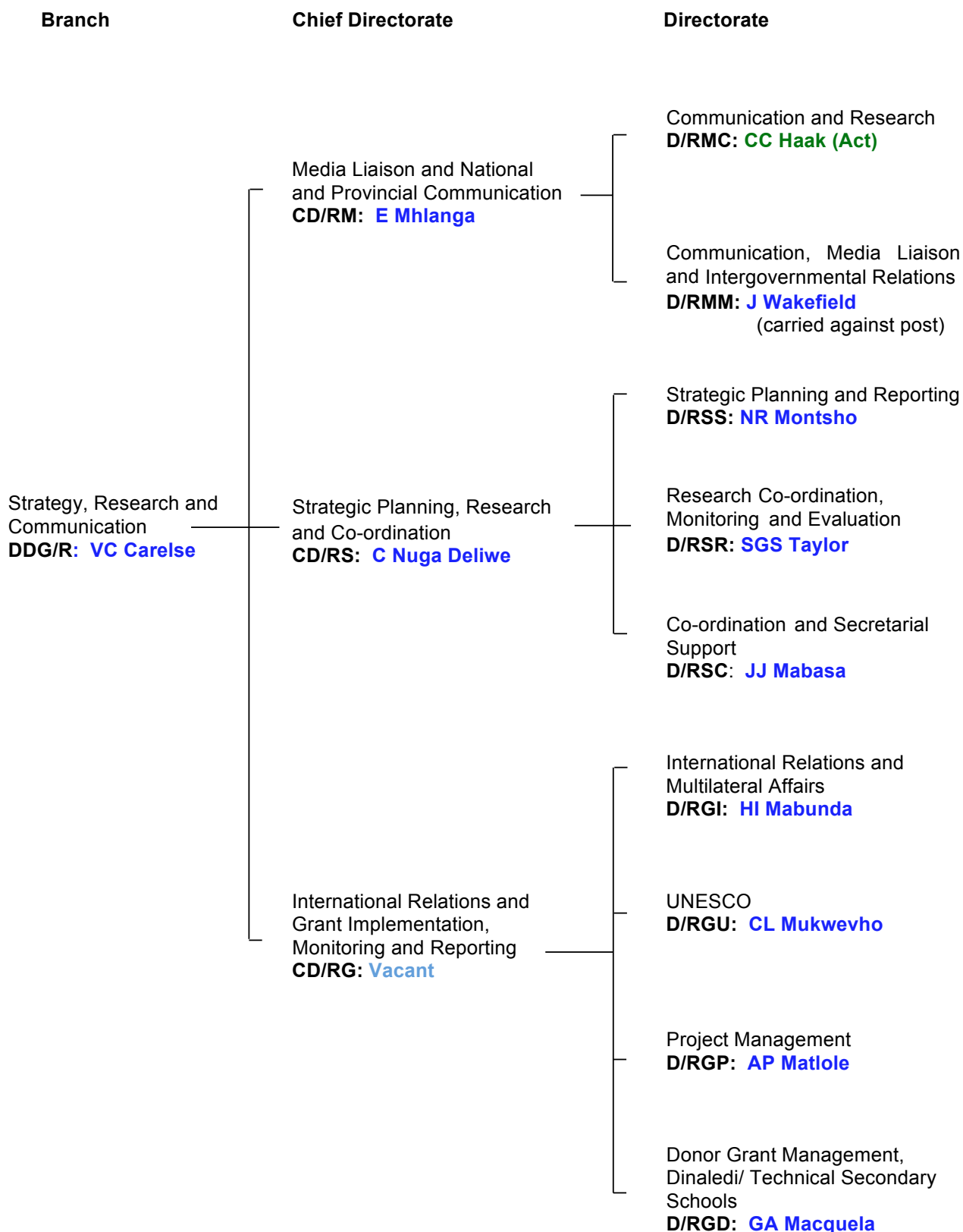
DIRECTOR-GENERAL
Mr HM Mweli

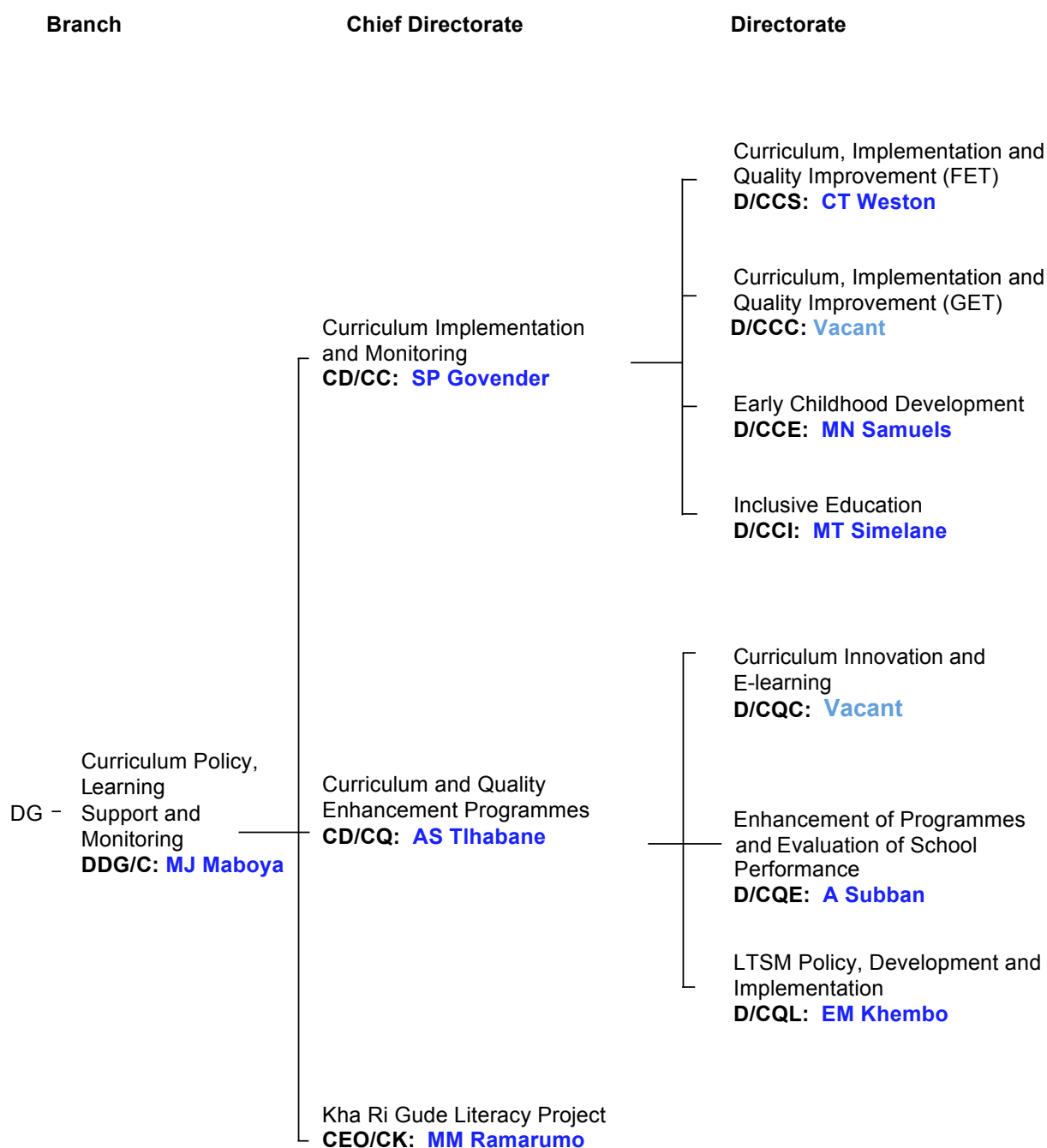
Branch

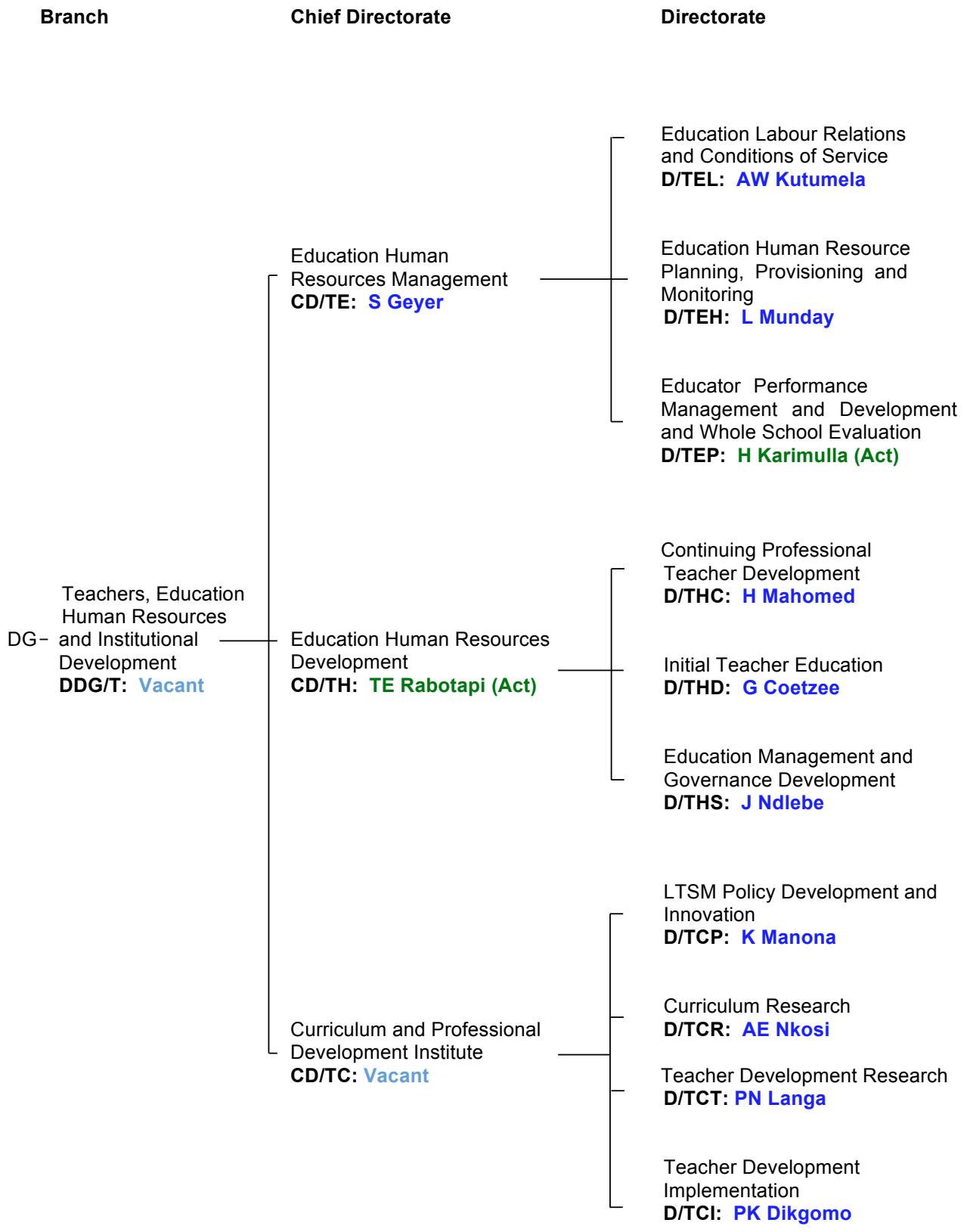
Chief Directorate

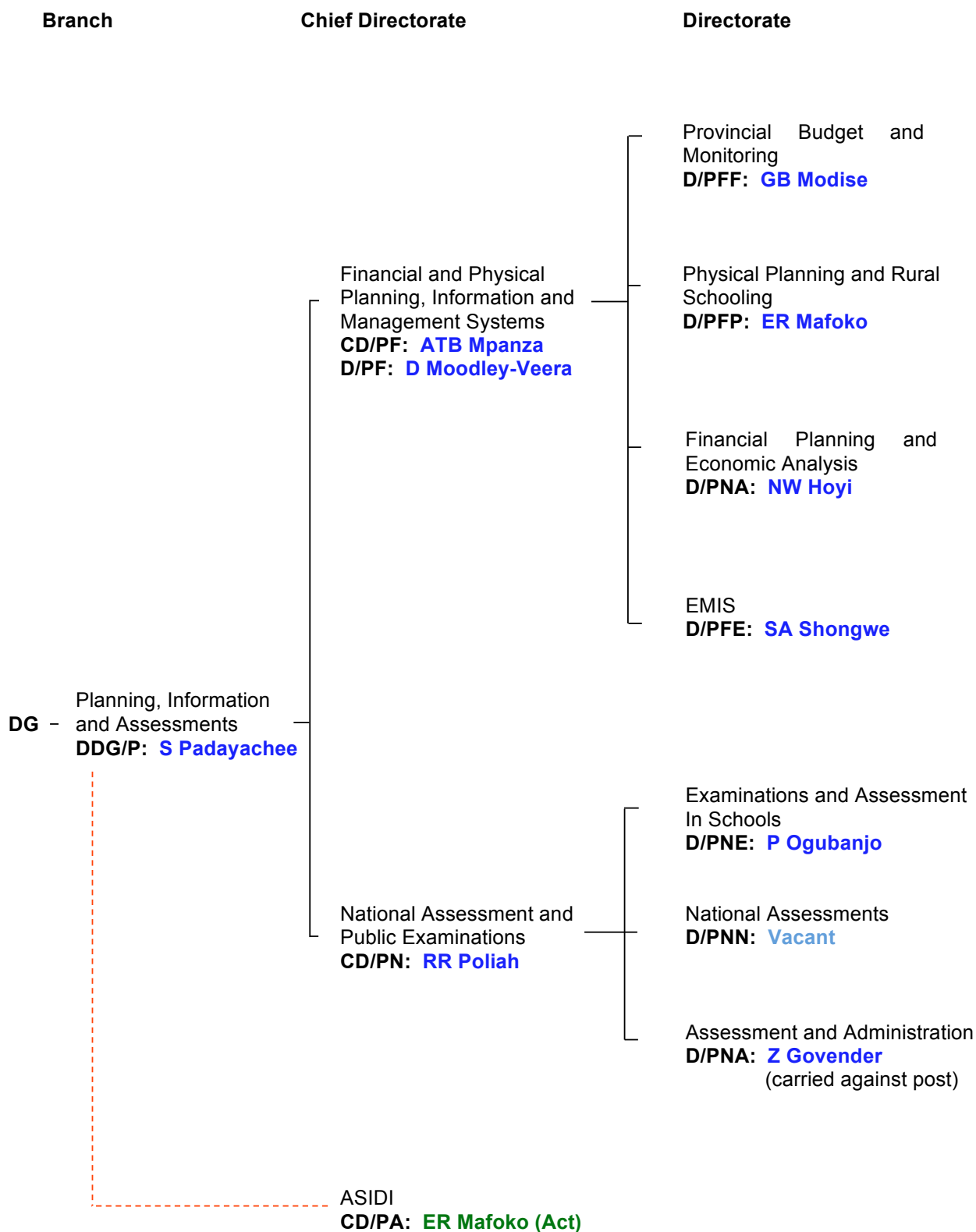


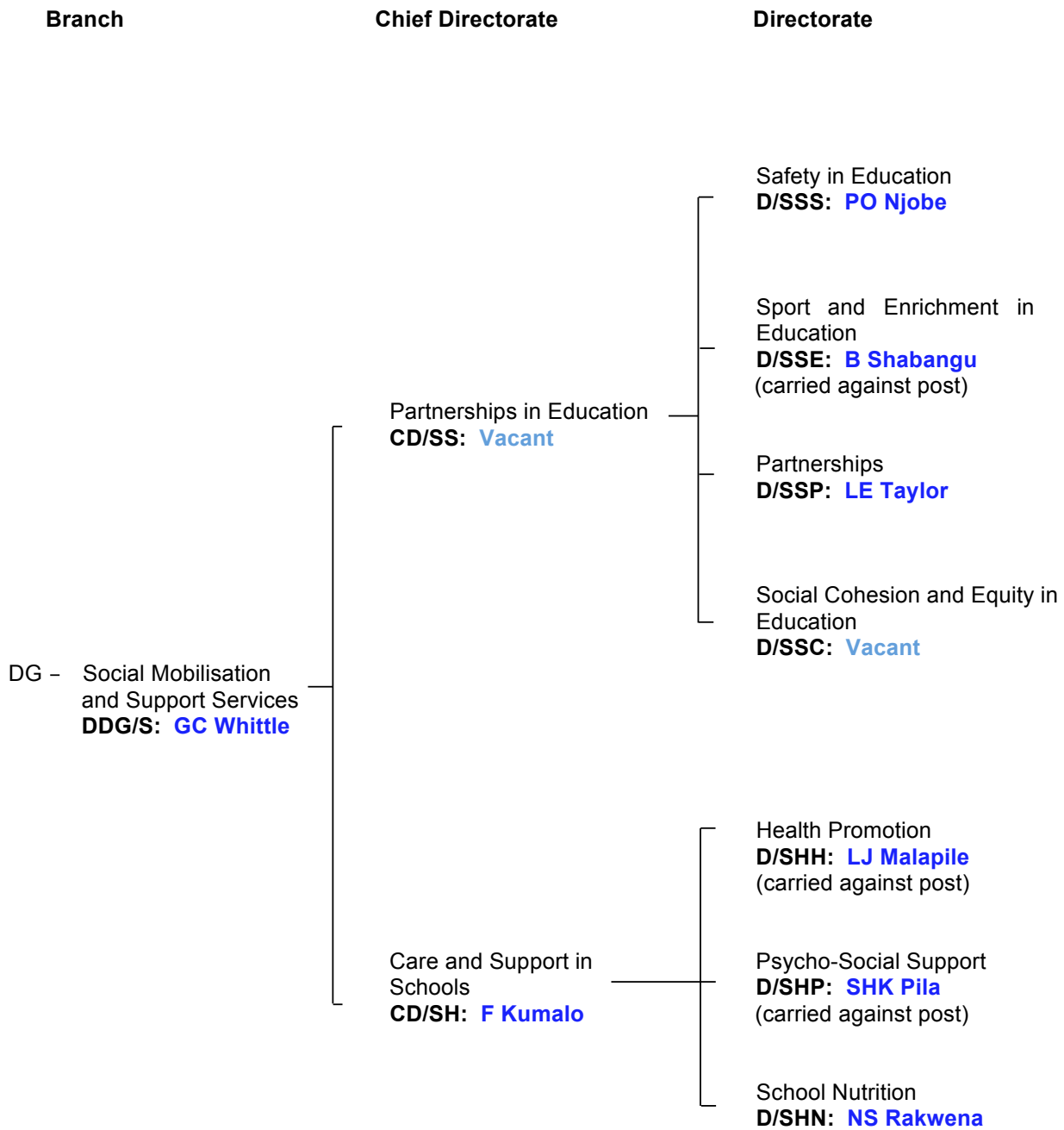


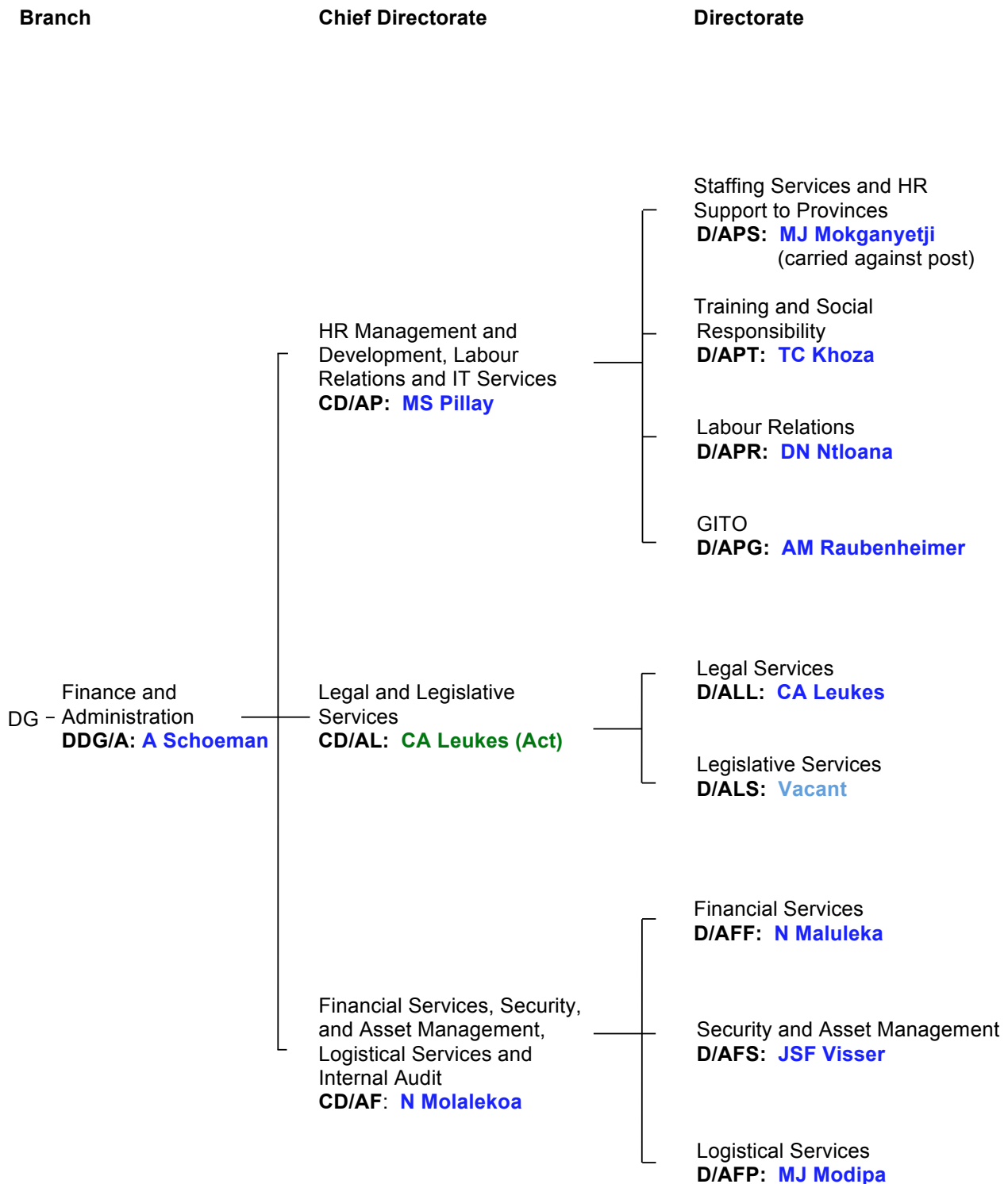












9. ENTITIES REPORTING TO THE MINISTER

There are two (2) public entities that report to the Minister.

Table 8: Public Entities

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



PART B: PERFORMANCE INFORMATION



1. AUDITOR-GENERAL'S REPORT: PREDETERMINED OBJECTIVES

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

Refer to page 238 - 244 of the Report of the Auditor-General, published as Part E: Financial Information.

2. OVERVIEW OF DEPARTMENTAL PERFORMANCE

2.1. Service Delivery Environment

The Department of Basic Education, being responsible for a concurrent function, undertakes oversight monitoring in the nine (9) provinces to ensure that teaching and learning takes place at school level. In this regard, seventy-two (72) Mathematics, Science and Technology schools were visited for monitoring and support, twenty (20) schools were monitored on the implementation of the Incremental Introduction of African Languages (IIAL) and twenty (20) schools in eight (8) provinces were monitored in Early Grade Reading Assessment (EGRA).

The Class of 2016 recorded the highest enrolment of Grade 12 learners for the NSC in the history of South Africa. The numbers of candidates who qualified for admission to Bachelor studies, those who attained Diploma and Higher Certificates passes and candidates who passed with distinctions, especially in the critical subjects, has increased. The number of learners passing matric at Bachelor level stood at 162 374 in the 2016 NSC examinations. The NDP proposes a target of 450 000 learners passing Grade 12 at Bachelor level by 2030 with the milestone of 300 000 Bachelor by 2024. This calls for the basic education sector to ensure that more learners are retained to maintain high levels of efficiency across the systems and improved classroom practices.

The Medium Term Strategic Framework (MTSF) of government, which is based on the National Development Plan, emphasises the need to improve the quality of basic education significantly. The NDP's vision for 2030 is that South Africans should have access to education and training of the highest quality, leading to significantly improved learning outcomes. The Department of Basic Education's sector plan pays close attention to measures of learner competencies in key learning areas such as Reading and Mathematics.

During the period under review, 14 343 Funza Lushaka bursaries have been awarded for initial teacher education, thereby exceeding the target of 14 000 by 343. This over-achievement is mainly attributed to university fees that were lower than projected. The Funza Lushaka bursary ensures the supply of teachers which is an MTSF priority. Enrolment of children aged 7 to 15, which has been well above 95% for at least a decade, has moved closer to 100%. The General Household Survey (GHS:2015) figures indicate that nationally around 57 000 children aged 7 to 14, all of whom should by law be attending school, are out of school at any point in time. Better strategies to deal with this problem are needed, including better use of the DBE's Learner Unit Record Information Tracking System (LURITS) to identify when learners drop out of school.

The 2016 school year was disrupted by service delivery protests in Vuwani, Limpopo, where schools were set alight and learners were stranded. The DBE, in collaboration with the provincial officials, intervened and provided mobile classrooms for the benefit of the learners. The National Treasury approved R177 098 million which went toward the maintenance of the schools that were set alight.

A total of 179 schools have been delivered through the ASIDI programme. A total of 3 989 900 Grade R workbooks were printed and delivered to 16 523 public schools. A total of 56 485 345 Volume 1 and 2 Grade 1-9 workbooks were printed and delivered to 23 543 public schools. The DBE has developed a Sector plan for the management of LTSM to guide provinces regarding the procurement and delivery of books and stationery.

The analysis of the audited performance for Programme Performance Measures was done for Provincial Education Departments for the 2015/16 financial year. The analysis is intended to improve the target setting across PEDs for the 2017/18 financial year.

2.2. Service Delivery Improvement Plan (SDIP)

The 2016/17 financial year marks the start of the new cycle for the Service Delivery Improvement Plan. The Department of Basic Education is implementing a three year cycle Service Delivery Improvement Plan on Certification. The tables to follow reflect the service delivery plan and achievement to date.

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

The Certification Unit is operating within two (2) seasons (peak and off-peak seasons). The peak seasons are during the months of January - February and July - August after the NSC and SC results are released. The off-peak season constitutes the rest of the year. A number of Higher Education Institutions are located in Pretoria and Johannesburg and therefore the DBE becomes a point of access for applications for (a) statement of results, or (b) lost/duplicate certificate or (c) combination of results from many examination sittings. It is during this period that the Certification Unit at the DBE experiences long queues from the members of the public. The turnaround time that the clients wait for the final output which is the issuing of replacement or duplicates certificates or certificates from combination of results from different sittings is long and this is impacting negatively on the image of the Department. The Department is of the view that certification processes can be improved to be more efficient by introducing innovative ways and setting realistic targets in the SDIP that can be monitored to ensure that this service is improved.

Table 9: Main service and standards

Main Services	Beneficiaries	Current/actual standard	Desired standard of service	Actual achievement
Issue replacement/duplicate matric certificates	Former matriculants; Employment institutions	Turnaround time for the replacement of certificates is currently 2-4 weeks	Turnaround time for replacement will be 2-3 weeks	Turnaround time is 2 weeks

Table 10: Minimum requirements for Certification

Application	Required documents per application
Replacement of certificate	<ul style="list-style-type: none"> Minimum pass requirements of NSC,SC and ASC Certified copy of Identity Document Affidavit from Commissioner Payment
Statement of Results	<ul style="list-style-type: none"> Minimum pass requirements of NSC,SC and ASC Certified copy of Identity Document Payment
Combination of Results	<ul style="list-style-type: none"> Minimum pass requirements of NSC,SC and ASC Certified copy of Identity Document Payment

Table 11: Annual applications processed within four weeks

Action	Achievement	Reason for Rejection by Umalusi
<ul style="list-style-type: none"> Applications Received Applications Processed 	21 150 21 150	<ul style="list-style-type: none"> Systems error SC(A) system for issuing Combined Certificate not ready – system development not complete Lack of supporting documents 2016 November results still to be certified for the bulk certificates to be printed
<ul style="list-style-type: none"> Certificates issued/received 	16 965	
<ul style="list-style-type: none"> Certificates rejected by Umalusi 	548	

Table 12: Batho Pele arrangements with beneficiaries

Current/actual arrangements	Desired arrangements	Actual achievements
Turnaround time for replacement of certificates is currently 2-4 weeks	Turnaround time reduced to 2-3 weeks	Turnaround time is 2 weeks
<p>The Department communicates with clients via e-mail, post and telephone:</p> <p>Certification@dbe.gov.za</p> <p>Toll-free line: 0800 202 933</p> <p>Certification Call Centre: 012 357 4511/12/13/16</p> <p>P/BAG X 895, PRETORIA, 0001</p>	<p>On-line application</p> <p>“sms” facility</p> <p>Suggestion box at the entrance of Certification Unit</p>	<p>Same as current</p> <p>Suggestion box at the entrance of Certification Unit</p> <p>However the system is being enhanced to provide online application and “sms” facility</p>
<p>Clients can access the service through Walk-ins</p> <p>Address:</p> <p>Sol Plaatje House Public Certification 222 Struben Street, Pretoria 0001</p>	On-line application	

Table 13: Complaints Mechanism

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

2.3. Organisational Environment

During the year under review, a Task Team to review inputs for the finalisation of the organisational structure has been established. The Task Team has reviewed inputs from all Branches and Unions and is in the process of costing the proposed structure to ensure that the DBE is within the Compensation of Employees (CoE) budget for the MTEF period, taking into consideration the financial constraints as a result of reduction in the CoE budget.

To ensure adequate human resources for the attainment of outcomes for the Action Plan to 2019: *Towards the Realisation of Schooling to 2030*, the following key posts were filled during the year under review:

Deputy Director-General: Curriculum Policy Support and Monitoring;

Director: Curriculum Implementation and Quality Improvement (FET);

Director: Research Co-ordination, Monitoring and Evaluation;

Director: Strategic Planning and Reporting;

Director: Office of the Director-General; and

Director: Internal Audit.

Capacity building of employees is continuously done through the Workplace Skills Plan and the personal development plans of officials in the DBE. 242 employees attended twenty-nine (29) Skills Development and Training programmes during the 2016/17 financial year.

As part of its wellness programme, the DBE combined the Employee Health and Wellness Campaign and the World Aids Day on 07-08 December 2016 where HIV and Aids counselling and testing and Health screening was performed.

2.4. Key Policy developments and legislative changes

The Draft Basic Education Laws Amendment Bill was finalised in the year under review. The Bill was presented to the Minister and Senior Management and was approved by both. The Bill was approved by the HEDCOM and the CEM. The Department also had a meeting with the Unions and School Governing Body associations to discuss the Bill.

A Cabinet memorandum in respect of the Bill was finalised and signed by the Minister of Basic Education. The Bill was presented to and approved by the Social Protection, Community and Human Development (SPCHD) Cluster Technical Working Group.

3. STRATEGIC OUTCOME-ORIENTED GOALS

- 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 (ECD) and improvement of the quality of Grade R, with support for pre-Grade R provision;
- The Incremental Introduction of African Languages (IIAL);
- Strengthened reading in English at First Additional Language (EFAL) in the Foundation Phase;
- Refocusing the schooling system for accelerating Mathematics, Science and Technology (MST) participation;
- Strengthening accountability and improving management at the school, community and district levels; and
- Partnerships for education reform and improved quality.

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

The Funza Lushaka bursary allocation from the National Treasury for 2016/17 was R1 043 611 000. The Funza Lushaka database indicates the number of bursaries awarded during 2016/17 as 14 343. The Final Report, Management Responses and Improvement Plan on the evaluation of the Funza Lushaka bursary programme were approved by Cabinet on 01 March 2017. The DBE is now expected to submit progress reports on the improvement plan every six (6) months for two (2) years until 30 April 2018.

The focus of the 2016/17 teacher recruitment campaign was on school-going youth in Grade 12 attending Quintile 1-3 schools and out-of-school youth from rural and disadvantaged communities. Teacher recruitment provincial briefing sessions were held with school principals and community-based recruiters. All provinces have participated in the recruitment programme and the selection of students. 951 promissory letters have been issued to students recruited through the district and community-based teacher recruitment programmes.

As at 31 March 2017, 67% (2 599 of 3 822) graduates were placed in posts. The placement rate started slowly due to challenges around late issuing of final results in some universities which is a knock-on effect from delays related to the “fees must fall” protests in 2016. 14 835 appointments of qualified educators aged 30 and below were recorded. This is in line with the previous pattern where most of the new appointments are made during the first quarter of the academic year.

The Department produced an annual Human Resource Planning Report which details trends (over a five year period) in key indicators that impact on HR Planning for educators nationally and in individual PEDs. These include learner enrolment; learner to educator ratios; educator attrition; demographics of the existing workforce; and external supply. The Report is shared with PEDs to assist them to identify areas for further analysis and to respond and plan accordingly.

Strengthen initial teacher programmes

The “*New Teacher Induction: Guidelines for the Orientation Programme*” booklet was approved by HEDCOM on 19 April 2016. The Booklet has been successfully disseminated to provinces. It was uploaded onto the website of the Department of Basic Education and will be uploaded onto the provincial websites progressively. The Department participated in monthly Teacher Education Programme Evaluation meetings held at the Department of Higher Education and Training (DHET) during 2016/17. A total of 180 programmes were evaluated during 2016/17. The Department supported the South African Council of Educators (SACE) which is currently developing teacher professional standards and the broader professionalisation of teaching. In this regard, the Department participated in the Standards Development Working Group and the Steering Committee.

A progress report on the implementation of measures to improve Initial Teacher Education Programmes offered at Higher Education Institutions was presented to the Basic Education Portfolio Committee on 01 November 2016. A total number of forty-two (42) teacher education programmes were evaluated during the Teacher Education Programme Evaluation meeting held during the quarter three review. The DBE participated in the first meeting of the National Working Committee for the Primary Teacher Education (PrimTED) project on 21 October 2016. The PrimTED project aims at strengthening primary teacher education programmes, with emphasis on Language/Literacy and Mathematics.

Fifty-six (56) Teacher Education Programmes were evaluated during the Teacher Education Programme Evaluation meetings held during the period under review. The Department participated in the SACE Professional Standards Development Working Group on 24 February 2017, where contributions towards a framework for professional teaching standards were made.

A proposal to implement an inclusive education induction programme in three (3) Provinces (Free State, North West and Northern Cape) in 2018 was presented to Senior Management on 03 March 2017. The programme will be implemented in collaboration with Inclusive Education South Africa, The Flemish Association for Development Co-operation and Technical Assistance (VVOB), North West University, University of the Free State and Sol Plaatje University. The revised policy on the Criteria for the Recognition and Evaluation of Qualifications for Employment in Education was gazetted by the Minister of Basic Education on 10 February 2017.

Continuing Professional Teacher Development (CPTD)

The Department has mandates and resources for selected teacher development courses to improve content and pedagogical knowledge and to recognise teachers for their work. Substantial ground in implementing the Continuing Professional Teacher Development (CPTD) was covered during the 2016/17 financial year. The SACE has made some progress in signing up educators for participation in the CPTD Management System. A total of 177 019 educators signed up for participation in the CPTD Management System.

Table 14: CPTD

Category	Number of Teachers 2016/17
Principals and Deputies	34 083
HODs and Acting HODs	36 124
PL1 Educators	102 453
Student teachers	4359
Total	177 019

Professional Learning Communities (PLCs) advocacy, planning support and monitoring

In 2016/17, progress was made in capacitating provinces to establish and support Professional Learning Communities (PLC). Training was conducted in eight (8) provinces (Western Cape excluded). A total of 750 Subject Advisors and Lead Teachers were trained. The establishment of PLCs will assist not only in strengthening teacher development, but in also ensuring that opportunities for teacher development are moved closer to school level where teachers meet on regular basis and exchange information on content and pedagogic knowledge.

Teacher Union Collaboration (TUC)

19 616 (89%) teachers of the target of 22 000 were trained during the year in the areas listed below.

Table 15: Training by TUC

Teacher Union	Programme	Target	Achieved
NAPTOSA	Capacitating teachers at schools for the Deaf	500	826 (165%)
-1 885	Barriers to Handwriting FP	150	86 (57%)
	Inclusion in Assessment Strategies	250	225 (90%)
	Barriers to Reading	250	294 (117 %)
	Developing a Maths Rich Classroom	120	118 (98%)
	Inclusion in FET Maths and Science	270	190 (70%)
	Barriers – Identifying Types	75	78 (104%)
	Inclusion in FAL	150	219 (146 %)
	Second language teacher to second language learners	120	0
NATU	Assessment for Learning	3 500	4 423 (126%)
-4 600	Error analysis	1 100	Withdrawn
SADTU	Foundation Phase Resource Development (EFAL and Maths)	9 000	7 230 (80%)
-11 500	Intermediate Phase Resource Development (EFAL and Maths)	2 500	694 (28%)
PEU	SIAS and Curriculum Differentiation	2 400	1 999 (83%)
-2 400			
SAOU	Financial Management for Principals	2 300	3 234 (140%)
-2 300			
Total		22 685	19 616 (89%)

b) Improved quality of teaching and learning through provision of adequate, quality infrastructure and Learning and Teaching Support Materials (LTSM) Printing and Distribution of Grade R – 9 workbooks in selected subjects

A total of 3 989 900 Grade R workbooks were printed and delivered to 16 523 public schools.

A total of 56 485 345 Volume 1 and 2 Grade 1-9 workbooks were printed and delivered to 23 543 public schools for the following subjects:

- Gr 1-3 Life Skills (All languages);
- Gr 1-3 Mathematics (All Languages);
- Gr 1-6 HL (All languages);
- Gr 1-6 English FAL; and
- Gr 4-9 Mathematics (English and Afrikaans).

Developing State owned textbooks

The following state owned textbooks were developed:

- Gr 1-3 Graded Readers and Big Books in 11 languages;
- Gr 4-6 Mathematics; and
- Gr 10-11 Technical Mathematics and Technical Science.

Developed Grades R – 12 National catalogues

- National catalogues that list textbooks to be procured for all public schools were developed.

Developed a sector plan for the management of LTSM to guide provinces regarding the procurement and delivery of LTSM:

- Universal coverage of LTSM is at 93%.
- Retention and retrieval of LTSM is at 85%.

Monitoring utilisation of workbooks

Provinces submitted Volume 1 (January – May) and Volume 2 (July – September) reports on the utilisation of workbooks.

Mathematics, Science and Technology (MST)

- A total of forty-four (44) schools were supplied with Information, Communication and Technology (ICT) resources such as laptops, tablets and software for Mathematics, Science and Technology curriculum to support curriculum and teaching methodology – twenty-three (23) Free State Schools and twenty-one (21) Western Cape Schools.
- A total of 223 workshops were supplied with equipment, tools and machinery for Technology to support curriculum and practical teaching methodology at FET level – eighteen (18) workshops: Free State; 136: Mpumalanga; forty-five (45): Northern Cape; and twenty-four (24): Western Cape.
- A total of 296 Physical Sciences Laboratories were supplied with consumables and subject-related apparatus to support curriculum and practical teaching methodology - 977: Free State; 136: Mpumalanga; ten (10) Northern Cape and seventy-three (73): Western Cape.

Accelerated Schools Infrastructure Development Initiative (ASIDI)

ASIDI accumulated numbers since inception:

- **Replacement of inappropriate schools:** 179 delivered: 16 in 2016/17
- **Sanitation:** 425 delivered: 9 in 2016/17
- **Water:** 615 delivered: 10 in 2016/17

- **Electricity:** 306 delivered: 0 in 2016/17

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

National Assessments

A concept document was developed on the re-design of Annual National Assessments (ANA) in 2016 and beyond. A project plan and budget for the next three (3) financial years was included in the concept document. Work on the development of test items and exemplars began in June 2016. Language and Mathematics panel members have been appointed to develop tests for Grades 3, 6 and 9. The Task Team on the re-modeling of ANA comprising Teacher Unions and DBE officials developed a concept document which was later refined into an National Integrated Assessment Framework (NAIF). Diagnostic test items have been developed and have been quality assured. Further refinements were made to the draft NIAF after presentations of the model were made to several inter-provincial and district fora. The model is structured on offering three (3) elements: integrated Diagnostic Assessment tools, Summative Assessments and independently administered Systemic Evaluations.

The proposed model for the National Assessments comprises:

- The **Systemic Assessment**, which will be sample-based, and administered in Grades 3, 6 and 9, once every three (3) years. This will provide the Basic Education Sector, especially those involved in planning and evaluation, with valuable data on the health of the system and trends in learner performance;
- The **Diagnostic Assessment**, which will be administered by teachers in the classroom to identify learning gaps; and to plan remedial measures early in the learning process, so as to avoid learning deficits; and
- The **Summative Assessment**, which will be a national examination, administered in selected grades and subjects to provide parents and teachers with a national benchmark to measure the performance of their children. It will also be used for promotion/progression purposes.

Trends in International Mathematics and Science Study (TIMSS)

The 2015 TIMSS report was released on 29 November 2016. For the first time South Africa participated in TIMSS Grade 5 Mathematics. The results are as follows:

- Grade 5 Mathematics 2015: 376 (3.4);
- Grade 9 Mathematics 2015: 372 (4.5); and
- Grade 9 Science 2015: 358 (5.6).

South Africa has shown the largest improvement with 87 points in Mathematics and 90 points in Science. Gauteng has achieved the highest scores in the country (Mathematics: 408 and Science: 405), while Eastern Cape has the lowest scores (Mathematics: 346 and Science: 328). A diagnostic report was developed and mediated through Road Shows to the provinces in 2017.

Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ)

South Africa has received the preliminary results of the Southern and Eastern African Consortium for Monitoring Educational Quality (SACMEQ) IV Study from the SACMEQ Co-ordinating Centre (SCC). The study was conducted in 2013 and tested learner competencies at a Grade 6 level on Reading, Mathematics and Health Knowledge. A preliminary report was presented to CEM in July 2016. In SACMEQ 4, learners showed significant improvement, with increases of more than forty (40) points in Reading and Mathematics. The national research co-ordination team in South Africa met with the SCC on 06 October 2016 to finalise the remaining verification steps.

Following the international release of the TIMSS 2015 study results in November 2016, the DBE made presentations to the Presidency, the Council of Education Ministers, the Portfolio Committee on Basic Education, interprovincial meetings, and to the District Directors' forum in the fourth quarter. Further data analysis from the study was also made at the Basic Education's Lekgotla in January 2017. Dissemination of the TIMSS 2015 study results has also taken place through the Director-General's roadshows with PEDs and school principals. In the fourth quarter, nineteen (19) road shows were completed in six (6) provinces. At every roadshow, a compact disc containing the results was provided to all participants.

In the fourth quarter, the DBE worked together with the Human Science Research Council (HSRC) to develop three (3) sets of diagnostic reports that can be used by teachers in their classroom practice. Diagnostic reports were developed for Grade 9 Mathematics and Science and for Grade 5 Numeracy.

National Senior Certificate (NSC) results

The 2016 NSC November examinations were written by 610 178 full-time candidates and 107 793 part-time candidates in 6 814 examination centres, over a period of six (6) weeks from Monday, 24 October 2016 to Tuesday, 29 November 2016. The administration of the examinations was successful. However, irregularities were uncovered in the Malamulela and Giyani (Mopani District) in Limpopo and Gauteng but this did not compromise the integrity of the examinations, as Umalusi pronounced during the approval of the results.

The NSC 2016 Supplementary examinations were written between 10 February and 18 March 2016. A total of 115 966 full-time and 813 part-time candidates entered for the Supplementary examinations. The marking of the Supplementary examinations commenced on 18 March and terminated on 02 April 2016. Capturing of marks were completed by the PEDs on 18 April 2016 and the results were processed and released by 29 April 2016.

A total of 169 619 candidates enrolled to write the 2016 SC examination with approximately 33 005 being candidates who enrolled for six (6) or more subjects. 10 340 candidates finally sat for six (6) or more subjects for the May/June 2016 examination. The SC 2016 examination commenced on 25 May 2016 and ended on 01 July 2016. The Marking Standardisation Meetings (MSM) commenced on 30 May and ended on 05 July 2016. Marking in all provinces commenced on 05 July and ended on 16 July 2016. SC results were released on 19 August 2016.

The class of 2016 is the third cohort of candidates to write the NSC examination that is aligned with the internationally benchmarked national Curriculum and Assessment Policy Statement (CAPS). The rise in achievement rates from 70.7% in 2015 to 72.5% in 2016 must be seen in the context of a maturing and stabilising system in which teachers and district officials are now more familiar with the required pedagogical content knowledge of CAPS and the need to expose learners to questions of high cognitive demand. It is also underpinned by systemic gains at lower levels of the system as indicated by higher achievement patterns in the recent cycles of TIMSS and SACMEQ.

It is noteworthy that more learners are successfully completing 12 years of schooling and the class of 2016 recorded the highest enrolment of Grade 12 learners in the history of public examinations in South Africa. The total number of candidates who registered for the 2016 NSC Examinations was 828 020, up from 799 306 in 2015. The examination was written by a total number of 610 178 full-time candidates and 107 793 part-time candidates. Of the full-time candidates who wrote the examination, 442 672 attained the NSC, which constitutes a 72.5% pass rate.

Second Chance Matric Programme

The Second Chance Matric Programme was launched on 06 January 2016. The programme was piloted in seven (7) subjects viz. (Mathematics, Mathematical Literacy, Physical Science, Life Sciences, Business Studies, Geography and Economics or Accounting). Provinces that did not have adequate candidates for Economics provided face-to-face classes for Accounting.

- Face-to-face teaching was offered in two (2) districts (four venues) per province. Phase I provided twelve (12) hours of contact time to supplementary learners and Phase II provided thirty (30) hours of contact support to progressed learners that opted to modularise in 2015.

- In addition, a Second Chance webpage was established and content uploaded for candidates who were not within the four (4) venues in a province. Stellenbosch University and Free State University provided content. Access to the content was made available via the seventy-four (74) Vodacom Centres. The repeat Internet webpage hits increased from 4 724 in Phase I to 6 323 in Phase II.
- Printing of Mind the Gap Study Guides, text books, Tips for Studying, Question Papers and Memoranda;
- Development of Diagnostic Reports to assist learners and teachers based on 2016 November examination scripts;
- Development of Radio lessons for the 11 high enrolment subjects which were broadcast on 27 community radio stations;
- Development of Revision Booklets for the 11 high enrolment subjects by the DBE and PED subject specialists;
- Advocacy and Communication on major radio and television platforms including community radio stations;
- The DBE updated content on SCMP webpage on the departmental website (Radio broadcasts from DBE and LP, video lessons from MP); and
- Management of Facebook page which has grown from 362 to more than 3 000 followers.

The overall results for the 2016 Supplementary examinations indicate that there was an improvement in the results of all provinces. The overall pass rate had increased from 70.7% to 72.1% between 2015 and 2016. The total number of candidates that achieved the NSC had increased by 10 131 candidates and the number of candidates that obtained admission to Bachelor's studies had increased by 1 313 compared to the previous year.

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

Early Childhood Development (ECD)

The NDP notes that introducing a child readiness programme for 3-5 years olds will dramatically increase the school enrolment rate, overall academic performance, language proficiency, high school completion rates and facilitate the development of social skills. The Department has committed to introducing compulsory Grade R by 2019. Around 1 500 of the 23 390 (6%) Grade R practitioners are under qualified. To strengthen Grade R teaching, the Department has to review the employment of Grade R practitioners with less than the required minimum qualification.

A Guideline for PEDs on how to deal with upgrading of Grade R practitioners already employed in the primary schooling system, has been developed. The proposed plan to address the backlog is to enroll approximately 4 000 new candidates per year until 2020 with re-enrolments for four (4) years until graduation. The current capacity of Higher Education Institutions is inadequate and costly to deal with targeted new enrolments. Consideration is being given to develop special programmes at Technical and Vocational Education and Training (TVET) Colleges to address this concern. In rural areas, consideration can be given to utilising Teacher Resource Centres as teaching /offering sites but registered at TVET and/or Higher Education Institutions for this purpose.

The National Integrated ECD policy, approved by Cabinet in December 2015, has formed the basis for the on-going implementation of the ECD programmes. To strengthen collaboration between the different departments and stakeholders, a Training and Curriculum Sub-Committee was established and one (1) meeting was held. The professionalisation of the ECD practitioners was a major discussion item. A play conference was held which was co-hosted with UNICEF and Cotlands as the implementing agency, to introduce the need for a deeper understanding of play-based learning as a tool for learning and teaching. Guidelines have been developed to support the implementation of the South African National Curriculum Framework for Children from Birth to 4 years. A management guide for the in-service training of ECD practitioners has been finalised. The content for the provision of an on-line in-service training programme on play-based learning has been finalised for three (3) groups: Birth to 2 years; 2 – 4 years; and Grade R.

116 district officials and representatives were trained on play-based learning to support the implementation of the National Curriculum Framework (NCF) for Children from 0 to 4 years. The Guidelines on the NCF implementation have been submitted to provinces for comment.

The DBE, in collaboration with UNICEF and Cotlands with support from the LEGO Foundation, launched the free on-line in-service training course on play-based learning for ECD practitioners and Foundation Phase educators at the CEM held on 09 March 2017.

The South African National Curriculum Framework for Children from Birth to 4 (NCF) was versioned into ten (10) official languages by a team of twenty-eight (28) provincial language experts on 01-05 and 08-12 March 2017. The draft Implementation Plan (2016-2030) on the National Integrated Policy for ECD has been compiled.

Grade R

The DBE proposed amending the legislation for schooling to make Grade R compulsory by 2019, also taking into account curriculum development and related challenges (DBE, 2011, 5).

The Education Labour Relations Council (ELRC) had identified several key areas for further study with a view to informing policy development for Grade R practitioners. The main focus is on conditions of service and professionalisation, including, *inter alia*: appropriate staffing ratios and its impact on the Post Provisioning Model, addressing qualifications backlogs, salaries, current working conditions and contexts, the feasibility of funding Grade R and the formulation of transitional measures. Proposed job descriptions have been formulated and a draft collective agreement on the job descriptions of Grade R educators will be tabled.

The profiling of Grade R Practitioners qualifications was conducted after all the PEDs submitted their databases with the exception of the Eastern Cape. A total of 2 602 Practitioners are supported and 7 674 still need to be supported. 5 291 of the 23 390 (22.6%) have NQF level 6 qualifications.

Relevant DBE units including Educator Human Resource Management, Education Management Information System (EMIS) and ECD held meetings and as a result of these engagements, a draft Grade R plan is being developed and will be presented to the Teacher Development Curriculum Management (TDCM) for further input. A request has been made to the PEDs to submit updated Grade R databases to enable the DBE to profile the Grade R practitioners properly and to make data drive decisions relating to supporting practitioners to complete appropriate qualifications. The Grade R Human Resource Development (HRD) plan emphasises that in preparation for the universalisation of Grade R by 2019, the PEDs should use their Programme 5 ECD budget line item HRD for Grade R to enrol practitioners, preferably to the B Ed Foundation Phase. If the practitioner does not meet the admission requirements, they may as a last resort, be enrolled to the Diploma in Grade R teaching.

Workbooks

100% delivery of Grade R Volume 1 and 2 workbooks (3 989 900 workbooks were delivered to 16 523 schools).

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

Our support to schools is organised through districts and circuits whose position in the educational hierarchy means they are positioned to be a powerful vehicle for change. Despite recognition of their importance, challenges remain around a clear policy environment respected and implemented by all; adequate resourcing; adequate staffing; authority and autonomy. Much has been done in the past five (5) years for districts to take their rightful place in the system but more remains to be done.

In the 2016/17 financial year the focus and the energies of the Planning and Delivery Oversight Unit was on:

- Clearing the policy environment including codifying standard district routines and operations;
- Strengthening District Director peer support through the Forum of District Directors, initiated by the Minister in 2010 and through partnerships between districts;
- Implementing capability building programmes – starting with a focus on data analysis and utilisation;
- Exposing District Directors to international best practice in education; and
- Recognising and celebrating excellence.

The district and circuit size norms in the Policy on the Organisation, Roles and Responsibilities of Education Districts were revised for policy amendment together with delegations given to District Directors, e.g. Governance and Financial Management. This culminated in a General Notice that was issued by the Minister on 07 November 2016 for public comment. The 2017 version of the District Standard Routines and Operations Guideline document was finalised in the 2016/17 financial year.

The Minister gazetted for public comment, the approved amendments to the Policy on education districts together with the Minimum Norms and Standards for the Staffing of Districts through a publication by Government Printing Works. The General Notice for publication was issued by the Minister on 07 November 2016 with a return date of 31 January 2017 for public comment. The District Standard Routines and Operations Guideline document was revised in preparation for the 2017 academic year.

In the first quarter of 2016/17, the Quality Co-ordinating Team (QCT) focused on the following Districts in Limpopo on the establishment and empowerment of QLTC Structures, i.e. Mopani, Mogalakwena and Vhembe Districts. There were over 1 500 attendees who benefited from this training.

The QCT collaborated with Mopani District and the Department of Education in Limpopo in co-ordinating and facilitating a successful District Education Summit, which focused amongst other issues, on the following: reviving QLTC (strengthening social mobilisation) and strategies on improving learner outcomes; etc. The QCT further partnered with the Kha Ri Gude Unit and the North West PED in co-ordinating the Award Ceremony in Mokgalwana Village. The QCT collaborated with the Eastern Cape Province and the local Chief in convening a local stakeholder Indaba in the area of Idutywa to deliberate on the following, amongst other issues: curbing high levels of drug abuse, high level of pregnancy, vandalism of schools and improving learner outcomes. The QCT was instrumental in forming part of the Ministerial intervention at Vhuwani, Vhembe District in Limpopo – the intervention is ongoing in the light of the matter not yet resolved to its entirety.

Partnerships for education reform and good quality

The reach of the National Education Collaboration Trust (NECT) District Improvement Programme (DIP) has increased to non-NECT target schools and districts. Innovations targeted at classroom and district levels are being replicated in the system. During the period under review, 13 718 teachers have received repeat training; and 3 585 Science, Mathematics and Technology teachers were trained. A total of 320 District officials from six (6) districts participated in structured self-evaluation exercises to assess district functionality; and 374 representatives from School-Based Teams and School Management Teams were trained on learner screening and referral.

The NECT has convened several stakeholder engagements and summits involving Non-Government Organisations (NGOs) to discuss their role and that of funders in promoting the National Development Plan. A follow up round table on public-private partnership models in schools was held. The Vhembe District Steering Committee facilitated meetings to discuss ways of supporting the re-opening of schooling in Vuwani. The Minister organised four (4) provincial road shows involving over 2 000 curriculum advisors, governance and management officials and parents to encourage all involved to increase curriculum coverage.

A summit involving more than 140 NGO leaders and funding organisations was held in March 2016 to discuss the role of the NGOs in supporting the implementation of the NDP. The summit agreed on measures to be taken to strengthen the NGOs and to promote the co-ordination and application of their work. Following the dialogue group, an Education NGO Committee was established with the founding purpose of co-ordinating practical strategic steps towards improving the impact of NGO work in education and ultimately on the NDP.

The NECT worked with the District Steering Committee set up in Vhembe to advocate for the initiation of schooling in Vuwani during the political crisis that began on 08 May 2016. In July 2016, the NECT worked with the DBE and the PED to set up learning camps for Grade 12 learners to ensure that teaching and learning continued despite the problems in Vuwani. This arrangement was negotiated between the DBE and representatives from the local community. In collaboration with Section 27, Basic Education For All, the Kagiso Trust, the Helen Suzman Foundation; the NECT and DBE formulated a co-ordinated response to the Vuwani crisis with a crowd resourcing initiative that has raised R10 891 685 in cash and in kind through a variety of fund-raising mechanisms. This collaboration assisted the learning camps directly with the provision of photocopiers and paper (R200 000) and the delivery of 314 single desks and chairs to the three camps across Limpopo.

The NECT conducted four (4) provincial roadshows targeting over 2 000 provincial and district officials and members of the community to advocate for the need to improve curriculum coverage. The roadshows were spurred by an observation from the NECT that the majority of classes needed to improve curriculum coverage. The dialogue created a considerable amount of discussion and awareness among key officials and the public.

In 2017, the DialogueSA programme for 2017 commenced with a dialogue on the Currency of the National Senior Certificate on 27 March 2017. 150 participants listened and engaged with presentations led by Umalusi and the DBE which responded to specific issues and conceptions held by the public on the value of the NSC. In the main, there was much clarity about the standardisation process of the NSC, the pass rate requirements and the advantages and disadvantages of the approach of progressed learners. Recommendations made included extending the measures of education quality, particularly at lower levels of the system, and improving communication between Umalusi and the DBE. A debriefing meeting with Umalusi and the DBE aimed at isolating the key lessons and actions to be taken is pending.

4. PERFORMANCE INFORMATION BY PROGRAMME

4.1. PROGRAMME 1: ADMINISTRATION

4.1.1. PURPOSE

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

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

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

4.1.4. PROGRAMME OVERVIEW

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

4.1.5. PROGRAMME SUMMARY AND PERFORMANCE INFORMATION

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

Corporate Services

The Director-General has established a Task Team to review inputs for the finalisation of the organisational structure. The Task Team has reviewed inputs from all Branches and Unions and is in the process of costing the proposed structure to ensure that the DBE is within the Compensation of Employees (CoE) budget for the MTEF period, taking into consideration the financial constraints as a result of reduction in the CoE budget.

To ensure adequate human resources for the attainment of outcomes for Action Plan to 2019: *Towards the Realisation of Schooling to 2030*, the following key posts were filled during the year under review:

- Deputy Director-General: Curriculum Policy Support and Monitoring;
- Director: Curriculum Implementation and Quality Improvement (FET);
- Director: Research Co-ordination, Monitoring and Evaluation;
- Director: Strategic Planning and Reporting;
- Director: Office of the Director-General; and
- Director: Internal Audit.

In terms of addressing gender equity at Senior Management Level, the DBE has made good progress by appointing five (5) females and one (1) male. The staff complement consists of 51% women of all racial groups and 49% of males of all racial groups at Middle Management Service (MMS) level. The Senior Management Service (SMS) ratio has improved to 39% female and 61% male. However, the overall ratio in the Department is 57% female to 43% male staff. In this regard the Department has

exceeded the 50:50 ratio. The Department Recruitment Policy has been revised to require equity statistics to be reported on at the interviews as well as in the submission to the Minister and Director-General.

Training and Social Responsibility

a. Skills Development and Training

242 employees have attended Skills Development and Training programmes from 01 April 2016 to 31 March 2017.

The following twenty-nine (29) learning programmes were conducted:

Table 16: Learning Programmes

COURSE NAME	NO. OF OFFICIALS ATTENDED
Advanced Management Development Programme	20
Reporting on Children	1
Finance for Non-Financial Managers	10
BAS: Budget Capturing	2
BAS: General Journal	1
BAS: Financial Report	2
BAS: Sundry Payment	2
BAS: System Control	1
MS Excel (Intermediate)	18
Project Management	10
Effective Report Writing	1
Report Writing	20
Conducting an Audit from Cradle to the Grave	2
How to review your Organisation's Risk Management Process	2
Job Evaluation	2
Mandarin	22
National Key Point	18
Supply Chain Management	8
Root Cause Identification	1
Secretarial Course	10
Photography	1
Policy Development	20
Closed-Circuit Television (CCTV)	5
MS Excel (Advanced)	28
Persal Introduction	3
Logis Literacy	2
Salary Administration	4
E-Learning on BID Committee (PFMA)	20
Competency Training	6

b. Internship and Learnership Programmes

The total number of interns and learners appointed in the Department from 01 April 2016 to 31 March 2017 are as follows:

- Ten (10) newly appointed interns and sixty (60) renewals = seventy (70) interns
- Fourteen (14) newly appointed learners and nineteen (19) renewals = thirty-three (33) learners

c. Bursary Programme

- Eighteen (18) officials were awarded bursaries to further their studies;
- Six (6) officials completed their studies; and
- Two (2) officials graduated in March 2017.

d. Induction Programme

- Thirty-six (36) officials have attended Compulsory Induction Programme (CIP); and
- Thirty-one (31) officials attended Internal Induction Programme.

e. Employee Health and Wellness Programme

- Health Services were offered by the Department of Health on 30 August 2016.
- Employee Health and Wellness Campaign was held on 07-08 December 2016 and the services that were offered included Screening of Blood pressure, Blood sugar level, Cholesterol, Body Mass Index, and other non-communicable diseases.
- The number of officials who participated were as follows:
 - 210 officials were tested for HIV;
 - 297 officials were screened for TB;
 - 480 officials were screened for non-communicable diseases; and
 - 102 males attended the Men's Forum.

f. National Campaigns

- Africa Day was celebrated on 31 May 2016;
- 40 years Commemoration of Youth Day was celebrated on 29 June 2016;
- 50 officials participated in the Mandela Day Campaign on 18 July 2016;
- 60th Anniversary of Women's March and the 20th Anniversary of the Constitution of South Africa were celebrated on 29 August 2016;
- Heritage Day was celebrated on 30 September 2016; and
- World Aids Day celebration was combined with the Employee Health and Wellness Campaign on 07-08 December 2016.

Labour Relations

During the year under review, five (5) disciplinary cases were reported and dealt with. A total of four (4) were completed within the prescribed period (90 days) whilst one is still in progress. It is anticipated that the outcome of this hearing will be announced in the next financial year (2017/18) since the hearing was scheduled for 27 and 28 March 2017 and later postponed to 22 June 2017 for the second sitting.

With regard to grievances and disputes, ten (10) grievances were reported and dealt with within the last financial year. Only five (5) grievances were finalised within the prescribed period (30 days).

Of the five (5) grievances that were not resolved within the prescribed period, three (3) were referred to the GPSSBC, one (1) to the Public Service Commission (PSC) and with regard to the last one, the official had not exercised the right of referral accorded to him by the grievance procedure.

Government Information Technology Officer (GITO)

Information technology in the Department continues to be incorporated with the State Information Technology Agency (SITA) and managed by the Government Information Technology Officer (GITO) of the Department.

The DBE managed the Business Agreement and the Service Level Agreements with SITA and the governance of corporate ICT in the Department. Twelve (12) ICT Operational and Service Level Agreement meetings were held.

The Department monitored the progress with the development and implementation of Business Applications and the following enhancements to systems were completed:

- Learner Unit Record Information Tracking System (LURITS) Phase two (2) enhancements by SITA (improved functionality and technology platform);
- National Education Infrastructure Management System (NEIMS) enhancements by SITA to align it to the revised Norms and Standards for School Infrastructure;
- Assessment Systems (NSC and SC) enhancements by SITA in preparation for the 2015 NSC and SC Assessments and certification;
- Business Intelligence Application enhancements by SITA to provide a more comprehensive data set which includes standard reports as well as exception reports derived from PERSAL and LURITS; and
- South African Schools Administration Management System's (SA-SAMS) continuous enhancements and releases to align it to Business requirements.

The design for the refreshment of the Local Area Network infrastructure has been completed and the refreshment of the corporate data centre as a full managed service by SITA has been completed for implementation.

4.1.5.2. FINANCIAL SERVICES, SECURITY AND ASSET MANAGEMENT

Financial Services

The DBE compiled the 2015/16 Annual Financial Statements and submitted it to the Auditor-General for auditing and to the National Treasury in terms of the PFMA. The Department received an unqualified audit opinion. The Annual Report including the audited financial statements was tabled in Parliament on 30 August 2016. The Department continued to prepare the Quarterly Interim Financial Statements and submitted these to the National Treasury 30 days after the end of the quarter.

The 2017 MTEF budget was compiled and submitted to the National Treasury on the prescribed date. The Department did reprioritisation on the budget in order to cover priorities of the Department in line with the National Development Plan. The mid-term adjusted budget was compiled and submitted to the National Treasury with the Chapter. The adjusted budget was captured on the system.

The 2017 ENE database and the Department's chapter was finalised and submitted on the due date. Monthly cash flow statements were prepared and submitted to the Executive and Management in terms of the PFMA. The monthly report on the Department's expenditure was submitted to the National Treasury in terms of the PFMA. 99, 9% of invoices were paid within 30 days.

The Department continued to monitor the spending trends and compliance with the Division of Revenue Act (DoRA) regarding conditional grants. Monthly reports on conditional grants were submitted to National Treasury in terms of DoRA and funds were withheld to provinces that continue to under spend on their transfers. Quarterly reports of Public Entities were analysed and reported to the Minister on progress made for the quarter and their spending trends. The 2017/18 budgets of these entities were reviewed and recommended to the Minister for approval.

The Department continued to implement a user friendly budget code structure. Requisition of funds was performed monthly and reconciliation of Ledger accounts was done. The DBE continued to provide support to provinces during the budget standard exercise in collaboration with the Directorate: Provincial Budget Monitoring. The main challenge that is experienced is lack of physical human capacity since the split of staff between the DBE and the Department of Higher Education and Training (DHET) and no additional posts were made available to replace staff that remained at the DHET.

Assets and Security Management

All assets have been managed by the Department in line with the PFMA, minimum requirements and financial guidelines from the National Treasury. The Asset Register is compliant with the minimum requirements and a clean audit report was obtained.

The Loss and Disposal Committee Meeting took place as scheduled and during the financial period under review, out of 479 reported cases, 270 were written off and 209 cases are pending.

All of the security policies of the Department have been implemented. DBE officials' information, documents and assets are at all times safe and secure. Security officials are well trained to meet the anticipated security demands and implementation of all security related policies. All officials who are working in strategic positions in the Department are vetted. The Occupational Health and Safety (OHS) Act and contingency plans are implemented.

Office Accommodation

The Public Private Partnership (PPP) Agreement for office accommodation is now in year 8 of the 25 year contract and it is classified by the National Treasury as the lowest risk accommodation PPP currently. The delivery of the service specifications as required in the PPP Agreement are effectively dealt with within the prescribed timeframes and specifications. Sethekgo and all its contractors comply with the BEE requirements and all required insurances are in place. Emphasis is given to all requested small works, variations and space planning requirements. Payments made to Sethekgo are correctly classified and calculated, and made within the time limits of the PPP Agreement. All performance and service failures are taken into account in calculating possible performance and availability deduction.

Logistical Services

An Invoice Receipt Register was introduced and given to five points which were spotted to be the receiving points of invoices. These invoice receiving points assist with the total number of invoices received by the Department within a month and, together with a LOGIS report on paid invoices per month, Logistical Services is able to determine the target percentage.

Since the implementation of the Invoice Receipt Register which is now working together with the Invoice Tracking Register, Logistical Services has achieved the set targets on all quarters. These tools contributed to Logistical Services reporting on far fewer accruals compared to other previous financial years. The development of these tools assisted the Department in paying service providers within 30 days.

4.1.5.3. LEGAL AND LEGISLATIVE SERVICES

Legal Services

a. Court cases against the Minister/Department received during the period under review

The Department received seven (7) court cases during this financial year. Five (5) cases are at pleadings stage; one (1) case has been settled and one (1) case has been put on hold, pending the outcome of the court finding on a similar matter.

b. Provincial court cases in which the Minister/Department is cited

Seventeen (17) cases were received during this financial year. Eleven (11) of the seventeen (17) cases are opposed on the basis that the Minister is wrongly cited and in the other six (6) the Minister is abiding by the decision of the court.

Legislative Services

The Draft Basic Education Laws Amendment Bill was finalised in the period under review. The Bill was presented to the Minister and Senior Management and was approved by both parties. The Bill was also approved by the HEDCOM and the CEM. The Department also had a meeting with the Unions and School Governing Body Associations to discuss the Bill. The Department obtained approval from the State Law Advisors on the constitutionality of the Bill. The Socio Economic Impact Assessment System (SEIAS) process in respect of the Bill was finalised. A Cabinet memorandum in respect of the Bill was finalised and signed by the Minister. The Bill was presented to and approved by the Social Protection, Community and Human Development (SPCHD) cluster technical working group.

4.1.5.4. STRATEGIC PLANNING, RESEARCH AND CO-ORDINATION

Co-ordination and Secretarial Support

The DBE has established and manages various sector co-ordinating (intergovernmental relations) mechanisms such as the CEM, HEDCOM, Ministerial Management (MM), Senior Management (SM) and Broad Management (BM). These co-ordination mechanisms are mainly tasked with the mandate of providing strategic and technical leadership to the basic education system. These structures are therefore concerned with institutionalising the strategic objective of providing improved quality basic education for all in South Africa and thus give effect to Government's apex priority.

In addition, the DBE provides the co-ordination of the work of HEDCOM Subcommittees by ensuring the drafting of a consolidated annual schedule of Subcommittees' meetings, assessment of the functionality of Subcommittees and ensuring regular reporting by these at HEDCOM meetings. These are Subcommittees on Communication; Designing of School Calendars for Ordinary Public Schools in South Africa; District Co-ordination, Monitoring and Support; Education Information Systems; Finance; Human Resource Management; Legal Matters; National Examination and Assessment Committee; National School Nutrition Programme; Planning, Monitoring and Evaluation; Quality Assurance and Skills Development; School Infrastructure Development; and Teacher Development and Curriculum Management.

Moreover, the DBE is together with the Department of Social Development (DSD) responsible for managing meetings of the Forum of South African Directors-General (FOSAD); SPCHD Cluster; and the SPCHD Cluster Technical Working Group (TWG), all of which are intended to foster the integration and co-ordination of initiatives and efforts of the social sector government departments and to enhance the delivery of services. The SPCHD Cluster and the TWG concern themselves with the strategic and cross cutting policy matters impacting on more than one government Department. The main objectives of the SPCHD Cluster and the TWG are therefore to ensure the alignment of government-wide priorities, facilitate and monitor the implementation of priority programmes and provide a consultative platform on cross-cutting priorities and matters to be processed at Cabinet.

Achievements

During the 2016/17 financial year, a total of seventy three (73) meetings were held. Out of 101 planned meetings, twenty-eight (28) were not convened; these comprised two (2) BM, one (1) CEM, seven (7) MM, sixteen (16) SM and two (2) SPCHD Cluster meetings. The reason for not convening some of the meetings was unexpected cancellations, which were as a result of the busy schedules of the Executive Authorities and Senior Managers. Amongst other reasons for cancellations were preparations for the 2016 National Senior Certificate (NSC) Examinations and the Basic Education Sector Lekgotla that was held on 23-25 January 2017. Also, the SMM held on 28 October 2016 agreed that SMMs should not be convened immediately after BM, CEM and HEDCOM meetings or during the weeks where these structures had scheduled meetings. The DBE has managed the logistical arrangements, agenda-setting and records drafting for all the convened meetings successfully. The breakdown of the meetings for 2016/17 is captured in table 17.

Table 17: Breakdown of Meetings

Co-ordinating mechanism	Scheduled meetings	Meetings held	Meetings not held
BMM	11	9	2
CEM	6	5	1
HEDCOM	6	6	0
MMM	12	5	7
SMM	44	28	16
SPCHD Cluster	11	9	2
SPCHD Cluster TWG	11	11	0
Overall Total	101	73	28

Over and above the achievements summarised above and in Table 17, other notable achievements are as follows:

- A Broad Management Mid-Term Review and Strategic Planning Retreat was convened on 09 December 2016. The Secretariat managed all the logistical arrangements related to this retreat;
- As part of fulfilling the function of co-ordinating the work of various institutional mechanisms, the consolidated schedule of the 2017 CEM and the HEDCOM meetings was drafted. This was presented and approved at the HEDCOM meeting held on 20 June 2016 and the CEM meeting of 21 July 2016. It was thereafter shared with members of the two (2) structures;
- The DBE also finalised a consolidated schedule of the 2017 HEDCOM Subcommittee meetings. The document was presented at the SMM held on 29 September 2016 and the HEDCOM meeting held on 17 October 2016. Thereafter it was shared with the members for use in planning the year's activities;
- An assessment of the tabling of Forum of South African Directors-General (FOSAD) Cluster reports was presented at the SMM held on 04 November 2016;
- An assessment of the functionality of HEDCOM Subcommittees was completed. The assessment considered attendance trends and effectiveness in relation to the mandate of each of the thirteen (13) Subcommittees. This was also presented at the SMM meeting held on 04 November 2016;
- The DBE has consolidated the Attendance Trends for SM, BM, HEDCOM and CEM meetings in 2015. The report was presented to the SMM of 01 July 2016;
- Assessment of the tabling of reports of the HEDCOM Subcommittees at HEDCOM meetings from 01 January - 31 October 2016, which was tabled at the SMM of 04 November 2016; and
- Report on the Effectiveness of HEDCOM Subcommittees (01 January – 31 October 2016), which was tabled at the SMM of 02 December 2016.

In terms of other delivery obligations, the DBE is expected to facilitate the processing of HEDCOM Subcommittee reports at HEDCOM meetings. Some of the Branches managing the Subcommittees struggled to meet this requirement as can be seen in the breakdown of the reports processed, indicated at Table 18. Compliance is now included as of 2017/18 in the performance of all relevant managers in relation to their functions.

Table 18: Tabling of HEDCOM Subcommittee Reports at HEDCOM

HEDCOM subcommittee	Scheduled meeting date	Date report tabled at HEDCOM	Number of reports not tabled
Communication (COM)	24 May 2016	Report not submitted	5
	30 August 2016	Report not submitted	
	18 - 19 October 2016	Report not submitted	
	15 November 2016	Meeting not held	
	14 March 2017	Report to be submitted at HEDCOM scheduled for 10-11 April 2017	
Designing of School Calendars for Ordinary Public Schools in South Africa (DCS)	25 May 2016	20 June 2016	2
	07 September 2016	Meeting not held	
	10 March 2017	Report to be submitted at HEDCOM scheduled for 10-11 April 2017	
District Co-ordination, Monitoring and Support (DCMS)	25 May 2016	20 June 2016	2
	29 June 2016	Report not submitted	
	05 October 2016 (30 November 2016)	06 February 2017	
	23 February 2017	Report to be submitted at HEDCOM scheduled for 10-11 April 2017	
Education Information Services (EIS)	13 - 14 September 2016	17 October 2016	1
	14-15 February 2017	Report to be submitted at HEDCOM scheduled for 10-11 April 2017	
Finance (FIN)	14-15 June 2016	16 August 2016	2
	24 - 25 August 2016 (14 September 2016)	Report not submitted	
	16 - 17 November 2016	06 February 2017	
	15-16 March 2017	Report to be submitted at HEDCOM scheduled for 10-11 April 2017	
Human Resource Matters (HRM)	04-05 May 2016	20 June 2016	2
	03-04 August 2016	Report not submitted	
	02 - 03 November 2016	Report not submitted	
Legal Matters (LEG)	13-14 October 2016	Report not submitted	2
	23-24 March 2017	Report to be submitted at HEDCOM scheduled for 10-11 April 2017	
National Examination and Assessment Committee (NEAC)	05 April 2016	Report not submitted	2
	02-03 June 2016	16 August 2016	
	04-05 August 2016	17 October 2016	
	05 October 2016	05 December 2016	
	15-16 February 2017	Report to be submitted at HEDCOM scheduled for 10-11 April 2017	

HEDCOM subcommittee	Scheduled meeting date	Date report tabled at HEDCOM	Number of reports not tabled
National School Nutrition Programme (NSNP)	10 May 2016	Report not submitted	1
	27 September 2016	06 February 2017	
Planning Monitoring and Evaluation (PME)	09-10 June 2016	16 August 2016	1
	29 - 30 September 2016 (rescheduled to 03-04 October 2016)	05 December 2016	
	02-03 March 2017	Report to be submitted at HEDCOM scheduled for 10-11 April 2017	
Quality Assurance and Skills Development (QASD)	11-12 May 2016	20 June 2016	1
	17-18 August 2016	17 October 2016	
	19 - 20 October 2016	05 December 2016	
	08-09 February 2017	Report to be submitted at HEDCOM scheduled for 10-11 April 2017	
School Infrastructure Development (SID)	06 April 2016	Report not submitted	4
	June 2016	16 August 2016	
	28 September 2016	Report not submitted	
	29 November 2016	Report not submitted	
	01-02 February 2017	Report to be submitted at HEDCOM scheduled for 10-11 April 2017	
Teacher Development and Curriculum Management (TDCM)	01-02 June 2016	16 August 2016	3
	03-04 August 2016	Report not submitted	
	10 - 12 October 2016	05 December 2016	
	29 - 30 November 2016	Report not submitted	
	23-25 January 2017	Report to be submitted at HEDCOM scheduled for 10-11 April 2017	
TOTAL	47	19	28

The DBE has also facilitated the processing of FOSAD Cluster reports at SM meetings. The breakdown of the reports processed is indicated in Table 19. As is the case with reporting on HEDCOM Subcommittees' activities, some Branches representing the DBE at FOSAD Clusters experience challenges in providing reports at SMM. This is receiving attention through the Management Performance areas in the DBE.

Table 19: Breakdown of FOSAD Cluster Reports Processed at SM Meetings

FOSAD Cluster	Scheduled meeting date	Date report tabled at SMM	Number of reports not tabled
Governance and Administration (G&A)	07 April 2016	06 May 2016	2
	05 May 2016	12 May 2016	
	02 June 2016	01 July 2016	
	07 July 2016	22 July 2016	
	04 (11) August 2016	19 August 2016	
	01 September 2016	16 September 2016	
	06 October 2016	14 October 2016	
	03 November 2016	18 November 2016	
	08 December 2016	Meeting not held	
	09 February 2017	03 March 2017	
	02 March 2017 Postponed to 23 March 2017	Report not submitted	
Economic Sectors, Employment and Infrastructure Development (ESEID) Cluster	20 April 2016	06 May 2016	10
	25 May 2016	Report not submitted	
	22 June 2016	01 July 2016	
	13 July 2016	Report not submitted	
	10 August 2016	Report not submitted	
	07 September 2016	Report not submitted	
	12 October 2016	Report not submitted	
	09 November 2016	Report not submitted	
	07 December 2016	Report not submitted	
	18 January 2017	Report not submitted	
	08 February 2017	Report not submitted	
	01 March 2017	Report not submitted	

FOSAD Cluster	Scheduled meeting date	Date report tabled at SMM	Number of reports not tabled
International Co-operation, Trade and Security (ICTS) Cluster	05 April 2016	06 May 2016	3
	03 May 2016	12 May 2016	
	07 June 2016	10 June 2016	
	05 July 2016	Report not submitted	
	02 (11) August 2016	19 August 2016	
	06 September 2016	16 September 2016	
	04 October 2016 (rescheduled to 11 October 2016)	14 October 2016	
	01 November 2016 (rescheduled to 08 November 2016)	Report not submitted	
	06 December 2016 (Meeting rescheduled to 20 January 2017)	20 January 2017	
	20 January 2017	03 February 2017	
	14 February 2017	17 February 2017	
	14 March 2017	Report not submitted	
Social Protection, Community and Human Development (SPCHD) Cluster	13 April 2016	06 May 2016	3
	11 May 2016	26 May 2016	
	8 June 2016	Meeting not held	
	20 July 2016	22 July 2016	
	24 August 2016	Meeting not held	
	21 September 2016	23 September 2016	
	26 October 2016	28 October 2016	
	16 November 2016	18 November 2016	
	14 December 2016	13 January 2017	
	15 February 2017	17 February 2017	
	15 March 2017	Report was compiled and would have been tabled at SMM of 17 March 2017. However that meeting was cancelled.	
TOTAL	46	28	18

Overall, the Department was able to carry out its mandate during the span of the financial year.

Research Co-ordination, Monitoring and Evaluation (RCME)

a. Co-ordinating and undertaking monitoring of the Sector progress toward long-term goals.

Action Plan to 2019: *Towards the Realisation of Schooling 2030* pamphlet

Towards the end of the 2015/16 financial year the Minister approved the revised sector plan, Action Plan to 2019: *Towards the Realisation of Schooling 2030*. During 2016/17, the Department compiled an English pamphlet and organised translations in all remaining ten (10) official languages. These have been published on the DBE website. Furthermore, the DBE undertook several advocacy and communication efforts to publicise the revised sector plan. Efforts included two (2) publications in *Thuto* on 24 June 2016 and 17 March 2017, as well as a News Flash published on 08 March 2017.

Final General Household Survey (GHS) 2015; Focus on Schooling

The GHS is a sample survey conducted by Statistics South Africa (Stats SA) in approximately 25 000 households. The household data is collected annually in July. The DBE has undertaken re-analysis of education data obtained from GHS (2002 to 2015) and has compiled an education specific report thereon. Education is one of the key service sectors in South Africa and therefore the DBE has a close working relationship with Stats SA. In recent years the DBE has ensured that the education- related section of the questionnaire expands considerably to provide useful information on the performance of the sector. The DBE uses GHS data to assess its mandate as stipulated in the Bill of Rights of the South African Constitution and other legislation. The Bill of Rights stipulates that every citizen has a right to basic education regardless of geographical or economic factors. The GHS provides a platform for the DBE to assess progress that has been made with regard to access, quality, efficiency, equity and expenditure in schooling. Furthermore, the GHS assists the DBE to undertake data confrontation and trends analysis with regard to learner enrolment, school nutritional programmes and percentage of repeaters, amongst other areas.

Highlights from the Stats SA GHS were presented at Broad Management on 29 June 2016. The DBE education-focused report was presented at the Senior Management Meeting (SMS) for inputs and comments on 17 February 2017. The report was also presented at the Broad Management Meeting on 22 February 2017. The report is in the stage of final revision and will be published on the DBE website in the first quarter of 2017/18.

School Monitoring Survey (SMS)

Following the SMS 2011/12 which collected data on fifteen (15) key sector indicators related to process indicators in the DBE that did not have data sources, Terms of Reference for a follow-up survey were developed in 2013 but the survey was not commissioned due to a lack of resources. Senior Management, amongst other platforms, considered the matter and in October 2013, the procurement of the survey was approved. The commissioning of the School Monitoring Survey was subsequently approved by the then Acting Director-General in August 2015. An allocation of funds was made through the European Union (EU) donor funds as confirmed in a memo issued on 29 September 2015. The business plan for the SMS 2016/17 was also approved by the Project Management unit in the DBE.

The Terms of Reference for the SMS 2016/17 were advertised on the National Treasury e-Tender portal with hard copies made available at the DBE. A compulsory briefing meeting was held on 17 May 2016 and the closing date for the tender was 27 May 2016. During 2016/17, the Department through the RCME Unit was advised that EU funds were no longer available, resulting in delays. It is expected that the service provider will be appointed in the new financial year.

District Profiles

A DBE excel-based District Profile (dashboard) has been updated and provides a ten (10) page statistical summary for each of the eighty-six (86) Education Districts in South Africa. Each District can be selected using a pick-list at the top of the screen. The profile incorporates EMIS data and indicators, district characteristics, enrolment trends, ANA data (including 2012), Matric results (including 2012), infrastructure provision, Census data, education levels, language as well as detailed district rankings. It also contains updated information about the location of the district office (physical address etc.) as well as the distances between education district offices and their respective schools. The profile will be published on the website in the new financial year.

Sustainable Development Goals

The DBE has developed a mapping document which aligned the basic education National Development Plan (NDP) goals, Action Plan to 2019: *Towards the Realisation of Schooling 2030* goals, Sustainable Development Goals (SDGs), Mid Term Strategic Framework (MTSF) 2014-2019: targets and African Union (AU) strategic objectives. The purpose of the document is to signal the alignment with the sector as well as to alert the responsible managers to ensure that the data collected in the sector may be used for reporting purposes in response to SDG and AU reporting requirements.

In 2016/17 the DBE was nominated to participate in the education sector Technical Working Group for SDG reporting in South Africa. Part of the effort made on the SDGs included the attendance of a regional meeting in Zambia on 28 September 2016. The purpose of the meeting was for countries in the region to consult and brief each other on the challenges and progress made towards the SDG 4 (education) goals. Statistics South Africa which is responsible for the collation of the country report has indicated that reporting dates will still be determined.

Provincial Quarterly Sector Reports

The DBE developed a provincial quarterly sector reporting guideline which was amended and approved by the CEM and HEDCOM early in 2013. This was also further distributed to all provinces, as mandated in the requirements of the Nation Education Policy Act (NEPA), 1996 and in response to reporting requirements related to the Delivery Agreement and the Presidency, especially in relation to detailed implementation themes in provinces.

The reports are expected to be based on a provincial quarterly reporting guideline; Guide for Quarterly Sector Reports by Provincial Education Departments, 11 December 2012; which was amended and approved by the CEM and the HEDCOM early in 2013 and subsequently distributed to all provinces, as mandated in the requirements of the NEPA, 1996 and in response to reporting requirements related to the Delivery Agreement.

The guideline is driven by the need to make periodic reporting in the sector smarter, more strategically focussed, and more factually correct. It also acknowledges the need to reduce reporting that is irrelevant, not sufficiently cognisant of problems and possible solutions, and driven by overly complex tables and matrices. The high-level headings in the report, aligned to the Basic Education Delivery Agreement are as follows:

- Regular assessments to track progress;
- Improving teacher capacity and practices;
- Access to high quality learning materials;
- Early Childhood Development (ECD);
- School management and the promotion of functional schools; and
- Strengthening of the capacity of district offices.

During 2016/17, efforts were made on deepening provincial and national reporting on the plans of the sector with an agreement to converge by reporting on the MTSF 2014-2019. This was emphasised as part of the preliminary discussions between the Auditor-General of South Africa and the DBE in preparation for an audit on performance information in the sector. The meeting reiterated the mandate of the DBE to influence and reflect on the performance of the provinces against national targets and plans. This has emphasised the value of sectoral reports such as this report which has been demonstrated to be fully aligned with the Delivery Agreement initially and the current MTSF 2014-2019.

During 2016/17 the DBE compiled consolidated reports for every quarter based on the provincial reports submitted. These reports will be phased out as provincial reporting improves against standardised sector indicators with more in depth narrative

Table 20: Quarterly Sectoral Provincial Reporting Reconciliation 2014/15 to 2016/17

Province	Q 1 (April to June 2014)	Q 2 (July to Sept 2014)	Q 3 (Oct to Dec 2014)	Q 4 (Jan to March 2015)	Q 1 (April to June 2015)	Q 2 (July to Sept 2015)	Q 3 (Oct to Dec 2015)	Q 4 (Jan to Mar 2016)	Q1 (April to June 2016)	Q2 (July to Sept 2016)	Q3 (Oct to Dec 2016)	Q4 (Jan to March 2017)
Eastern Cape	Red	Red	Red	Red	Red	Green	Green	Red	Red	Green	Green	Green
Free State	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green
Gauteng	Red	Red	Red	Red	Green	Green	Green	Red	Green	Green	Green	Green
KwaZulu-Natal	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green
Limpopo	Green	Red	Red	Red	Green	Green	Red	Green	Green	Green	Red	Green
Mpumalanga	Red	Red	Red	Green	Green	Green	Red	Green	Green	Green	Green	Green
Northern Cape	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green
North West	Red	Red	Red	Red	Green	Green	Green	Green	Red	Green	Green	Red
Western Cape	Green	Green	Red	Green	Green	Green	Green	Green	Green	Green	Green	Green

HEDCOM Subcommittee on Planning, Monitoring and Evaluation

During 2016/17 the DBE, through the RCME Unit, provided secretariat services to the HEDCOM Subcommittee on Planning, Monitoring and Evaluation. The meeting held on 09 and 10 June 2016 focused on issues relating to Strategic Planning, Annual Performance Plans, Performance Information and Sector Reporting, ANA exemption and Auditing of statistical tables, amongst other issues. Discussions about the auditing of statistical tables continued to take centre stage at the HEDCOM Subcommittee meeting on 03-04 October 2016 and again at the special meeting of this Subcommittee convened by the Director-General on 24 February 2017. The first routinely scheduled meeting of 2017 was held on 23 March, focusing on sectoral performance management including provincial updates; highlighting the planning and reporting process and sharing best practice for quarterly sector reporting. The main achievement for the quarter was the revision and adoption of the Subcommittee's Terms of Reference (ToRs) in alignment with sector priorities, mandates and responsibilities. A second achievement has been the decision to provide capacity building on the second day of each meeting for the year. The first session of capacity building held on 24 March 2017 focused on building knowledge of evaluation-types, templates and co-ordination between the DBE and provinces. The workshop was delivered in collaboration with the DPME. The meeting adopted the DPME evaluation standards and templates for the sector.

b. Co-ordinating and undertaking research and evaluations in the sector

Departmental Research and Evaluation Plan (DREP)

The purpose of a Departmental Evaluation Plan, as for the National and Provincial Evaluation Plans, is to provide details of evaluations approved by the departmental Executive Committee/top management as priority evaluations to undertake over a three (3) year period, which are linked with the budget. Although the DBE has completed a substantial amount of research and evaluations and is regarded as a lead in the sector, the absence of a three-year Director-General approved DREP in line with the DPME MPAT standard was heavily penalised. The DBE is currently in the process of completing sector consultation on the DREP and formalising approval. It is envisaged that the standard will be fully met during the next MPAT process.

The Department supported several implementation evaluations through the National Evaluation Plan approved by Cabinet. These were project management towards production of draft report for the Implementation Evaluation of National Curriculum Statement (NCS) Grade R to 12: Focusing on the Curriculum and Assessment Policy Statements (CAPS); presentation to the SPCHD Cabinet Committee on the Implementation evaluation of the Funza Lushaka Bursary Programme; and the approval of the final evaluation report for the National School Nutrition Programme. Challenges included delays in finalising the evaluations as indicated in the initial project plans, particularly for the NCS evaluation due to request for additional interviews with Curriculum Managers. The timeframes have been revised and the evaluation will now be concluded in May 2017. As part of the evaluation were completed consultations with provincial and national curriculum and teacher development managers.

The Early Grade Reading Study (EGRS)

One of the biggest developmental challenges facing South Africa is the high number of children who do not learn to read for meaning in the early years of school. This is the foundational skill upon which all others build and as such this has become a leading priority for the Department of Basic Education (DBE). In order to address this challenge, the DBE initiated the Early Grade Reading Study (EGRS) in collaboration with academics at the University of the Witwatersrand, the Human Sciences Research Council (HSRC) and Georgetown University (USA). This is a large-scale educational impact evaluation – the biggest in South Africa - and aims to build evidence about what works to improve the teaching and learning of early grade reading in African languages in the country.

The core of the project is a comparison of the cost-effectiveness of three (3) promising intervention models to improve reading outcomes in learners' home language (Setswana). The interventions were: (i) A structured learning programme & centralised training; (ii) A structured learning programme & specialist on-site coaching ;and (iii) A Parental intervention The project commenced in 2015 by working in 230 quintile 1-3 schools in the North West Province. Each intervention has been implemented in a separate group of fifty (50) schools with a further eighty (80) control schools where ordinary schooling is continuing. The project uses a formal impact evaluation methodology known as a Randomised Control Trial (RCT) complemented with a 60-classroom observation study and eight detailed case-studies. The study design has enabled the DBE to estimate the impact of each intervention model on measures of reading, as well as understand where, how and why different elements of the intervention models are working.

Of the three (3) intervention models, the Coaching intervention shows a substantial positive impact after two (2) years of intervention (end of grade 2). This intervention included lesson plans, reading materials and on-site coaching by reading experts. Learners who received two (2) years of this Coaching intervention were approximately 40% of a year of learning ahead of the students in the schools that received no intervention ('business-as-usual' schools). This is a truly significant improvement by international standards. The other two (2) interventions (centralised training and the parent involvement intervention) appeared to have a small positive impact, less than half the size of the Coaching intervention. If we include learners repeating grade 1 (about 16% of the sample), who only received the first year of the interventions.

Table 21: Main Results: Impact for those with 2 years of intervention

Control:	2 years of school
Training:	About 19% of a year of learning
Coaching:	About 40% of a year of learning
Parents:	About 13% of a year of learning
INTERVENTION 1: Positive impact on all subtests & English	
INTERVENTION 2: Positive impact on some subtests	
INTERVENTION 3: Positive impact on phonological awareness	

Strategic Planning and Reporting

a. Planning

The Department's internal strategic planning and review sessions were conducted with all Chief Directorates resulting in the development of the Department's revised five-year Strategic Plan for 2015/16–2019/20 and the Annual Performance Plan for 2016/17. The revised Strategic Plan and the Annual Performance Plan were tabled in Parliament on 11 March 2016.

b. Reporting of Performance Information

Quarterly Performance Reports were received in all the quarters from the different Branches and information was verified against the evidence provided. The reports were compiled, consolidated, edited and submitted to the Department of Planning, Monitoring and Evaluation (DPME) and the National Treasury. For the year under review, the Strategic Planning unit held quarterly branch review meetings with all the Branches within the Department. The Branch reviews were used to address gaps in quarterly reports, as well as audit issues. Quarterly 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 2016/17 Annual Report. The configuration of the unit responsible for performance information requires it to adhere to business process and check the relevant programme managers on issues requiring attention in relation to planning and reporting information programme managers are devoted to the planning and reporting obligations at weekly senior management meeting.

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 (SoNA). The Department has been reporting on the Programme of Action (POA) for Government, based on the Medium Term Strategic Framework (MTSF) education chapter. Following presentations in 2015 and 2016, a framework was provided to Branches and provincial planners to produce an MTSF-specific plan for purposes of harmonising and aligning planning and reporting with the NDP in the long term and with the MTSF in the medium term. This has been stressed as a priority within the DBE and PEDs as well as entities in the Basic Education Sector.

c. Institutional Performance Monitoring

The Management Performance Assessment Tool (MPAT) collates existing management policy and guidelines into a framework of standards and indicators of good practice, to promote a common understanding of good management practice. MPAT self-assessment for the Department was finalised, approved and submitted to the DPME on the due date of 30 September 2016. The DPME released the moderated results on 23 December 2016. The MPAT challenge period opened in January 2017 and the Department submitted areas of dissatisfaction to the DPME prior to the set date. The DBE measures all scores above Level 2 as being satisfactory as this means that the Department is compliant with the basic legal/regulatory requirements. The final results for the 2016/17 MPAT assessment were received on 24 March 2017. The DBE scored an aggregate of 80% of scores above level 2.

The work on including MTSF and outcome reporting and programming in line with the sector plan, depend on and will be incorporated into performance agreements of the relevant Branch Managers who in turn, will ensure incorporation in the senior manager's performance agreements, with assistance from the Human Resource Unit.

4.1.5.5. OFFICE OF THE DIRECTOR-GENERAL

Business Process Management

a. Business Process Development

Business Process guidelines were amended in line with the current workflow processes. These amendments to the guidelines were discussed and disseminated to all Branches to ensure smooth and efficient workflow processes between the Office of the Director-General, Ministry and the Branches.

b. Business Process Management

Regular meetings with Branch Co-ordinators were held to manage the implementation of guidelines for the efficient and effective workflow processes.

Regular meetings were held with different stakeholders for consultation purposes.

Circulars and Memos were developed, discussed, disseminated and implementation was tracked in respect of Parliamentary processes. This was done in order to meet deadlines for submission of responses to Parliamentary questions and presentations to the Study Group, Portfolio Committee, the Select Committee and all other structures.

Queries and requests from all stakeholders were examined and sent to the relevant Branches for responses. Responses to questions, documents, presentations to Parliament, the Director-General, Ministerial submissions and letters were quality assured.

c. Internal Audit

Internal Audit completed six (6) assurance audits in Contract Management and Consulting Services, Leave Management, Follow up Audit on Recruitment and Selection – Human Resource Management, Performance Information and Asset Management.

A total of four (4) Audit Committee Meetings were held as per the National Treasury requirements to provide Oversight / Governance Structure.

The following three (3) audits were completed in terms of audit execution and discussions with management for comments and are at the final stage:

- Accelerated Schools Infrastructure Development Initiative (ASIDI) Audit Review and follow-up on previous findings;
- Kha Ri Gude audit review for 2016/2017 payments; and
- Performance Information for Quarter 2.

The appointment and approval of the new Audit Committee and Risk Committee Chairperson were finalised.

Follow ups on previous Auditor-General's findings were conducted.

Risk Management

The review of the Risk Management Policy, Strategy, Charter and Implementation plan for 2017/2018 were finalised.

- A meeting was held for the risk management review in September 2016;
- A meeting with Branch's Risk Champions was held in December 2016;
- Appointment of the Risk Committee Chairperson was done;
- The Risk Register is being updated for 2017/2018; and
- Appointment of the Branch Risk Champions and internal Risk Committee members was finalised.

Forensic / Investigation

The follow ups were done with the PEDs regarding the progress on National Anti-Corruption reported cases.

The Register of internally reported allegations was updated on the Departmental database or register.

4.1.5.6. MEDIA LIAISON AND NATIONAL AND PROVINCIAL COMMUNICATION

During the 2016/2017 financial year, the DBE, through the Media Liaison and National and Provincial Communication Unit, rendered daily support to the DBE through the following key areas of operations: Media Liaison, Publications, Events Management, Intergovernmental Relations and the Information Resource Centre.

Media Liaison

The DBE received 319 media enquiries via the media@dbe.gov.za mailbox and responded to them with the assistance of relevant Branches in the Department. Daily media monitoring was conducted in more than sixteen (16) publications with daily media and analysis reports being provided detailing the portrayal of the DBE and the basic education sector as a whole within the media sector.

The DBE, through the Media Liaison Unit, distributed the Department's messages and successfully implemented media plans, distributed 161 media statements and 126 media advisories, and co-ordinated more than 852 media interviews which relates to various topics of importance and key Departmental programmes during the period under review.

Publications and Internal Communication

This reporting year saw the production of forty-eight (48) editions of *Thuto* with 476 articles compiled and published. The publications team also ensured that twenty (20) e-mail signatures were designed to promote various key Departmental and Governmental Campaigns. Continuous graphics were created for the public area information display system, as well as the poster frames, on thirty-nine (39) programmes and projects.

In order to assist all Directorates within the DBE to communicate effectively important internal messages to all staff members, a total of 244 *News Flash* messages were distributed during the 2016/2017 financial year. Photojournalistic support was provided to more than 173 Departmental events with more than 35 422 photographs taken.

The DBE through the Media Liaison and National and Provincial Communication Units is continuing to strengthen the web presence and e-communication of the Department through the website, intranet, Facebook, Twitter and YouTube in order to ensure that all education stakeholders are kept abreast of Departmental programmes and activities on a daily basis. The Department's Facebook page saw 23 241 followers at the end of the reporting year; and the official Twitter counted 66 500 followers on the @DBE_SA profile as at March 2017. Information on the website and intranet is updated on a daily basis. In the twelve (12) months (April 2016 to March 2017) 3 705 973 visitors visited the DBE's website (repeat visitors excluded). The design team designed, printed and published a total of 101 publications in order to assist the Department to communicate effectively their messages to all stakeholders.

Intergovernmental Relations

Intergovernmental relations between the DBE's Communication Unit and Provincial Communicators, as well as Heads of Communication for the NECT, the SACE and Umalusi have notably increased during the reporting period due to the various Departmental activities. Daily engagement with Provincial Communicators and Media Liaison Officers through a WhatsApp group continues to assist in sharing information, advice and alerts instantly. In order to assist in providing a voice for the *Read to Lead* campaign, the DBE also assisted with the management of an online e-mail enquiries project for the campaign throughout the year. Assistance was also provided to the *Read to Lead* team with the compilation of a progress reports for the Minister and various campaign activations across the country.

Events Management and Special Projects

The Events Management and Branding team provided support to Departmental events and exhibitions across the country. The DBE continued to liaise with various units in planning and implementing the necessary events management and exhibition logistics for Ministerial and Departmental events; and through this successfully delivered more than 175 community public participation and relations campaigns, events, exhibitions, awards ceremonies and imbizos.

Special Interventions

The DBE through the Media Liaison, National and Provincial Communication Units represented the Minister and Director-General during negotiations with the local leadership of Vuwani to negotiate for learning and teaching to continue in the area after widespread arson and vandalism of twenty-eight (28) schools due to community unrest during the second quarter of the reporting year. Through dedication and hard work, Community leaders agreed to allow the Grade 12 learners of those secondary schools that were affected, to be taken to special camps where the necessary arrangements were made for these learners to catch up with their Grade 12 work and prepare for their National Senior Certificate Examinations.

A submission for the implementation of the 2016/2017 DBE Communications Strategy, with the required funding, was approved on 04 July 2016. Therefore unforeseen expenditures, such as Presidential and Ministerial events have been paid from the Directorate: Communication and Research without additional budgets being allocated, resulting in over-expenditure.

With all logistical and services support provided to Directorates outside of the Department of Basic Education's Head Office, Directorates are always requested to assist with the cost of travel and accommodation of the necessary Communications Team Members that are required to be deployed. However, not all Directorates are always able or willing to assist with this, resulting in over-expenditure on the Communications' budgets which is not sufficient for the delivery of the Communications Mandate and service delivery requirements.

4.1.5.7. INTERNATIONAL RELATIONS AND GRANT IMPLEMENTATION, MONITORING AND REPORTING

United Nations Educational, Scientific and Cultural Organisation (UNESCO)

a. South African National Commission for UNESCO, 2016

The South African National Commission for UNESCO facilitated South Africa's participation as a pilot country in the UNESCO Quality Physical Education policy project, with Mr Norman Mphake appointed by UNESCO Headquarters as the National Co-ordinator and based at the DBE, to co-ordinate the substantive, technical and logistical aspects relating to the implementation of the policy revision processes.

In collaboration with the UNESCO Regional Officer for Southern Africa (ROSA), the South African National Commission for UNESCO successfully hosted the Management of Social Transformation (MOST) on Sustainability Science, in Stellenbosch, Cape Town, on 13-17 February 2017, aimed at strengthening national policy research capacities in Southern Africa. The purpose was to further spread evidence-informed policy-making concepts, and to present practical applications of sustainability science to project and planning development practitioners.

In Communication and Information, the National Commission, in co-operation with the ROSA, successfully hosted the inaugural Celebration of the International Day for Universal Access to Information in Pretoria, to highlight and advance issues including freedom of expression on the internet, open access, information ethics, information and media literacy, information for all programmes and universal access to information and protecting fundamental freedoms which contributes to the achievement of Sustainable Development Goals 1, 2, 3, 4, 6, 7, 9, 12, 16 and 17. The National Commission successfully hosted the annual collaboration with New York University, whereby five (5) Doctoral and Masters Students from the US did their internship at the DBE for three (3) weeks. The National Commission, in collaboration with the ROSA, the Eastern Cape Provincial Education Department, and the Eastern Cape English Educators Associations celebrated the 50th year Anniversary of the International Literacy Day on 08 September 2016 at Ntabankulu Methodist Church Hall, Mount Frere District in the Eastern Cape Province, where twelve (12) schools from the District participated in a competition to showcase their literacy skills in various categories ranging from poetry to drama, debate, storytelling, reading comprehension, a panel discussion, prepared speech and unprepared reading. The competition theme was titled "*Steps in Advancing Literacy*". UNESCO contributed USD1000 to this event.

The President of the South African National Commission (SANATCOM) for UNESCO, the DBE Minister (Mrs AM Motshekga, MP), appointed Mrs NP Nkonyeni as the new Chairperson of SANATCOM replacing Mr Y Gabru who has recently been appointed as UNESCO Attaché based at UNESCO Headquarters in Paris. The President further appointed Mr J Samuels from SAQA as the new Education Chairperson.

UNESCO has favourably evaluated the proposal for the establishment of the UNESCO Chair on Community Media by the University of Limpopo and UNESCO Chair on Cultural Policy and Sustainable Development by Tshwane University of Technology.

International Relations and Multilateral Affairs (IRMA)

a. Bilateral Agreements

China

The Department through the International Relations and Multilateral Affairs (IR&MA) Unit is monitoring the implementation of programmes with China and the DBE after the signing of a co-operation agreement in 2013. The DBE further signed a Memorandum of Understanding (MoU) with the Chinese Culture and International Education Exchange Centre (CCIEEC) for training DBE officials in Mandarin in 2016. The DBE successfully co-ordinated preparations for the launch of Mandarin training for DBE officials. The Minister and the Chargé d' Affairs of the Chinese Embassy officiated the ceremony to celebrate the beginning of the classes in the DBE. About twenty (20) DBE officials were enrolled for Mandarin lessons. Classes are held on Tuesdays and Thursdays for twenty (20) weeks. The classes commenced on 06 September 2016.

The DBE through the IR&MA Unit, together with the E-Learning and the Communications Units arranged a handing over ceremony of fifteen (15) computers to Marhulana Primary School in Tembisa which were donated by the Chinese Embassy. The Ambassador of China had made a commitment to donate computer equipment to the school during the Mandela Day celebrations at the school in July 2016. The ceremony was officiated by the President, accompanied by the Minister of Basic Education and the Ambassador of China. The ceremony took place on 07 November 2016.

The DBE participated in interdepartmental meetings at the Department of International Relations and Co-operation (DIRCO) in preparation for the South Africa-China Bi-National Commission (BNC) on 22 November 2016, in Cape Town. The Bi-National Commission (BNC) was led by the Deputy President C. Ramaphosa and his Chinese counterpart, Vice President Li Yuanchao. The DBE was represented by the Deputy Minister Mr ME Surty accompanied by an official from the DBE. The purpose of the BNC was to discuss progress between the two (2) countries.

The Embassy of China in South Africa donated smart boards and Chinese language textbooks to ten (10) schools in Pretoria offering Mandarin. The ceremony took place at Willowridge High School in Pretoria on 06 March 2017 and was officiated by the Ambassador.

Cuba

The DBE and the Cuban Ministry of Education, through its South African Embassy, have been negotiating a draft co-operation agreement in the field of basic education. The draft agreement underwent all legal processes at the Department of Justice and Constitutional Development (DoJ&CD) and the DIRCO and was sent to Cuba to be translated into Spanish.

The Director-General met with the Chief Financial Officer (CFO) and the Senior Management in order to discuss the financial implications of the Cuba agreement and they agreed to reduce the number of Cuban Subject Advisors from twenty (20) to ten (10) in 2016/17 and back to twenty (20) in the 2017/18 financial year. Subsequent to that, the Director-General met with the Ambassador of Cuba in South Africa to explain the changes, and both agreed respectively. The draft agreement was then signed by the Minister and the Cuban Ambassador in South Africa in November 2016. Following the signing of the agreement, delegates from the DBE travelled to Cuba to interview the selected specialists.

France

The DBE together with the French Institute is co-ordinating the “So Chef/National Nutrition Week” as well as French language co-operation. A Memorandum of Understanding (MoU) was signed on 25 April 2016 between the DBE and the French Embassy. The DBE and the French Embassy held several meetings in order to discuss the implementation of the MoU mainly on French Language Teaching Programme and Research Development. The DBE is co-ordinating the implementation of the MoU signed with the French Embassy.

The Department co-ordinated meetings between the DBE officials and the officials from the Embassy. The purpose of the meetings was to discuss versioning of the Curriculum and Assessment Policy Statement (CAPS) for the French language. The DBE received a proposal of versioning of the CAPS for the French language.

Furthermore, the DBE co-ordinated a meeting between DBE officials and officials from the Embassy of France to discuss a possible study tour to France by the Director-General. During the study tour, the Director-General will explore vocational schools, especially in aviation, rail and nuclear industries. It is expected that the study tour will take place in May 2017.

On 18 October 2016, the Ambassador visited Chipa Tabane High School where two (2) French chefs were running a workshop on healthy eating. The workshop was part of the annual “So Chef/National Nutrition Week” with the theme for 2016 being beans and legumes. The DBE officials supported the Ambassador together with officials from the Embassy.

The DBE received a request from the Embassy of France for the Ambassador to meet with the Minister and the Director-General. The Ambassador presented his credentials to the President in January 2017. Furthermore, the DBE received a request to meet with the French Trade Commission on 22 March 2017. The Commission introduced their network of companies to the DBE in order to explore possible areas of co-operation. The DBE chaired the meeting and indicated that possible areas of co-operation include e-learning and Mathematics, Science and Technology (MST).

South Korea

The DBE received a request from the Embassy of the Republic of Korea (South Korea) to meet with the President of the National Institute for International Education, Mr Kwang Ho Kim, regarding a proposal to bring volunteer teachers for Mathematics, Computer Studies and Science to South Africa. The Korean Government, through their National Institute for International Education, wanted to dispatch two (2) teachers for each of the three (3) subjects to South Africa.

After several meetings with the Embassy, the MoU was sent for approval. The Korean government, through their NIIED Scholarship Programme dispatched two (2) teachers for each of the three (3) subjects to South Africa. The teachers arrived on 09 January 2017 and received orientation. The two (2) selected schools are Bokgoni Technical Secondary School in Atteridgeville and Tsako Thabo Secondary School in Mamelodi.

b. Multilateral engagements and Development Agencies

Japan International Co-operation Agency Engagements (JICA)

JICA has dispatched three (3) volunteers to Mpumalanga to assist Mathematics teachers in teaching the subject in primary schools. On 14 July 2016 the DBE hosted two (2) of the three (3) JICA volunteers based in Mpumalanga. The purpose of the meeting was for the two (2) JICA volunteers to present their mid-year report to the Department.

On 19 August 2016, an Impact Assessment Report on the DBE-JICA Project was presented by the DBE. On 30 November 2016 the DBE hosted two (2) of the three (3) JICA volunteers. The purpose of the meeting was for the two (2) volunteers to present their year-end report to the Department.

The DBE received an invitation from JICA to participate in the Country Focused Training which took place in Japan. The DBE delegation along with the selected officials from North West and KwaZulu-Natal Provinces attended the training. The training took place from 08 November to 11 December 2016.

The two (2) volunteers that concluded their contracts in Mpumalanga visited the DBE on 16 March 2017 to present their final reports prior to their return to Japan.

World Bank

Interaction with the World Bank is continuing and several meetings have been organised in order to advance the partnership. Regular meetings were held to discuss the infrastructure and research, monitoring and evaluation projects which the DBE and the World Bank would like to undertake together. The project plan and financing were discussed in meetings. On 14 March 2016, the World Bank met with the Deputy Director-General: Planning and Delivery Oversight (PDOU). The meeting discussed how the World Bank could assist with technical assistance in the Districts.

On 26 July 2016, the World Bank and the DBE held a tele-conference with education experts in Washington DC. The purpose of the conference call was to discuss the drafting of a joint proposal for possible collaboration with the DBE in different areas.

The DBE arranged a follow up meeting with the World Bank in order to discuss relations between the DBE and the Bank. The meeting took place on 28 September 2016. The World Bank further invited the DBE to participate in a workshop on Skills and Jobs that took place on 23 March 2017 at their offices.

Association for the Development of Education in Africa (ADEA)

South Africa has been a member of ADEA since 2006 and, as a member, the country pays an annual membership fee of USD

10 000, which is transferred to the Association's account during February of each calendar year.

ADEA invited the DBE to participate in the ADEA 2017 Triennial on Education and Training in Africa, in Senegal from 14-17 March 2017. The Deputy Minister led a South African delegation to the Triennial which was also attended by Ministers from various countries from within the continent and officiated by the President of Senegal. The Deputy Minister also presented on two (2) panel discussions. IR&MA facilitated DBE's participation, made all preparations and attended the Triennial.

Goethe Institute

The DBE through the IR&MA Unit co-ordinated meetings between the Director-General and officials from the Goethe Institute South Africa; to discuss possible areas for collaboration. The Goethe Institute is a German cultural institution which promotes German language and encourages international cultural partnerships. The Director-General also met with the Ambassador of Germany to discuss possible areas of co-operation.

United States Agency for International Development (USAID)

The United States Agency for International Development (USAID) has been working with the Human Sciences Research Council (HSRC) and the DBE from 2012 on the Teacher Assessment Resource for Monitoring and Improving Instruction-Foundation Phase (TARMII). The partnership has been growing tremendously in recent years. The USAID requested the DBE to take part in the committee for the selection for two (2) new USAID projects.

A collaboration meeting took place on 24 March 2017 between the DBE, the USAID and implementing partners in the North West Province. The purpose of the meeting was to discuss progress made thus far with regard to the implementation of pilot projects funded by the USAID in the North West Province and to resolve challenges that may occur during implementation.

United States Defence Office

The DBE attended the launch of a new classroom block and administration block at Mamothalo Primary School in Limpopo on 23 May 2016. The new buildings were donated by the United States Defence Office as part of their development work. The launch was also attended by officials from the Office of the Premier in Limpopo, the Limpopo Department of Education, other school principals and teachers as well as the community and their leaders.

Embassy of Venezuela

The Embassy of Venezuela has been assisting Mahlasedi Masana Primary School in Mamelodi as part of its social responsibility. The renovations included the installation of new toilets, restoration of the kitchen, and painting of walls. The DBE attended a ceremony to celebrate renovations of the kitchen and toilets by the Embassy of Venezuela at Mahlasedi Masana Primary School on 23 September 2016. The Embassy also donated a second hand vehicle to be used by the school. The ceremony was officiated by the Ambassador of Venezuela, H.E Ms Merida-Moreno.

Southern African Development Community (SADC)

The DBE through the IR&MA Unit facilitate the annual Southern African Development Community (SADC) School Essay Competition in South Africa. All essays for 2016 were received from learners around the country and were adjudicated by the DBE. Three (3) top essays were chosen and submitted to the SADC Secretariat.

An amount of USD 1000 was received from SADC for the South African winners. The Minister hosted the three (3) national winners during the CEM held on 09 March 2017 in order to present the prize money. The DBE co-ordinated transport arrangements for the winners and their chaperones, and also facilitated that their prize money be transferred into their personal accounts.

The DBE has already started with the advocacy for the 2017 competition. The information has been uploaded on the DBE website and provincial co-ordinators have been notified. Furthermore a flyer has been designed with all the information regarding the 2017 competition. The flyer was placed on the DBE facebook and twitter accounts.

Table 22: The three (3) winners of the SADC School Essay competition

Position	Prize	Learner	Grade	School
1st Place	USD 500	Mampuru Maaberwa	Grade 11	Glen-Cowie Secondary School, Limpopo Province
2nd Place	USD 300	Bongeka Innocentia Sibanda	Grade 10	ST. Endas Secondary School Gauteng Province
3rd Place	USD 200	Sizwe Msimango	Grade 11	Ivy Academy Gauteng Province

South Africa will be hosting the 2017 SADC Heads of State and Governments in August 2017, where the Chairmanship will be handed over from Swaziland to South Africa. It is expected that the DBE will participate in the activities during the 2017/18 financial year.

Hosting of International Delegations

a. Sultanate of Oman Delegation

The Deputy Minister hosted the Ambassador of the Sultanate of Oman on 19 October 2016 in the DBE. The two (2) principals exchanged information regarding the education systems of both countries and expressed the desire to engage further. A pack of adult literacy books was sent to the Embassy in order to assist them in compiling their own adult education programme.

b. Embassy of South Korea

On 21 November 2016, the Deputy Minister hosted the President of the National Institute for International Education.

c. Chinese Delegation

The Minister hosted a delegation from China led by the Vice Minister of Education in September 2016 in Pretoria.

International Engagements

a. Steering Committee on Treaty Obligations

The DBE is a member of the Steering Committee on Treaty Obligations and is attending the inter-departmental meetings at the Department of Justice and Correctional Services. Meetings take place on a monthly basis. The main purpose of the meetings is to discuss reports that are due to treaty bodies such as the United Nations Commission on Human Rights and to ensure that the South African government complies with international treaties to which they are signatory to.

b. Official Visits

- The DBE facilitated the Director-General's visit to Germany to attend the Forum for Cultural Relations and Education Policy in Berlin from 13-15 April 2016, and a visit to the Education Centre in Munich from 16-21 April 2016;
- From 05-10 June 2016, the Minister led a delegation of six (6) DBE officials to China. The purpose of the visit was to maintain the relations between the Chinese Ministry of Education and the DBE, as well as to explore further areas of co-operation, especially in the Mathematics, Science and Technology field. The delegation visited Beijing and Guangzhou. The DBE successfully facilitated and supported the Minister during the visit.
- The Department successfully facilitated the Minister's official visit to Zimbabwe which took place on 21-22 September 2016. The Minister was accompanied by six (6) DBE officials. The Minister was invited to Zimbabwe by the Minister of Primary and Secondary Education. The purpose of the visit was to discuss issues related to the Curriculum, Examinations and the SACE. Subsequent to the visit by the Minister, the Unit facilitated an official trip for a DBE delegation to Zimbabwe to attend the inaugural South Africa-Zimbabwe BNC. The BNC took place from 31 October to 02 November 2016. The commission was inaugurated by President Mugabe and President Zuma.

Project Management

The DBE has engaged in the following activities:

- The DBE hosted Technical Committee Meetings (TCM) - The focus of the meetings was on the reporting requirements for EU funded projects and project timeframes;
- The 4th quarter EU donor funded report (2015/16) was sent to the National Treasury for approval; and
- The DBE prepared a dossier of all evidence required by the National Treasury concerning their queries on EU expenditure.

The Department was unable to access EU funding from the National Treasury due to concerns expressed regarding expenditure trends and new project proposals. In an attempt to clarify the impasse, the Department has engaged in the following activities:

- Finalisation and submission of the 4th Quarterly report to The National Treasury;
- Two (2) meetings were held with the National Treasury to attempt to unblock the impasse;
- A briefing note was prepared for the Director-General to keep him informed of the progress made with regard to the EU funding;
- Branch Heads and Senior Management were informed; and
- The draft ToR was produced for the EU impact evaluation.

In October 2016 a Monitoring Committee Meeting was held to present the project plans to the National Treasury for approval. Of the thirty-six (36) projects presented to the National Treasury for consideration:

- Fifteen (15) were approved KPI projects;
- Sixteen (16) were conditionally approved projects; and
- Five (5) unapproved projects.

The consolidated business plan was approved by the National Treasury late in the third quarter (13 December 2016). Thereafter, R145 000 000 was drawn from the RDP account to offset expenses at the Department. EU projects are up and running as funding is now available. Project Managers have been informed in a TCM meeting about the restrictions surrounding the funding.

In the process of developing a draft concept document for the Multi-Indicative Plan (MIP) funding, various consultations have taken place between the National Treasury, the Department and the EU Delegation. A draft concept document has been prepared and given to the EU consultants to craft into a proposal.

Grant Management

a. Submission of Business Plans for Conditional Grants and Issuing of Compliance Certificates

The DBE managed the approval of all PEDs' Business Plans for all NSNP, HIV/Life Skills Education on 06 May 2016 and MST conditional grants on 09 May 2016 for six (6) PEDs. By 07 June 2016 the remaining three (3) PEDs' Business Plans were completed for the year under review. The DBE co-ordinated their lodgment with National Treasury on the dates mentioned. Compliance certificates that authorise receiving authorities to commence with the implementation of the various conditional grant activities were approved and forwarded to all PEDs. This responsibility was thus fully discharged (100%).

b. Submission of Quarterly Performance Reports for all Conditional Grants

All conditional grants quarterly performance reports by all the PEDs were approved and lodged with the National Treasury in keeping with the Division of Revenue Act (DoRA) prescripts. These were followed by the bilateral Quarterly Performance Review Meetings between the DBE grant managers with the National Treasury officials to interrogate the submitted reports and recommend concrete steps for implementation improvement.

c. Finalising Conditional Grant Frameworks for inclusion in the Division of Revenue Bill

The DBE managed the circulation of conditional grant management to all grant implementers and co-ordinated inputs and feedback on Conditional Grants Framework as required from the DBE. A workshop between the DBE and the National Treasury was subsequently convened where the grant frameworks were discussed and consensus sought with the National Treasury. Thereafter, approval was sought and obtained for the finalised grant frameworks and their respective MTEF allocations per grant, per province.

d. New Conditional Grant Framework crafted and approved

A new grant framework for Support to Learners with Severe to Profound Intellectual Disabilities was drafted and all consultative processes seeking buy-in from all stakeholders was undertaken. This included tabling it twice for discussion at the HEDCOM Subcommittee on Finance as well as a consultative forum with PED representatives in the Inclusive Education spheres. The new framework and its attendant MTEF allocations were approved within the time-frame indicated in the Division of Revenue Act.

e. Annual Performance Evaluation of Conditional Grants

The DBE co-ordinated the provision of the Practice Note on Conditional Grants Evaluation to PEDs and managed the submission of PEDs' evaluation reports. The DBE undertook the national evaluation of conditional grants with onsite verification missions to a sample of 130 schools. The national evaluation report was approved and submitted to the National Treasury on 28 July 2016 as required by the Division of Revenue Act.

f. Co-ordinated reporting on official development assistance supported programmes within DBE as follows:

- Participated in the Industrial Development Corporation (IDC) workshop on the findings of the study "Review of Technical Assistance Models in South Africa" hosted by the National Treasury;
- Convened various stakeholder and management meetings for Teacher Assessment Resources for Monitoring and Improving Instruction (TARMII 3) with the HSRC, on 14, 15, 20 and 29 April 2016;
- Participated in the Organisation for Economic Co-operation and Development (OECD) Department of Arts and Culture (DAC) Peer Review Interview on the Department of Basic Education (DBE)'s relationship with USAID;
- Convened a meeting between the DBE and the South African Chinese Enterprises Association on 03 May 2016 to clarify the proposal of the STEM Foundation;
- Convened stakeholder partnership meetings with the Maths Centre (19 April 2016) and Systems Applications Products - SAP (20 June 2016) to seek additional assistance and funding for the national TARMII 3 rollout. A new Implementation Letter with USAID was signed thus guaranteeing further technical assistance to TARMII 3. The DBE also acts as the secretariat for TARMII 3 programmes; and
- Participated in an inter-departmental meeting on Sustainable Development (UN Agenda 2030 and AU Agenda 2063) hosted by the Department of Planning, Monitoring and Evaluation and the DIRCO on 28 June 2016.

g. Represented the Department at strategic intergovernmental forums in order to promote a better understanding of DBE processes

Included under this ambit is the Directorate acting as the co-ordinator for the DBE's participation in the Technical Task Team on Population Policy, with the DBE being responsible for Priority Area 2, dealing with innovative approaches to a comprehensive sexuality education curriculum. Also included in this regard is the DBE participation in the Technical Task Team on Migration.

h. Catalytic visits to PEDs to unblock bottlenecks inhibiting optimal conditional grants implementation

Following complaints of non-feeding in the Free State, the DBE co-ordinated two (2) meetings involving the senior officials of the PED, the Provincial Treasury and the National Treasury. The meeting sought solutions for the cash flow management challenges that the PED was experiencing which had negatively impacted on its timely disbursements and turnaround times for settling invoices for Education Infrastructure Grant (EIG). Measures were proposed to expedite spending and normalise conditional grant performance. These measures have had the desired effect as spending and performance improved in all grants. The situation has thus been normalised in all grants. However, this was insufficient to prevent the PED from failing to benefit from the performance incentive portion of the EIG grant. Consequently, approximately R86 900 000 was removed from the Free State EIG allocation and given to KwaZulu-Natal EIG.

Due to continuing under-spending by the MST grant in KwaZulu-Natal, a meeting was convened with the Chief Financial Officer, grant managers and DBE officials to find ways of improving expenditure. A number of measures were proposed and expenditure has improved significantly.

Non-achievement:

Finalising of the crafting of the EMIS conditional grant framework

The DBE has been less successful in finalising this framework because inputs on financial issues around various PEDs' spending on EMIS (that would enable the DBE to make MTEF projections for possible allocations) are still outstanding.

Table 23: Strategic Objectives, Performance Indicators, Planned Targets and Actual Achievements

Strategic Objective	Programme Performance Indicator	2015/16		2016/17		Deviation from planned target	Comment on variances
		Actual Achievement	Planned Target	Actual Achievement	Planned Target		
1.1 To improve administrative and governance systems through efficient corporate services in order to support the delivery of education and to strengthen compliance and accountability	1.1.1 Percentage of Service providers within the procurement unit paid within 30 days	-	100%	99.90% 37 721/37 758		-0.10	Expenditure Unit authorises payments from LOGIS and BAS as and when received from the capturers considering the fact that some invoices will already be having 2 to 3 days prior month end, this contributes to the -0.10 as indicated under deviation.
	1.1.2 Percentage of received misconduct cases resolved within 90 days	-	80%	80% 4/5		-	-
	1.1.3 Percentage of received grievances cases resolved within 30 days	-	75%	80% 8/10		+5	For the reporting period 1 April 2016 to 31 March 2017, ten (10) grievance cases were received of which 8 were resolved. Three officials were not satisfied with the outcome and have submitted their grievances to the GPSSBC and the Public Service Commission. The two outstanding cases could not be resolved within the 30 days period due to officials being on sick leave and vacation leave.

Table 24: Sub-programme expenditure

Programme 1 – Administration						
	2016/17			2015/16		
Detail per sub-programme	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	30 186	30 131	55	27 280	27 241	39
Transfers and subsidies	52	51	1	28	27	1
Payment for capital assets	1 252	1 244	8	863	856	7
Payments for Financial Assets	-	13	(13)	32	32	-
1.2 Department Management						
Current payment	79 413	78 960	453	64 372	63 858	514
Transfers and subsidies	201	200	1	326	323	3
Payment for capital assets	663	664	(1)	863	832	31
Payments of financial Assets	-	48	(48)	-	-	-
1.3 Corporate Services						
Current payment	60 811	60 784	27	53 652	53 812	(160)
Transfers and subsidies	2 102	2 050	52	223	639	(416)
Payment for capital assets	1 000	1 019	(19)	1 259	1 264	(5)
Payments of financial Assets	-	-	-	14	14	-
1.4 Office of the CFO						
Current payments	62 405	62 312	93	63 940	63 894	46
Transfers and subsidies	30	30	-	25	24	1
Payment of capital assets	376	381	(5)	272	259	13
1.5 Internal Audit & Risk Management						
Current payments	5 782	5 710	72	8 086	8 063	23
Transfers and subsidies	33	33	-	2	1	1
Payment of capital assets	32	32	-	94	19	75

Programme 1 – Administration						
	2016/17			2015/16		
Detail per sub-programme	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
1.6 Office Accommodation						
Current payments	165 947	166 396	(449)	150 452	150 473	(21)
Transfers and subsidies	-	-	-	-	-	-
Payment of capital assets	8 715	8 243	472	14 786	14 770	16
Total	419 000	418 301	699	386 645	386 477	168

4.2. PROGRAMME 2: CURRICULUM POLICY, SUPPORT AND MONITORING

4.2.1. PURPOSE

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

4.2.2. LIST OF SUB-PROGRAMMES

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

4.2.3. STRATEGIC OBJECTIVES:

- Develop and distribute digital content annually to promote e-learning in schools;
- Develop, print and distribute workbooks to schools annually for Grades R to 9 in order to support teaching and learning;
- Monitor and support the implementation of the National Curriculum Statements (NCS) on Reading in Grades R-9 each year in order to improve teaching and learning;
- Develop and review the Mathematics, Science and Technology (MST) Framework to support provinces in improving learner performance in MST subjects; and
- Deliver the Kha Ri Gude Mass Literacy programme to reduce the number of illiterate adults by 4.7 million by the end of 2016/17.

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:

Action Plan Goals on Learner Performance

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

4.2.5. PROGRAMME SUMMARY AND PERFORMANCE INFORMATION

4.2.5.1. CURRICULUM IMPLEMENTATION AND MONITORING

Early Childhood Development (ECD)

a. National Curriculum Framework (NCF) Implementation

The DBE in collaboration with UNICEF and Cotlands trained 116 district officials and representatives from the ECD Training Organisations on the NCF using the PLAY-Based approach on 27-28 October 2016.

A workshop was held on 10 November 2016 with the first group of thirty-one (31) practitioners implementing the NCF to share with them the feedback of the monitoring visits conducted in May 2016, and also to discuss their daily implementation issues towards strengthening the roll-out of the NCF.

The South African National Curriculum Framework for Children from Birth to 4 (NCF) was versioned into ten (10) official languages by a team of twenty-eight (28) provincial language experts on 01-05 and 08-12 March 2017.

Khulisa Management Services has been appointed with funding from UNICEF to support the DBE in the development of a monitoring system for the implementation of the NCF. Field workers are in provinces monitoring the implementation of the NCF using the PLAY-Based approach.

Provinces continue to train ECD practitioners at National Qualification Framework (NQF) Level 4. A database of 4 809 records was submitted to the South African Qualifications Framework (SAQA) for matching with records on the National Learner Record Database (NLRD). A total of 4 262 IDs were searched for and at the end of the financial year, 1 231 records were found on the NLRD.

b. Strategic Partnerships

The DBE participated in the workshop on the ECD Policy and Implementation on 06-07 October 2016 to develop the sector plan focusing on ECD deliverables (Goal 4) in the National Integrated ECD Policy.

A service provider was appointed from February-May 2017 through support from UNICEF, to develop the Integrated Human Resource Development Strategy for the ECD sector, in line with the approved National Integrated ECD Policy. An inception report was presented towards the finalisation of the strategy.

The DBE, in collaboration with UNICEF and Cotlands with support from the LEGO Foundation, launched the free on-line in-service training course on the NCF through PLAY-Based learning for ECD practitioners and Foundation Phase educators at the Council of Education Ministers meeting on 09 March 2017. Training for ECD was carried out and content for Grades R-3 educators was finalised in May 2017.

Department of Social Development (DSD) and the DBE conducted Provincial Capacity Workshops and engagement with the Donor and Development Partner Forum to share the ECD Integrated Plan for shared strategic direction.

Continuous engagements with other stakeholders are maintained through representation on the ECD Training and Curriculum Subcommittee and the AET/ECD Chamber at the Education Training and Development Practice (ETDP) SETA.

Social Sector (DBE and DSD) progress reports were presented to the Portfolio Committee in Parliament on 02 November 2016.

A PLAY conference was held on 12-14 July 2016 and was co-hosted with UNICEF and Cotlands as the implementing agency to introduce the need for a deeper understanding of PLAY-Based learning as a tool for learning and teaching. More than 300 ECD practitioners, academics and officials attended the conference.

The DBE and UNICEF co-hosted the Early Childhood Development Knowledge Building Seminar on 08 and 09 November 2016. The theme of the seminar was “Re-imagine Early Childhood Development in South Africa”. More than 300 participants attended the seminar.

The DBE Minister (Mrs AM Motshekga, MP), approved the UNESCO proposal to appoint an international as well as a local consultant to support the Directorate in the development of the DBE sector plan as part of the ECD sector plan. A week-long mission was held, with a local consultant and a sector plan was developed for approval.

Inclusive Education

The DBE held discussions with DHET, Umalusi and Quality Co-ordinating Team (QCT) in January 2017 on the General Certificate Education (GCE) to place it within the broader discussion on the introduction of the Three Stream Model.

The Technical Task Team met on 21-22 February 2017 to discuss and consolidate public comments on the Policy and Learning Programme for Severe to Profoundly Intellectually Disabled (PID) children.

A Business Plan was developed for PEDs for the R477 million Conditional Grant for the 2017 MTEF for implementing the PID Policy and Learning Programme.

Training Manuals for each of the twenty-six (26) Technical Occupational subjects were developed on 16-20 January 2017 and National Training Team (NTT) Orientation Programme was held on 27 February to 03 March 2017 to strengthen the pilot of the subjects in the sixty-seven (67) Schools of Skill that are piloting in 2017.

The audit data from the sixty-seven (67) Schools of Skill was collated and consolidated. A preliminary analysis was done and findings were presented to the Portfolio Committee on 14 February 2017 as part of progress made in the introduction of the Three Stream Model.

Two (2) weeks of training was conducted for teachers and Deaf Teaching Assistants for Senior Phase and Grades 11-12 between February and March 2017. A total of thirty-seven (37) schools participated with fifty-one (51) teachers and thirty-eight (38) Deaf Teaching Assistants for Senior Phase as well as twenty-four (24) teachers and eighteen (18) Deaf Teaching Assistants for Grades 11-12 participating in the training.

The implementation of the SIAS Policy, Curriculum Differentiation and the South African Sign Language (SASL) CAPS was monitored through reports from PEDs at the Inter-provincial meeting on Inclusive Education held on 14-15 March 2017.

The draft Reviewed Policy for the Registration of Learners for Home Education was presented at the HEDCOM and the CEM in February and March 2017 respectively, for the envisaged publication for public comment in April 2017.

General Education and Training (GET)

The annual target for Early Grade Reading Assessment (EGRA), Reading Norms and Standards, Incremental Introduction of African Languages (IIAL) is twenty (20) schools per performance indicator. The total number of schools for the year is sixty (60). The achievement is as follows:

- EGRA - target was twenty (20) schools, twenty (20) schools were monitored;
- Reading Norms and Standards - target was twenty (20) schools, twenty 20 schools were monitored; and
- IIAL - target was twenty (20) schools, twenty (20) schools were monitored.

a. Subject Committee Meetings

Two (2) Subject Committee Meetings were held during the year. The centralised Subject Committee Meetings was held at the DBE in October 2016. Provincial Subject Advisors for all GET Subjects participated. Provinces engaged with the strengthening of Section 4 of the Curriculum and Assessment Policies and noted changes which could be effected in the short, medium and long term. School-Based Assessment exemplars tasks were quality assured and strengthened.

In February 2017, the decentralised Subject Committees were held in all provinces with provincial and district officials. The focus of the meeting was to engage provinces and districts on Provincial Subject Improvement Plans; orientate district and provincial Subject Advisors on the National Strategy for Learner Attainment (NSLA) revised template for 2017; and to discuss the draft NSLA Guidelines. The final draft of the strengthening CAPS Guidelines was also mediated. A total of 1 100 Subject Advisors participated.

The DBE participated in two (2) Provincial Oversight Visits in August 2016 and March 2017. Nine (9) Provinces, eighteen (18) Districts and thirty-six (36) Primary Schools have been visited (2 per province). The Oversight Visit reports include interviews, presentations and school visits.

The DBE co-ordinated the development of the School-Based Assessment (SBA) tasks during the provincial SBA workshops held from May-June 2016. Quality assured the School-based Assessment exemplar tasks, which included: Thirty (30) for Foundation Phase; 375 for Intermediate Phase; and 405 for Senior Phase. The DBE also prepared draft SBA guidelines to mediate the implementation of the SBA exemplar tasks.

The DBE developed the draft Guideline on Strengthening CAPS for all GET Subjects. Provinces were notified through DBE Circular S1 of 2017.

The DBE led the Adjudication for the iNkosi Albert Luthuli Oral History National Competition and developed Guidelines and evaluation tools for the process in 2016.

The Incremental Introduction of African Languages (IIAL) strategy was revised, to target 3 558 schools currently not offering a previously marginalised official African language. Provinces were notified through DBE Circular S7 of 2016.

The DBE developed the training curriculum for the English First Additional Language Reading Programme Toolkit for the teachers in the Foundation Phase, as well as the terms of reference and monitoring instrument. The data base on teachers was finalised in collaboration with provinces, and piloted in November 2016 in four (4) schools in Gauteng. NSLA reports received from provinces for Q1, Q2 and Q3 were analysed. Narrative reports to provinces with recommendations were also prepared.

Further Education and Training (FET)

During the first quarter of 2016, the DBE conducted School-Based Assessment (SBA) workshops in all provinces. A total of 941 Subject Advisors for Languages, Services, History, Geography, Life Orientation, Religion Studies and the Arts Subjects were orientated during this period. The SBA workshops focused on subject specific-cognitive taxonomies with a specific focus on the difficulty levels, responding to questions of a higher cognitive demand, and developing high level quality exemplar SBA tasks per subject per grade.

The DBE also conducted an analysis of the 1st Quarter NSLA Reports to monitor and track progress of each province in terms of the implementation of the Language Framework with a particular focus on implementation of English across the Curriculum, English Home and First Additional Languages, as well as support for African Home Languages. The second area of analysis was the implementation of the CAPS including support to progressed learners. The third area focused on support for subjects and the last area focused on SBA implementation. The Feedback Report compiled for provinces includes areas of good practice, areas of concern and recommendations to improve implementation of the Evidence-Based Report. Nine (9) Feedback Reports and line by line analysis were completed and submitted.

In the second quarter, the DBE focused on monitoring and support of the implementation of the NSC in Grades 10 – 12 in order to improve teaching and learning in the FET Subjects, via the 2nd Quarter NSLA report. The mid-year 2016 Evidence-Based Report was developed and provided to Umalusi, as part of the support for standardisation of the National Senior Certificate results. In addition to an analysis of the progress, provinces were provided with feedback on progress with recommendations for improvement through quarterly feedback reports.

The DBE also monitored winter schools in fifty (50) centres across seven (7) provinces. Monitoring and support of the NSLA implementation was done as part of the curriculum oversight visits in all provinces. Thirty-six (36) High schools were monitored during this process. The monitoring focused on key FET areas including:

- Tracking learner performance per subject per grade, including progressed learners;
- Interventions implemented to improve learner performance, including support for progressed learners;
- SBA completion;
- LTSM coverage and utilisation;
- ICT integration into learning and teaching; and
- Implementation of the Language Framework.

Third quarter NSLA reports from provinces were analysed and feedback was provided to all provinces. For the FET phase the interventions monitored included:

- Implementation of the language strategy;
- Monitoring of curriculum coverage;
- Interventions to improve learner performance (Grade 10 – 12);
- Tracking of learner performance; and
- Support for progressed learners.

The DBE conducted eleven (11) Subject Committee meetings for the following subject fields in the third quarter:

- Languages (English/ Afrikaans and African Languages);
- Social Sciences (History / Geography / Life Orientation and Religion Studies);
- Services subjects (Tourism; Consumer Studies and Hospitality Studies); and
- Arts Subjects (Visual Arts; Design; Dramatic Arts; Music; Dance Studies).

In addition, the DBE focused on preparations and support for the standardisation of the 2016 NSC examination during the third quarter. The National and Provincial interventions have been synthesised into the final Evidence-Based Report and presented to Umalusi on 16 December 2016.

The DBE participated in nineteen (19) marking guideline standardisation meetings across various subjects. In preparation for the marking guideline standardisation meetings, reports on the evaluation of the 2016 question papers for thirty-nine (39) NSC examination question papers were developed and submitted. Thirty one (31) marking centres were visited across eight (8) Provinces, to conduct on-site item and error analysis of the 2016 NSC learner responses in various subjects. Seventeen (17) standardisation reports were developed and presented at the DBE pre-standardisation meeting. Six (6) Diagnostic reports were developed and eighteen (18) Subject Improvement Plans were developed for Grades 10 – 12.

During the fourth quarter, the DBE engaged in the following activities:

- Preparations to support the DBE Lekgotla including analysis per subject of the 2016 NSC results of all FET subjects and the development and presentation of the 2016 NSC results including challenges and recommendations per subject;
- The development of the training manual for the Technical Occupational Stream Pilot for six (6) subjects;
- Preparation to conduct subject committee meetings in all provinces for all the FET subjects which focused largely on mediation of the 2016 Diagnostic Reports and 2017 Subject Improvement Plans; in addition the meeting aimed to align provincial subject Improvement Plans for each PED, to ensure provinces all address the most critical gaps in each subject. The meetings also included the mediation of the 2017 Guidelines to strengthen CAPS implementation in all schools;
- Training of the Provincial Training Teams for the Technical Occupational Stream for six (6) subject teams to support implementation of the third stream pilot;
- Development of revision booklets for six (6) key subjects namely English FAL; History; Geography; Accounting; Economics; and Business Studies;
- Co-ordinating and management of the revision and finalisation of the 2017 approved NSLA and reporting template for all Directorates;
- Finalisation of Circular S1 of 2017, submission and guidelines for distribution to PEDs;
- Development of the curriculum framework for support to Limpopo; KwaZulu-Natal and Eastern Cape, and the development of an implementation plan for each of the three (3) provinces; and
- The finalisation of Grade 10 Term 1 digital content as part of the Hospitality Pilot Project.

Despite the lack of funding, the DBE managed to achieve its major targets through remedial steps taken, such as the application for European Union (EU) funding and forming partnerships. However, the impasse related to the EU funding and the late release of the funds affected the ability of the DBE to deliver within the required timeframes and to the quality standards expected.

The two (2) areas of under-achievement in 2016 were the development of digital lessons to support the implementation of English across the Curriculum; and the development, finalisation and distribution of the exemplar booklets for School-Based Assessment, due to the unavailability of funds and the late release of the EU project funds.

The aforementioned projects will be completed within the 2017/18 financial year, as the funds have been released by the EU.

4.2.5.2. CURRICULUM AND QUALITY ENHANCEMENT PROGRAMMES

Curriculum Innovation and eLearning

a. Development of Digital Content

The development of the following five (5) e-Textbooks was completed:

- Grade 11 Technical Mathematics (Learner Book);
- Grade 11 Technical Science (Learner book);
- Grade 4 Mathematics (Learner Book and Teacher Guide);
- Grade 5 Mathematics (Learner Book and Teacher Guide); and
- Grade 6 Mathematics (Learner Book and Teacher Guide).

Developed and uploaded an Apps page of 112 free educational Apps onto the DBE Website. Created a link to African Storybooks (South African Institute for Distance Education - SAIDE) on the DBE website and added Reader App onto the DBE free Apps page for learners.

b. Distribution of Advocacy Material for DBE Digital Content

Developed and printed the following advocacy material of available digital content resource and platforms for distribution to provinces:

- 10 000 units of A5 Folders and five (5) Leaflets;
- 10 000 units of A1 posters; and
- 10 000 units of 3-Fold Leaflets (Tri fold).

Distributed advocacy material of available digital content resources (brochures and posters) to twenty-six (26) districts in five (5) provinces (2 699 posters, 2 715 brochures and 2 725 Folders).

c. Distribution of Digital Content Packs

Packaged ten (10) offline digital content packs and distributed them to all provinces; and 530 digital content packs were distributed to schools and other stakeholders.

d. Content Distribution Platforms

Uploaded Grade 10-12 Mathematics and Science videos lessons onto the DBE Cloud; and provided broadcast service and developed video lessons to support curriculum delivery and professional development of teachers on the DBE TV Channel (OVHD 201).

e. Teacher Development in ICT

- Facilitated training of 629 teachers in ICT skills by Microsoft;
- 160 Principals were trained on ICT change management course in Tshwane West District (Gauteng);
- Fifty-eight (58) district officials were trained on ICT skills as part of the USAO initiative; and
- Conducted ICT training for thirty-three (33) district and provincial officials in Limpopo Province.

f. Connectivity and Hardware devices

Provided internet connectivity to 600 schools through the USAO; and 278 schools in the Western Cape were provided with connectivity and ICT devices as part of the USAO.

g. Monitoring and Support

Facilitated monitoring of ICT implementation at thirty (30) schools in all provinces.

h. Operation Phakisa Processes

The Deputy Ministers of the DPME and the DBE visited schools and teacher resource centres in the Northern Cape, Eastern Cape and KwaZulu-Natal Provinces to monitor the implementation of Operation Phakisa ICT in Education Initiative.

Learning and Teaching Support Materials (LTSM)

a. Printing and Distribution of Grade R – 9 workbooks in selected subjects

A total of 3 989 900 Grade R workbooks were printed and delivered to 16 523 public schools. A total of 56 485 345 Volume 1 and 2 Grade 1-9 workbooks were printed and delivered to 23 543 public schools for the following subjects:

- Gr 1-3 Life Skills (All languages);
- Gr 1-3 Mathematics (All Languages);
- Gr 1-6 Home Languages (All languages);
- Gr 1-6 English First Additional Language (FAL); and
- Gr 4-9 Mathematics (English and Afrikaans).

b. Developing State-owned textbooks:

The following state-owned textbooks were developed:

- Gr 1-3 Graded Readers and Big books in eleven (11) languages;
- Gr 4-6 Mathematics; and
- Gr 10-11 Technical Mathematics and Technical Science.

c. Grades R – 12 National Catalogues

Grades R – 12 National Catalogues that list textbooks to be procured for all public schools were developed.

d. Sector plan for the management of LTSM

A sector plan for the management of LTSM to guide provinces regarding the procurement and delivery of LTSM was developed.

- Universal coverage of LTSM is at 93%; and
- Retention and retrieval of LTSM is at 85%.

e. Monitoring utilisation of workbooks

Provinces submitted Volume 01 (January-May) and Volume 02 (July-September) reports on the utilisation of workbooks.

Mathematics, Science and Technology (MST)

a. MST Conditional Grant

As at 10 February 2017, R362 000 000 (100%) was transferred to all provinces. The actual expenditure as at 31 March 2017 for all provinces was R373 771 000 (103%). The highest spending province is the Eastern Cape with 124% and the lowest performing Province is Limpopo with 81% expenditure.

b. Contribution of the MST conditional grant to the 2016 results:

Information, Communication and Technology (ICT): 719 schools (42: Eastern Cape, 77: Free State, 207: Gauteng, 32: KwaZulu-Natal, 75: Limpopo, 136: Mpumalanga, 27: Northern Cape, 100: North West and 23: Western Cape) were supplied with Information, Communication and Technology (ICT) Resources such as laptops, tablets and software for Mathematics, Science and Technology to support curriculum and teaching methodology at Further Education Training (FET) level;

Workshop Equipment, Machinery and Tools: 226 schools (10: Eastern Cape, 30: Free State, 42: Gauteng, 32: KwaZulu-Natal, 24: Limpopo, 30: Mpumalanga, 17: Northern Cape, 19: North West and 22: Western Cape) were supplied with equipment, tools and machinery for Technology to support curriculum and practical teaching methodology at FET level;

Laboratories and Workshop Equipment, Apparatus and Consumables: 713 schools (70: Eastern Cape, 82: Free State, 173: Gauteng, 74: KwaZulu-Natal, 108: Limpopo, 136: Mpumalanga, 20: Northern Cape and 50: Western Cape) were supplied with consumables and subject related apparatus to support curriculum and practical teaching methodology at FET level;

Learner Support: 116 105 learners (20 409: Eastern Cape, 3 000: Free State, 1 286: Gauteng, 2 402: KwaZulu-Natal, 30 794: Limpopo, 40 330: Mpumalanga, 1 886: Northern Cape, 4 982: North West and 11 016: Western Cape) were funded to participate in Mathematics and Science Competitions including coaching and revision camps to improve learner preparedness for the NSC examinations; and

Teacher Support: 28 682 teachers (2 040: Eastern Cape, 3 446: Free State, 694: Gauteng, 3 672: KwaZulu-Natal, 2 531: Limpopo, 5 544: Mpumalanga, 3 145: Northern Cape, 432: North West, 7 178: Western Cape) were trained during the financial period 2016-17.

c. Contribution of the MST Conditional Grant to Skills Development

- 1 647 Grade 11 Educators trained in Specialisations.

- 345 Grade 11 Subject Advisors trained in Technical Mathematics and Technical Sciences.

d. MerSETA and DBE Skills Programme

A Memorandum of Understanding (MoU) was signed with the MerSETA, the Department and Provinces, involving R30 000 000 to Technical Schools to promote Artisanry in ten (10) schools for 210 learners. The following schools [one school per province and two (2) in Northern Cape], are currently implementing the agreement of the MerSETA and the DBE skills programme:

- Badiredi (NC) - Diesel and Welding;
- Isikhoba Nombewu (EC) – Electrical;
- Justice Nxumalo (KZN) - Motor Mechanic;
- Bellville Technical School (WC) – Welding;
- Hazyview Comprehensive (MP) – Welding;
- Pax Technical High (LP) – Electrical;
- Barnard Molokoane Technical (FS) – Mechanical and Electrical;
- Soshanguve Technical (GP) – Mechanical;
- Tlhabane Technical High (NW) – Welding; and
- Emmang Mmogo (NC).

e. Contribution of EU funding to achievement of APP targets (2016/2107):

Development of Lesson Plans (2.4.1) and Teacher Guides (2.4.2)

The following Lesson Plans and Teacher Guides were developed:

- Mathematics Grade 7;
- Natural Sciences Grade 7-9; and
- Physical Sciences Grade 10-12.

Visits to Districts to monitor 1+4 strategy (2.4.3)

Twelve (12) Districts were visited to monitor the implementation of the 1+4 Intervention Model workshop sessions for the improvement of learning outcomes in Senior Phase Mathematics.

Monitoring skills training centres for CAPS orientation (2.4.4)

Nine (9) training centres visited and the number of visits conducted to these training centres of twenty-seven (27).

Monitoring implementation of CAPS for technical schools (2.4.5)

Twenty-seven (27) Technical schools were visited to monitor the implementation of CAPS for Technical Schools in Grade 10 and 11.

f. Contribution of EU funding to the Reintroduction of Mathematics Project (ROMP)

Implementing the TeachSA MoU

Ninety-seven (97) Ambassadors who are highly qualified in Mathematics were placed in Gauteng and KwaZulu-Natal in 2016; and

Seventy-one (71) Ambassadors were placed in eight (8) provinces to teach Mathematics and Science to schools that previously did not have Mathematics teachers.

Table 25: Number of Ambassadors placed per Province

Province	Ambassadors Placed	Date
FS	1	January 2017
GP	35	January 2017
KZN	2	January 2017
LP	19	March 2017
MP	5	January 2017
NC	7	January 2017
NW	2	January 2017
WC	0	January 2017

Implementing the British Council MoU

Ambassadors were supported in six (6) schools in Gauteng with the IRIS Connect Programme in collaboration with British Council and the Newton Fund.

Experts from Britain trained a total of twenty-four (24) teachers, including the six (6) TEACHSA Ambassadors on how to use the iPads and equipment provided to reflect on their teaching practice.

Implementing the South Korea MoU

Six (6) South Korean Teachers have been placed and supported in two (2) underperforming schools (Tsako Thabo and Bokgoni Technical High Schools), in Gauteng, to support the teaching and learning in Mathematics, Physical Sciences, Information Technology and Computer Applications Technology.

The South Korean government has provided USD 100 000 for the purchase of ICT hardware for the two (2) schools. The process is underway in collaboration with the DIRCO, the DBE and the South Korean Embassy.

Samsung laptops, charging trolleys and tablets will be supplied. Permission was received from Samsung in Korea to procure laptops despite the Samsung policy of withdrawal of laptop sales/supply in Southern Africa in 2014.

g. Contribution of EU funding to Mathematics (1+4 intervention model)

Training manuals were developed to support the training of teachers on Mathematics in the Sasol-Inzalo Foundation.

Grade 4-9 Workbooks were developed to strengthen the teaching and learning of Mathematics in the Intermediate Phase and Senior Phase.

Implementing the Japan-DBE Agreement**Japan International Co-operation Agency (JICA)**

JICA continues to provide technical support to the DBE on Primary School Mathematics (2012-2019).

JICA is involved in developing teacher capacity in Mathematics Content Knowledge and Pedagogical Skills over three (3) years (2016-2017).

The partnership between the DBE and the JICA culminated in the training of twelve (12) Subject Advisors (from EC and NW), in Japan from 09 November - 10 December 2016 on the *Knowledge Co-Creation Program (Country Focus) on the Development of Teaching Skills of Teachers in Elementary Arithmetic* at Naruto University; one of the best universities responsible for initial teacher education in Japan.

Although there are numerous lessons learnt from the workshop hosted by Naruto University of Education in Japan, the following observations can be adopted and/or adapted to strengthen Mathematics teaching and learning in South Africa:

- The country successfully achieved a milestone of standardising the way Mathematics is taught, mainly through problem solving. This trend is observable from Grade 1 and this seem to account for learners' high levels of performance in international tests given that problem solving in Mathematics is characterised by high cognitive demand.
- The teaching of Mathematics prioritises concept development to ensure conceptual understanding before learners can start with calculations involving such concepts. For instance before learners can determine the 'Area' of an object, quality time is invested in ensuring that learners gain conceptual understanding of 'Area'. This is a general best practice that needs to be considered during teaching in South Africa.
- Curriculum development process is an institutionalised practice which is informed by data collected through regular feedback from the practitioners. The time of curriculum review is predetermined (normally after 10 years). During the process of curriculum implementation the effectiveness of textbooks is constantly monitored and evaluated to ensure their relevance to curriculum delivery.
- Mathematics textbooks are written in small units that can easily be translated into lesson planning. Although lesson planning requires innovative thinking by the teacher, textbooks and teacher guides provide teachers with practical guidelines on how the topic should or can be approached.
- In-service teacher development is an institutionalised practice where attendance of the teacher training programmes is mandatory over predetermined intervals of the teaching career. The teacher training centres offer scheduled training courses. Although the teacher training centres provide support at prefectural level (equivalence of province in South Africa), school-based support is equally strengthened through the research-driven Lesson Study.

The JICA training of Subject Advisors came at an opportune time when the DBE is planning quarterly training programmes for teachers in primary schools starting from 2017. All officials who participated in the training programme were part of a team that will develop four (4) training manuals (Term 1-4), to support the 1+4 Strategy, using the rich expertise gained from the Japan Education System.

Rural Education

A Research Team was appointed to use a consultative and research-based approach in conducting research on rural education and the following documents were developed:

- Research documents on findings and recommendations '*Rural Education Framework*'; and
- A '*Draft Rural Education Policy*' has been completed.

A Multi-grade Workshop to strengthen the Multi-grade Toolkit and to develop more lesson plans and assessment activities for all subjects in the Foundation, Intermediate and Senior Phases was held on 03-07 April 2017. A total of 2 435 teachers and 1 216 Subject Advisors in eight (8) provinces have been trained on the use of the Multi-grade Toolkit and on Multi-grade teaching. The process of revising, strengthening and approval of the *Guidelines for the School Rationalisation Process* has been co-ordinated. Reports on progress on the closure and merger of schools through the Inter-provincial Rural Education Committee Meetings. Draft Integrated Strategy for Small Schools was developed. The Strategy has four (4) key elements:

- Rationalisation of schools;
- Curriculum support;
- Teacher development; and
- Resourcing.

A partnership has been formed with the Departments of Agriculture, Forestry and Fisheries and Rural Development and Land Reform to pursue a collaborative effort on the establishment of Self-sufficient Agriculture Model Schools to serve rural learners from poor socio-economic backgrounds. The analysis of provincial quarterly reports focusing on rural education on the National Strategy for Learner Attainment was done. Feedback reports were compiled based on the analyses done and provided to all

provinces. The Eastern Cape was supported during the training of teachers and Subject Advisors in Multi-grade teaching and on the Multi-grade Toolkit; and also when the Mt Frere District hosted “The International Literacy Day” for the province. The Department of Science and Technology is supported in terms of managing the project of installing a Fuel Energy System that will generate electricity for Poelano Secondary School in the North West.

Technical Unit

The DBE through the Technical Support Unit has produced twenty-five (25) Mind the Gap Study Guides to support Grade 12 learners to prepare for the National Senior Certificate. These study guides can be downloaded free of charge from the DBE website (www.education.gov.za).

Consultations with a wide range of stakeholders have led to the identification of the socialisation priorities to be instilled through the development of nine (9) Life Orientation textbooks that are CAPS-aligned and give expression to the country’s commitment to instill an understanding of human rights and appreciation for personal well-being and social responsibility. The guiding principles include comprehensively scaffolding young people’s access to twenty-first century skills and approaches to being meaningful.

4.2.5.3. KHA RI GUDE LITERACY CAMPAIGN

Achievements of the KRG campaign from 2008 to 2016

According to STATS-SA in 2001, there were 4 720 727 illiterate adults who could not read, write nor count. In 2008, the Kha Ri Gude Mass Literacy Campaign was conceptualised and implemented in response to UNESCO’s decree that *illiteracy in UNESCO Member States must be halved by 2015*. In addition to the reduction of illiteracy among adult South Africans by at least 50%, the Campaign was designed to create job opportunities and to contribute towards poverty alleviation among participating volunteers. The South African Government conceptualised and implemented a Mass Literacy Campaign, named Kha Ri Gude. The 2016/17 Campaign was the last year of the Campaign.

Learners Reached

Between 2008 and 2016, the Campaign has reached and changed the lives of 4 386 251 South Africans, who initially could not write their names, could not append their signatures, could not count their monies, and could not read. This is equivalent to 93.3% of the 4 700 000 illiterate South Africans as identified by STATS-SA in 2001.

Job Opportunities Created

The Campaign has also created 326 320 job opportunities for unemployed youth with matric and graduates, most of whom are women – an average of 40 790 Volunteers per annum. The youth and graduates are employed as Volunteers to serve in different capacities in the Campaign – Co-ordinators, Supervisors, and Volunteer Educators.

Achievements of the 2016/17 KRG campaign

Advocacy for the Kha Ri Gude Mass Literacy Project was done to create awareness of the campaign and its initiatives, with the aim of attracting potential learners and volunteers. The advocacy led to the recruitment of 14 743 volunteers. Volunteers were contracted as follows:

- 62 co-ordinators;
- 1 227 supervisors;
- 13 079 educators; and
- 375 helpers.

The advocacy campaign targeted and registered approximately 164 480 learners for the 2016/17 Kha Ri Gude Campaign. At the beginning of the Campaign, all volunteers were trained in the utilisation of LTSMs, their responsibilities, functions and reporting requirements.

The workbooks (Literacy, Numeracy and English for All) in all eleven (11) official languages, including Braille, were reviewed to ensure quality and relevance. Learner Assessment Portfolios (LAPs) were also reviewed.

The LTSM in the form of workbooks, LAPs and stationery, as well as the administrative documents (attendance registers) and reporting formats were distributed to learners and volunteers at the learning sites across provinces.

Kha Ri Gude classes took place from 01 November 2016 to 31 March 2017 for sighted learners and from 01 November 2016 to 15 May 2017 for the disability sector. Co-ordinators and Supervisors visited six (6) learning sites per month in their designated province/district/area, where both announced and unannounced visits/spot checks of learning sites were performed.

The provincial co-ordinators and Department officials also monitored the programme. LAPs were completed by learners at the end of each lesson and collected for moderation at the end of the learning cycle.

The DBE submitted the data of volunteers into the Expanded Public Works Programme (EPWP) Electronic Reporting System and received the first and second tranches of the Incentive Grant from the EPWP, amounting to R16 158 000. The EPWP has submitted the final report into EPWP electronic System so that the third tranche could be received.

Moderation and verification of the LAPs for the 2015/16 Campaign has been conducted by South African Qualifications Authority (SAQA) and all the successful learners have been recorded in the National Learner Record Database (NLRD). Moderation and verification of the LAPs for the 2016/17 Campaign will be conducted by SAQA in August 2017.

4.2.5.4. SECOND CHANCE MATRIC PROGRAMME

The Second Chance Matric Programme was launched on 06 January 2016. The programme was piloted in seven (7) subjects namely: Mathematics, Mathematics Literacy, Physical Science, Life Sciences, Business Studies, Geography and Economics or Accounting. Provinces that did not have sufficient candidates for Economics provided face-to-face classes for Accounting.

Face-to-face teaching was offered in two (2) districts (four venues) per province. Phase I provided twelve (12) hours of contact time to supplementary learners and Phase II provided thirty (30) hours of contact support to progressed learners who opted to modularise in 2015.

In addition a Second Chance webpage was established and content uploaded for candidates who were not within the four (4) venues in a province. Stellenbosch University and Free State University provided content. Access to the content was made available via the seventy-four (74) Vodacom Centres. The repeat Internet webpage hits increased from 4 724 in Phase I to 6 323 in Phase II. Mind the Gap Study Guides, Text books, Tips for Studying, Question Papers and Memoranda were printed. Diagnostic Reports to assist learners and teachers based on 2016 November examination scripts were developed. Radio lessons for the eleven (11) high enrolment subjects which were broadcast on twenty-seven (27) community radio stations were developed.

Revision Booklets for the eleven (11) high enrolment subjects by DBE and PED subject specialists were developed. The programme was advocated and communicated on major radio and television platforms including community radio stations. A total of 11 074 learners achieved a National Senior Certificate during the March 2016, November 2016 and March 2017 supplementary examinations in the pilot districts. This excludes the results of the June examinations which were not available as at 31 May 2017.

Table 26: Strategic Objectives, Performance Indicators, Planned Targets and Actual Achievements

Strategic Objective	Programme Performance Indicator	2015/16		2016/17		Actual Achievement	Planned Target	Actual Achievement	Deviation from planned target	Comment on variances
		Actual	Achievement	Actual	Achievement					
2.1 Develop and distribute digital content annually to promote e-learning in schools	2.1.1 Number of off-line digital content packaged and distributed to provinces	-		10		10			-	-
	2.1.2 Number of schools per province monitored for utilisation of ICT resources	-		27		30			+3	North West and Northern Cape Provinces nominated more schools
	2.1.3 Number of off-line digital content resources developed annually	-		4		5			+1	The original plan was to produce 4 offline digital contents and 5 were produced instead.
2.2 Develop, print and distribute workbooks to schools annually for Grades R to 9 in order to support teaching and learning	2.2.1 Percentage of public schools with Home Language workbooks for learners in Grades 1-6	100%:	17 930 schools received/ 17 930 schools ordered x100	100%		100% Volume 1 delivery: A total number of 17 831 schools received deliveries 100% Volume 2 delivery: A total number of 17778 received deliveries.			-	-
	2.2.2 Percentage of public schools with Mathematics workbooks for learners in Grades 1-9	100%:	23 680 schools received/ 23 680 schools ordered x100	100%		100% Volume 1 delivery: A total number of 23 613 schools received deliveries 100% Volume 2 delivery: A total of number of 23 543 schools received deliveries			-	-
	2.2.3 Percentage of public schools with workbooks for Grade R	100%	16 291 schools received/ 16 291 schools ordered x100	100%		100% volume 1 delivery: A total of 16 523 schools received deliveries 100% volume 1 delivery: A total of 16 523 schools received deliveries			-	-

Strategic Objective	Programme Performance Indicator	2015/16	2016/17			Comment on variances
		Actual Achievement	Planned Target	Actual Achievement	Deviation from planned target	
2.3 Monitor and support the implementation of the National Curriculum Statements (NCS) on Reading in Grades R-9 each year, in order to improve teaching and learning	2.3.1 Number of underperforming schools monitored on the implementation of the Early Grade Reading Assessment (EGRA)	-	20	20	-	-
	2.3.2 Number of schools monitored on the implementation of the reading norms	-	20	20	-	-
	2.3.3 Number of schools monitored on the implementation of the Incremental Introduction to African languages (IIAL) nationally	-	20	20	-	-
2.4 Develop and review the Mathematics, Science and Technology (MST) Framework to support provinces in improving learner performance in MST subjects	2.4.1 Mathematics, Science and Technology lesson plans developed for the Senior and FET Phases	-	Mathematics Grade 7, Natural Sciences Grade 7-9 and Physical, Science Grade 10 - 12 lesson plans developed	Lesson Plans developed for: Mathematics Grade 7 Natural Sciences Grades 7-9 Physical Sciences Grades 10-12	-	-
	2.4.2 Mathematics, Science and Technology teacher guides developed for the Senior and FET Phases	-	Mathematics and Science teacher guides developed for the Senior and FET Phases	Teacher Guides developed for: Mathematics - Senior Phase: Grade 7-9; Natural Science - Senior Phase: Grade 7-9; Mathematics – FET Phase: Grade 10-12; Physical Science - FET Phase: Grade10-12.	-	-

Strategic Objective	Programme Performance Indicator	2015/16	2016/17			Comment on variances
		Actual Achievement	Planned Target	Actual Achievement	Deviation from planned target	
2.4 Develop and review the Mathematics, Science and Technology (MST) Framework to support provinces in improving learner performance in MST subjects	2.4.3 Number of districts visited for monitoring the 1+4 strategy	-	9	12 Districts visited: 3 in Q2 5 in Q3 4 in Q4	+3	4 districts were visited in Q4 to ensure readiness for teaching and learning of Mathematics in Senior Phase in 2017
	2.4.4 Number of training centres of CAPS for Technical subjects visited during a training session	-	14	9 training centres visited and the number of visits conducted to these training centres of 27.	-5	The Performance indicator has been revised to reflect the intended output. It has been revised to read "The Number of training sessions of CAPS for Technical subjects visited during training"
	2.4.5 Number of schools visited for monitoring CAPS implementation in technical schools	-	27	33 Technical Schools visited: 12 in Q2 9 in Q3 6 in Q4	+6	The intended assignment given was to monitor CAPS implementation in technical schools. The monitors who visited the schools addressed the two focus areas to monitor the MST Conditional Grant and CAPS implementation in technical schools, which increased the number of schools visited.
2.5 Deliver the Kha Ri Gude Mass Literacy programme to reduce the number of illiterate adults by 4.7 million by end of 2016/17	2.5.1 Number of learners enrolling for the Kha Ri Gude Literacy Campaign in 2016/17	-	561 722	123 914 learners registered	-171 086 The number of beneficiaries started to show a decline as the campaign, which started in 2008 drew to a close As a result, the target was reduced to 295 000 for the 2016/17 Campaign.	The total number of 171 806 learners (295 000 – 123 914) could not be reached because: Deceased learners were eliminated; Learners with invalid ID Numbers were removed Recycled learners were removed; Fictitious learners were removed. The fictitious learners include learners who were registered but did not attend any classes; have matric; and those who have Grade 9 that were identified by the Auditor-General.

Strategic Objective	Programme Performance Indicator	2015/16	2016/17		Deviation from planned target	Comment on variances
		Actual Achievement	Planned Target	Actual Achievement		
2.5 Provide support to learners who have not achieved all the requirements of the NSC, and extended SC, including those improving their NSC	2.5.2 Number of learners obtaining a NSC through the Second Chance Programme	-	10 000	5 635	-4 365	<ul style="list-style-type: none"> The pilot Programme started in 2015/16 with an estimated target of 10 000 as no baseline was available. The Programme targeted learners writing in March, June and November 2016 as well as in March 2017 (learners who are writing supplementary exams and those who opted for modularisation). For the reporting period 2016/17, 5 635 learners achieved an NSC in March and November. Data for targeted learners who wrote in June could not be tracked. This is due to the fact that the examination system did not have an indicator for tracking learners who opted for modularisation (The SC June examination was in the past written by learners from the Pre-CAPS regime only). This resulted in data for the learners that modularised and wrote in June 2016 not being separately recorded.

Table 27: Sub-programme expenditure

Programme 2: Curriculum Policy, Support and Monitoring						
	2016/17			2015/16		
Detail per sub-programme	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	3 459	3 419	40	2 472	2 435	37
Transfers and subsidies	-	-	-	-	-	-
Payment for capital assets	28	28	-	-	-	-
Payments for financial assets	-	-	-	-	-	-
2.2 Curriculum Implementation and Monitoring						
Current payment	91 604	80 665	10 939	40 104	39 878	226
Transfers and subsidies	258	265	(7)	199	237	(38)
Payment for capital assets	840	345	495	276	255	21
Payments for financial assets	1	1	-	25	25	-
2.3 Kha Ri Gude Literacy Project						
Current payment	384 198	358 854	25 344	502 548	466 709	35 839
Transfers and subsidies	109	109	-	30	30	-
Payment for capital assets	29	28	1	440	438	2
Payments for financial assets	5	4	1	-	-	-
2.4 Curriculum and Quality Enhancement Programmes						
Current payments	1 034 589	1 020 507	14 082	974 565	970 730	3 835
Transfers and subsidies	362 444	362 444	-	316 944	316 943	1
Payment of capital assets	390	22	368	354	52	302
Payments for financial assets	-	-	-	8	8	-
Total	1 877 954	1 826 691	51 263	1 837 965	1 797 740	40 225

4.3. PROGRAMME 3: TEACHER, 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: Teacher and Professional Development; Labour Relations and Human Resources Planning; Education Human Resources Development; and Curriculum and Professional Development Institute and Educator Performance Management & Development and Whole School Evaluation.

4.3.3. STRATEGIC OBJECTIVES

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

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 and as such captured in the Action Plan to 2019: *Towards the Realisation of Schooling 2030*. The Programme contributes to the following sector goals on teacher supply, development and utilisation:

Action Plan Goals on Teacher Supply, Development and Utilisation

- Goal 14: Attract a new group of young, motivated and appropriately trained teachers to the teaching profession every year.
- Goal 15: Ensure that the availability and utilisation of teachers are such that excessively large classes are avoided.
- Goal 16: Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire careers.
- Goal 17: Strive for a teacher workforce that is healthy and enjoys a sense of job satisfaction.
- Goal 18: Ensure that learners cover all the topics and skills areas that they should cover within their current school year.
- Goal 19: Ensure that every learner has access to the minimum set of textbooks and workbooks required according to national policy.
- Goal 20: Increase access among learners to a wide range of media, including computers, which enrich their education.
- Goal 21: Ensure that the basic annual management process takes place across all schools in the country in a way that contributes towards a functional school environment.
- Goal 22: Improve parent and community participation in the governance of schools, partly by improving access to important information via the e-Education strategy.

4.3.5. PROGRAMME SUMMARY AND PERFORMANCE INFORMATION

4.3.5.1. EDUCATION HUMAN RESOURCE MANAGEMENT

Educator Performance Management and Development (EPMD) and Whole School Evaluation (WSE)

The Integrated Quality Management System (IQMS), PMDS, Skills Development and WSE programmes were implemented during the 2016/17 financial year in order to strengthen accountability of schools and office-based educators.

a. Integrated Quality Management System

The DBE plays a monitoring and oversight role in the implementation of ELRC Collective Agreement No. 8 of 2003. In this regard, six (6) provinces were monitored as follows on the implementation of IQMS during the 2016/17 financial year:

Table 28: Integrated Quality Management Systems

Province	Names of schools monitored	Names of district offices monitored	Functionality of provincial office monitored (Yes/No)
Northern Cape	Op die Voorpos Primary School Saul Damon High School SC Kearns High School	ZF Mgcawu	Yes
Limpopo	Madikwe Secondary School	Waterberg	Yes
	Hoërskool Pietersburg Good Hope Primary School	Capricorn	Yes
North West	Kebonga Secondary School Lokaleng Middle School Lokaleng Primary School	Ngaka Modiri Molema	Yes
KwaZulu-Natal	Fundeduze Primary School Heyman Combined School KwaBhavu Secondary School	Ugu	Yes
Eastern Cape	Nkululeko Secondary School Noninzi Primary School Solomon Mahlangu High School	Uitenhage	Yes
Western Cape	De Kuilen Primary School KwaMfundo High School Malibu High School	Metro East	Yes

Additional monitoring was also undertaken as per needs of the province as follows:

Table 29: Additional monitoring

Province	Names of schools monitored	Names of district offices monitored	Functionality of provincial office monitored (Yes/No)
Northern Cape	Keiderbees Intermediate School Pabalelo Primary School	ZF Mgcawu	Yes
Limpopo	Potgietersrus Primary School	Waterberg	Yes
Free State	Kahobotjha Sakubotjha Secondary Kopanelang Thuto Primary Tsatsi Primary	Fezile Dabi	District office monitored Functionality - Yes

The findings from the monitoring indicated that:

Schools were implementing the IQMS as per Collective Agreement No. 8 of 2003. Although Personal Growth Plans (PGPs) were developed, at school level, there was minimum evidence to show that the development needs of teachers were addressed adequately by their Development Support Groups (DSGs). Progress in addressing and monitoring the identified development needs of educators will be pursued in 2017/18.

Some schools have developed their management plans for IQMS and these were incorporated in school year plans. The number of principals who are evaluated by their circuit managers has improved. This is an indication that circuit managers, as the immediate supervisors of principals, are fulfilling their responsibilities in managing the performance of principals.

Quarterly reports received from PEDs show that:

- 17 060 newly appointed educators in all post levels were beneficiaries of training and support on IQMS implementation in the PEDs. Included in this figure are 11 391 new entrants to the profession;
- 342 653 educators were evaluated in terms of the IQMS in the 2015 cycle. PEDs progressively effected pay progression of qualifying educators in 2016; and
- Provincial and District Co-ordinators continue monitoring schools to provide support on IQMS implementation.

b. Performance management and development scheme

The DBE is responsible for monitoring the implementation of Collective Agreement No. 3 of 2002 in provinces. During the period under review onsite monitoring was conducted at six Provincial head offices and District offices as follows:

Table 30: On-site monitoring of Provinces and Districts

Name of provincial office monitored	Name of district monitored
Eastern Cape	East London
Free State	Motheo
KwaZulu-Natal	Umgungundlovu
Limpopo	Mopani
North West	Ngaka Modiri Molema
Northern Cape	Frances Baard

The findings from the monitoring indicated that there is a remarkable improvement in the completion of work plans and conducting of quarterly reviews in the majority of provinces. KwaZulu-Natal was an exception as it was found that work plans were only signed at the end of the PMDS cycle when performance is appraised. Furthermore, quarterly reviews between office-based educators and their supervisors were not conducted in the province.

Quarterly reviews in the Northern Cape remain a challenge. The province, however, has requested mediation of the Provincial ELRC so that performance ratings could be included during the review.

Work plans are well structured in terms of the Collective Agreement No 2 of 2003. The key objectives in the work plans are based on the job description. However, it was noted that some of the supervisors, especially in Limpopo, regard PMDS as an event.

Quarterly reports received from PEDs shows that the majority of provinces are complying with the implementation of Collective Agreement No 2 of 2003. All provinces collated the annual appraisal ratings from districts and implemented pay progression to eligible educators in 2016.

Office-based educators are expected to sign their work plans by 30 April of each year. Adherence to the PMDS cycle timeframes remains a challenge in most provinces. It was encouraging that in most provinces office-based educators and their supervisors were progressively complying with quarterly reviews so that there are no surprises for either party at the annual performance review.

c. Skills Development

The process of skills development should support and strengthen critical sector specific issues articulated in the National Development Plan 2030 and addressed by the Action Plan to 2019: *Towards the Realisation of Schooling 2030*, as well as, amongst others, the Integrated Strategic Planning Framework for Teacher Education and Development.

In view of the above, a review of the National Skills Development Framework for employees in the Basic Education sector was undertaken by a Task Team established for this purpose. After three (3) task team meetings, a draft skills framework document has been produced. The purpose of the framework is to provide an overview of the skills development processes and outline key guidelines to ensure that reliable and quality information is used when determining skills priorities and interventions for the sector. It also outlines key considerations for skills development implementation taking into consideration key legislative and policy imperatives aimed at facilitating the provision of the skills base that is required for the achievement of the strategic objectives of the Basic Education Sector.

Monitoring and oversight visits undertaken in six (6) PEDs revealed that Skills Development processes in the six (6) provinces visited are in place. Consultation with stakeholders is done to ensure that the Work Skills Planning and Reporting (WSPR) of the PEDs are well representative of the needs of the provinces. PEDs are submitting their Quarterly Monitoring Reports (QMRs) to the Public Service Sector Education and Training Authority (PSETA) at the end of each quarter to track the implementation of their WSPR.

However, most skills structures in districts are not functional. There is a need for PEDs to:

- Support districts in the implementation of the skills development processes, through effective and efficient utilisation of available human resources;
- Strengthen their quarterly reporting processes; and
- Reinforce the appropriation and effective utilisation of the 1% levy for skills development of employees in the sector.

d. Whole School Evaluation

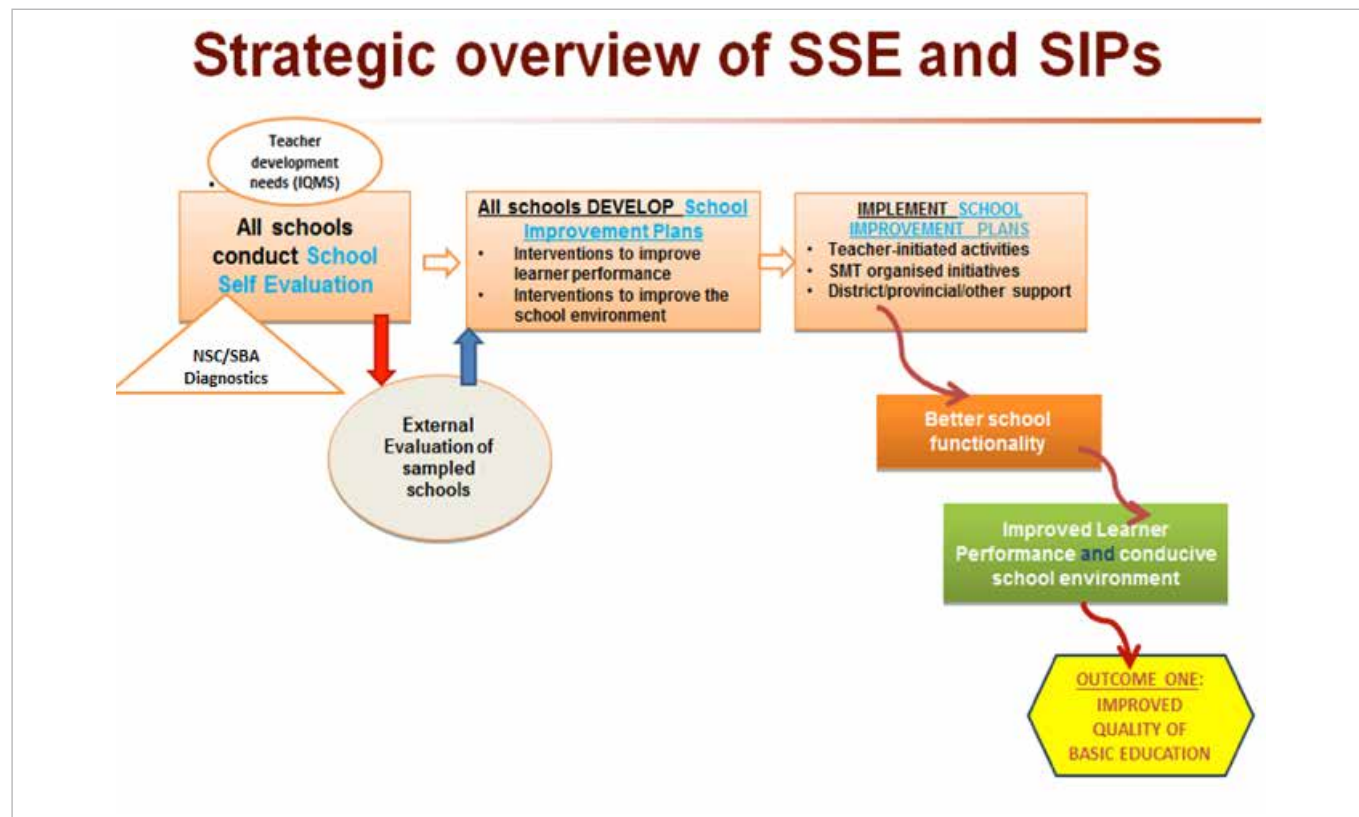
In the Whole School Evaluation policy, external evaluation is scheduled periodically, primarily for the purpose of verification, while School Self-Evaluation (SSE) and related improvement planning should be undertaken annually by the school community (SMT, teachers, SGB, parents, learners etc.). SSE is a powerful process, however, and it needs to be supported by the right instruments and processes.

School Self-Evaluation

During the period under review, initiatives focused around promoting universal penetration of the WSE programme in the education sector through SSE and school improvement planning. In this regard, circulars were issued by PEDs, encouraging school communities to undertake SSE. The SSE exercise enables school communities to undertake a realistic and honest assessment of their school against the criteria within the nine areas of evaluation as set out in the WSE policy. Subsequent to the SSE process, the school community is then required to produce a School Improvement Plan (SIP) that will address the identified challenges and improve the quality of basic education in the school.

A strategic overview of this perspective is illustrated below:

Figure 1: Strategic overview of SSE and SIPs



During the period under review, the DBE conducted SSE and school improvement training in five PEDs as follows:

Table 31: SSE and SIP training per Province

Province	Districts	No. of provincial/ district officials trained
Eastern Cape	Port Elizabeth, Uitenhage, East London and Butterworth	80
Free State	Thabo Mofutsanyana Lejweleputswa and Fezile Dabi	46
Gauteng	All 12 districts	24
Limpopo	Waterberg	36
Northern Cape	ZF Mgcau	19

SSE has become central to school improvement efforts in many educational systems. Self-evaluation is a process of reflection on practice, made systematic and transparent, with the aim of improving learner performance, teaching practice and school functionality.

External evaluation

The DBE plays a monitoring role in the implementation of the WSE policy, with particular focus on external evaluations as conducted by PEDs in the sector. The WSE supervisors verify findings presented through SSE in order to formulate the performance profile of a school, commend schools that are doing well to do better and make recommendations that will enable the school to institute an improvement plan or well-targeted intervention strategies. During the 2016/17 period, PEDs reported that 392 schools were externally evaluated in the sector. The DBE conducted post-evaluation monitoring as part of its oversight function.

In this regard, twenty-two (22) schools were monitored in four (4) PEDs as follows:

Table 32: External monitoring per Province

Province	District	No. of schools monitored
Eastern Cape	Port Elizabeth	4
KwaZulu-Natal	Harry Gwala; uMgungundlovu; ILembe and Pinetown	11
North West	Dr Kenneth Kaunda	4
Free State	Thabo Mofutsanyana	3

The findings of the monitoring were communicated to the respective PEDs for remedial action. In support of having well trained WSE supervisors, the DBE conducted training for newly appointed WSE supervisors from 20 to 24 February 2017 at the ELRC offices in Centurion. Officials from Gauteng and Eastern Cape were trained and will have to complete a Portfolio of Evidence before certificates of competence are issued.

The WSE programme in PEDs supports the MTSF priority of *strengthening accountability and improving management at the school, community and district level* as well as Goal 21 (Action Plan to 2019) - basic annual management processes (*School budget, Annual report, School Improvement Plan, Attendance registers, Record of Learner marks*) are required to take place across all schools in the country in a way that contributes towards a functional school environment.

Education Human Resource Planning, Provisioning and Monitoring

The DBE contributes to the following strategic goals and objectives:

- Improved teacher supply and capacity (Strategic Plan);
- To improve the recruitment and placement of educators in the education system;
- Attract a new group of young, motivated and appropriately trained teachers to the teaching profession every year (Action Plan); and
- Ensure that the availability and utilisation of teachers with excessively large class sizes are avoided (Action Plan).

Achievements

The priority activity of the DBE in 2016/17 was to monitor the implementation of post provisioning policy in the PEDs focusing on compliance with the policy in line with the indicator in the MTSF and the APP. Activities to this end included training provided in the Eastern Cape (52 office-based officials and 190 principals); and Limpopo (5 office-based officials) aimed at improvement of implementation. In order to formalise implementation monitoring in PEDs, a monitoring tool was developed and approved. The tool gathers information on technical implementation aspects (factors, data used, etc.), adherence to processes and time frames as part of an assessment of the extent of compliance with the regulations. All provinces were visited and their implementation of the post provisioning policy assessed using the tool. The report will be used to improve implementation and to provide focused support to individual PEDs going forward.

The DBE also monitors and supports the placement of Funza Lushaka graduates in PEDs in line with the indicator in the MTSF. As at the end of December 2016, 89% (4 107 of 4 612) graduates were placed, exceeding the annual target of 85%.

The DBE monitors the appointment of young and qualified educators in the system in line with the indicator both the MTSF and Action Plan to 2019: *Towards the Realisation of Schooling 2030*. 14 835 appointments of qualified educators aged 30 and below were recorded during 2016/17 exceeding the 10 000 target set in the MTSF and Action Plan to 2019.

The DBE produces an annual Human Resource (HR) Planning Report. The Report details trends (over five year period) in key indicators that impact on HR Planning for educators nationally and in individual PEDs. These include learner enrolment; learner to educator ratios; educator attrition; demographics of the existing workforce, and external supply. The main purpose of the Report is to monitor trends to inform planning for demand, supply and utilisation of educators. The Report is shared with PEDs to assist them to identify areas for further analysis and to respond and plan accordingly.

Education Labour Relations and Conditions of Service

- a. **Regulating labour relations within the education sector through collective bargaining and dispute management in the ELRC and PSCBC**

ELRC

The ELRC mandated its Executive Committee to review all policies to comply with the Labour Relations Act (LRA) and its reporting requirements. The parties to the ELRC thereafter approved the following revised policies that are aimed at improving the operations of the Council as follows:

- Executive Committee Performance Evaluation Form;
- Executive Committee Charter;
- The Outcome of King III Training Combined Assurance Policy;
- Operational Risk Management Charter;
- Finance Administration Policy;
- Fraud Prevention Policy;
- Asset Management Policy;
- Policy on Materiality And Significance Framework;
- Backup Policy Recovery and Procedure; and
- Policy on Incident Management and Procedures.

A meeting held on 05 July 2016 amongst the principals of the parties appreciated the opportunity for the employer and the Teacher Unions to meet in order to discuss the serious matters tabled on the agenda. Meetings of this nature were regarded absolutely necessary in order to deal proactively with the issues that have a potential to disturb labour peace in the sector. Issues discussed in this meeting included long outstanding matters that have the potential of creating instability and strikes in the sector e.g. workloads of teachers, implementation of the Quality Management System and the demand for an additional 0.5% pay progression.

A total of five (5) Collective Agreements in the sector were negotiated and successfully concluded and signed:

1. **Collective Agreement 1 of 2016:** Amendment of Clauses 18.2 and 18.3 of the ELRC Constitution: “VOTE WEIGHTS”.
2. **Collective Agreement 2 of 2016:** Amendment of Clause 9.3.1 of the ELRC Constitution as Certified by the Registrar of Labour on 15 December 2009 and Collective Agreement No. 2 of 2011.

Collective Agreement 2 of 2016: Amendments to the Threshold Requirements for Trade Unions requires Organisational Rights and Admission to the ELRC.

This agreement requires trade unions who are neither admitted to the ELRC nor part of the combined trade union to meet a threshold of 30% of the total number of employees as its members at a workplace before acquiring sections 12, 13 and 15.

3. **Collective Agreement 3 of 2016:** ELRC Guidelines: Promotion Arbitrations

The ELRC has developed the guidelines for promoting arbitration for arbitrators. These guidelines are issued by the ELRC as a Collective Agreement in order to ensure that parties and panelist understand what is expected of them in relation to unfair labour practice disputes concerning promotions as well as to promote consistent decision-making in arbitrations dealing with promotion disputes.

4. Collective Agreement 4 of 2016 about the Amendments to Collective Agreement 2 of 2003 Regarding the Transfer of Educators in terms of Operational Requirements

Collective Agreement 2 of 2003 was entered into on 10 April 2003 to introduce measures that deal with the transfer of serving educators in terms of operational requirements. These measures were designed to identify and redeploy educators who were found to be in addition to their school staff establishments.

This agreement amends the current provision that gave rise to the compulsory identification of educators who are in addition to the establishment as a result of operational requirements and states that the identification of such educators need not be performed on an annual basis, but must be performed at least once every thirty-six (36) months.

5. Collective Agreement 5 of 2016: Levy Increase

Clause 8.7 of the ELRC constitution “Powers of the Council” provides that amongst others the Council has the powers “to establish and administer a fund through the raising of levies to be utilised for the administration of the Council, resolving dispute and other Council activities”.

The intention of this agreement is to increase the levies payable by both the employers and employees to the ELRC. The last time levies payable to the ELRC were increased was in 2007. The levies were set at five rand (R5.00) per educator with an equal contribution by the employer, which meant that the Council receives ten rand (R10.00) per educator.

The proposal stipulates that each employee must pay a levy of R7.50 per month to the Council with effect from 01 April 2017 and each employer must pay a levy of R7.50 for each employee of the employer.

The following drafts are still being negotiated in the ELRC:

1. Draft Policy: Competency Assessment for Deputy Principals and Principals of Schools

A draft Competency Assessment for Principals and Deputy Principals of schools was tabled at the ELRC. This document seeks to address the National Development Plan (NDP) call for a change in the appointment process to ensure that competent individuals are attracted to become school principals. As in other senior management positions, candidates should undergo a competency assessment to determine their suitability and identify the areas in which they would need development and support.

2. Draft Collective Agreement on Amendments to Paragraph B.8.5 Of Chapter B and the Repeal of Paragraph H.17 Of Chapter H of the Personnel Administrative Measures

The draft seeks to amend and repeal respectively measures regarding the reappointment of educators after a break in service contained in Paragraph B.8.5 of Chapter B and Chapter H of the Personnel Administrative Measures (PAM).

This draft is as a result of lack of knowledge fuelled by rumours and a distrust of the pension laws reforms that led to a spike in the number of teachers and public servants resigning to access their pensions and immediately thereafter seek to re-enter the profession. This has resulted in instability and threatened the commitment of PEDs to ensure that there is a right teacher, at the right time, in the right class, teaching effectively.

The conclusion of this Collective Agreements will assist in addressing the issues of re-appointment of an educator after a break in service on the same or similar salary.

Early Childhood Development (ECD) - Grade R Job Descriptions

The DBE proposed amending the legislation for schooling to make Grade R compulsory by 2019, also taking into account curriculum development and related challenges (DBE, 2011, 5).

The ELRC identified several key areas for further study with a view to informing policy development for Grade R practitioners. The main focus is on conditions of service and professionalisation, including, *inter alia*: appropriate staffing ratios and its impact on the Post Provisioning Model, addressing qualifications backlogs, salaries, current working conditions and contexts, the feasibility of funding Grade R and the formulation of transitional measures. Proposed job descriptions have been formulated and a draft collective agreement on the job descriptions of Grade R educators will be tabled in the next meeting.

PSCBC

Eight (8) Council meetings were attended in the 2016/17 financial year including the Annual General Meeting. The dates for the meetings were scheduled as follows:

- 28 April 2016;
- 13 May 2016;
- 01 June 2016;
- 28 June 2016;
- 28 September 2016;
- 25 October 2016;
- 12 December 2016; and
- 21 February 2017.

a. Creating a positive legislative framework that promotes and maintains conditions of service for educators

The DBE was responsible for three disputes that were referred to the ELRC by three (3) Teacher Unions, emanating from the signed Collective Agreements, namely:

1. SAOU V Mpumalanga Education Department and the DBE (PSES 133-16/17).

The SAOU dispute against the Mpumalanga Education Department joining the DBE as the second respondent concerned the payment of the 6% notches to educators who are promoted to a higher post has been finalised and an arbitration award was issued in favour of the Employer.

2. SADTU obo of N Dube and 13 Others V the Gauteng Education Department (PSES 125-16/17GP)

The Minister and Director-General of DBE together with the Minister and Director-General of the Department of Public and Service Administration (DPSA) were joined in the matter. The dispute was about the interpretation or application of Resolution 1 of 2012 relating to the translation of educator Therapists, Counsellors and Psychologists employed in public education. The matter is receiving attention and is at an advanced stage. A draft collective agreement in this regard has been prepared. The ELRC has set up a task team to deal with proposals suggested by the employer. The resolution of these disputes is near completion; and

3. NAPTOSA obo Members V the DBE (PSES 721-16/17GP)

The matter was set down for conciliation on 16 March 2016 and parties could not reach an agreement. The issue in dispute was the interpretation or application of collective agreement 1 of 2008. The matter is in progress and the Commissioner requested the DBE to verify the allegations of NAPTOSA to enable him to determine the issue of joinder, i.e. whether the affected PEDs should be joined in the matter or not. The Department has been given until 07 April 2017 to respond to the ELRC.

No national industrial action that complied with the provisions of Labour Relations Act was experienced in the sector and the Public Service as a whole in the 2016/17 financial year. However, the DBE was part of a team that was sent to the Port Elizabeth District Office in May 2016 to support and assist the District Office with the handling of the crises caused by the Northern Areas Education Forum.

Ministerial Task Team on the selling of posts

The Ministerial Task Team (MTT) has considered the inputs and representations by the unions. The MTT met with the Teacher Unions for verbal presentation. The DBE briefed the Heads of Education Departments Committee (HEDCOM), the CEM and the Portfolio Committee on the report. Approval for a further six (6) months of forensic investigations was granted and an implementation plan was produced. The release of the second phase of the forensic report was postponed due to quality assurance processes.

An internal Task Team consisting of affected PEDs was formed to deal with the reports on the implementation of the MTT recommendations and to assist in the preparation of the Portfolio Committee report on the Jobs for Cash.

- Draft procedures for the selection and appointment procedures have been submitted to the ELRC for further refinements and negotiations.

Resolution of queries

Forty-Four (44) queries on issues of employment relations in the education sector were received during the period under review from the Director-General's office. The queries were attended to and the majority of them were finalised and about four (4) were referred to the relevant PEDs for investigation, specifically in KZN. This number excludes queries that are received directly by the DBE through the phone, e-mails and walk-ins.

b. Developing partnerships and keeping abreast of trends in labour relations both nationally and internationally

The DBE attended the ABC West Coast Labour Management Institute that took place on 19 and 20 October 2016 in California, United States of America (USA), with the ELRC and the study tour to schools to study best practice and examine how the Labour Management partnerships are implemented in the school system.

The ELRC had built relations with the American Education counterparts including labour movements such as the American Federation of Teachers (AFT) and other unions which brought improvements in the ELRC by providing the Teacher Unions a different perspective in dealing with education related matters.

The ABC partnership is a collaborative effort to improve learner/student achievements and to enhance the teaching and working environment for faculty, staff and administration through the institutional partnering of colleagues in ABC Unified School District and the ABC Federation of Teachers.

The ELRC is aiming at implementing the Labour Management Partnership pilot project in two (2) provinces, the Western Cape and Free State and will extend to other provinces in the subsequent years.

Attended ILERA Asian Regional Congress: 01 – 03 November 2016, Beijing, China, with the PSCBC. The PSCBC is a member of the ILERA and participates in the activities of the world body. The theme for the Congress was "The implications of Economic Transformation and Innovation on the Labour and Employment Relations and the Response."

Attended National Labour Relations Forum organised by the DPSA which was held on 20-22 July 2016 in Rustenburg, North West.

c. Monitor the implementation of Collective Agreements and provide advocacy and training to the Provincial Education Departments.

Personnel Administrative Measures (PAM)

Eight (8) provinces have been trained, excluding Mpumalanga which will be trained in the next financial year. The training and advocacy on the PAM targeted the District Directors, Circuit Managers, Principals, Human Resource (HR) practitioners, Labour Relations (LR) Officers and Shop Stewards.

Dates of training were scheduled as follows:

Eastern Cape	-	14 October 2016;
Northern Cape	-	14 September 2016;
North West	-	16 November 2016;
Free State	-	15 November 2016;
Western Cape	-	20 September 2016;

Limpopo	-	07 March 2017;
KwaZulu-Natal	-	10 March 2017; and
Gauteng	-	13 October 2016.

Copies of the PAM have been distributed to all provinces and training on the revised PAM has been rolled out in the provinces.

Collective agreement 3 of 2016

Parties to Council conducted workshops in Mpumalanga, Limpopo, Gauteng, Northern Cape, Free State, KwaZulu-Natal and Western Cape on the implementation of the following Collective Agreements:

- Collective Agreement 3 of 2016: *ELRC Guidelines: Promotion Arbitrations*; and
- Collective Agreement 4 of 2016: *Transfer of Serving Educators in Terms of Operational Requirements*.

d. Management Support

The Education Labour Relations and Conditions of Service advised the Department on the granting of organisational rights to the South African Liberated Public Sector Workers Union (SALIPSWU). All MECs and HODs were informed in writing about the legislation promulgating the granting of organisational rights to trade unions.

Induction training for newly appointed principals in the Eastern Cape took place on 07 February 2017 at the Education Leadership Institution in East London. A presentation was done on professional duties of the school principals with regards to labour related issues.

e. Provide strategic leadership to ensure a clean audit

During the period under review, the Ministerial Task Team probing the allegations of the selling of posts was not budgeted for; however a submission on the funding of the project has been approved making the Directorate's budget more tolerable.

f. Constraints Experienced

Other matters associated with regulating labour relations within the education sector through collective bargaining consultation in the ELRC and PSCBC.

The below matters have been on the agenda of the ELRC for quite some time and due to fiscal constraints of the State these demands cannot be realised soon. The Presidential Remuneration Review Commission has been set up to look at some of the issues that impact on the remuneration of public servants with special emphasis on the remuneration of teachers.

The Commission has not yet finalised its report and will only do so late in 2017:

- Draft Collective Agreement on the Recognition for Improved Qualifications for Educators Employed in Terms of Employment of Educators Act 76 of 1998;
- Draft Collective Agreement on Salary Structure for Educators; and
- Draft Collective Agreement on Rewards, Incentives and Performance Bonus for Educators Employed in Terms of Employment of Educators Act 76 of 1998.

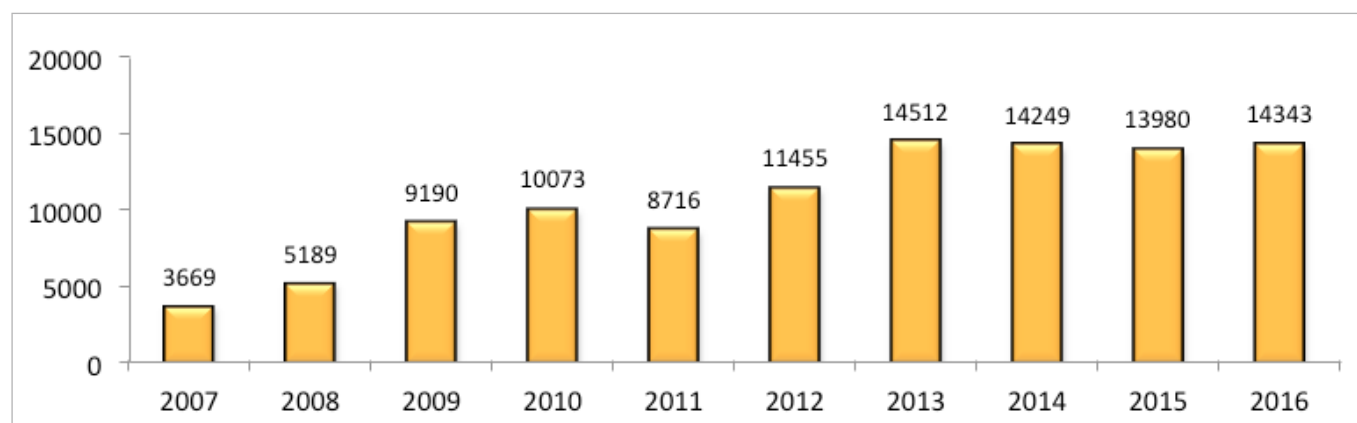
4.3.5.2. EDUCATION HUMAN RESOURCE DEVELOPMENT

Initial Teacher Education

a. Number of Funza Lushaka Bursaries awarded for 2016/17

The Funza Lushaka bursary allocation from the National Treasury for 2016/17 was R1 043 611 000. The Funza Lushaka database of the Department indicates the number of bursaries awarded during 2016/17 as 14 343.

Figure 2: Number of Funza Lushaka bursaries awarded from 2007-2016



b. Management of the Funza Lushaka Bursary Programme

Four (4) Funza Lushaka inter-provincial meetings were held during the year including an annual planning meeting with all stakeholders. The meetings provided an opportunity to receive provincial reports and plans, clarify the policies, processes and guidelines of the bursary programme which guides the operational management and ensures consistency across institutions. Quarterly meetings were held with the National Student Financial Aid Scheme (NSFAS) to discuss the quarterly funding reports for the Funza Lushaka Bursary Programme. The DBE provided quarterly analysis reports to the NSFAS with findings and recommendations. To strengthen the management of the Funza Lushaka Bursary Programme and to improve the monitoring of students at universities, visits to universities were conducted. Information sharing meetings were held with final year Funza Lushaka bursars at Universities to discuss the practical arrangements around their contractual obligations to serve as teachers at public schools. A placement dataset was compiled for 4 726 students who graduated at the end of 2016 and who were ready for placement. The placement dataset was sent to the Directorate: Human Resource Planning Provisioning and Monitoring Management who is responsible for the placement of Funza Lushaka graduates.

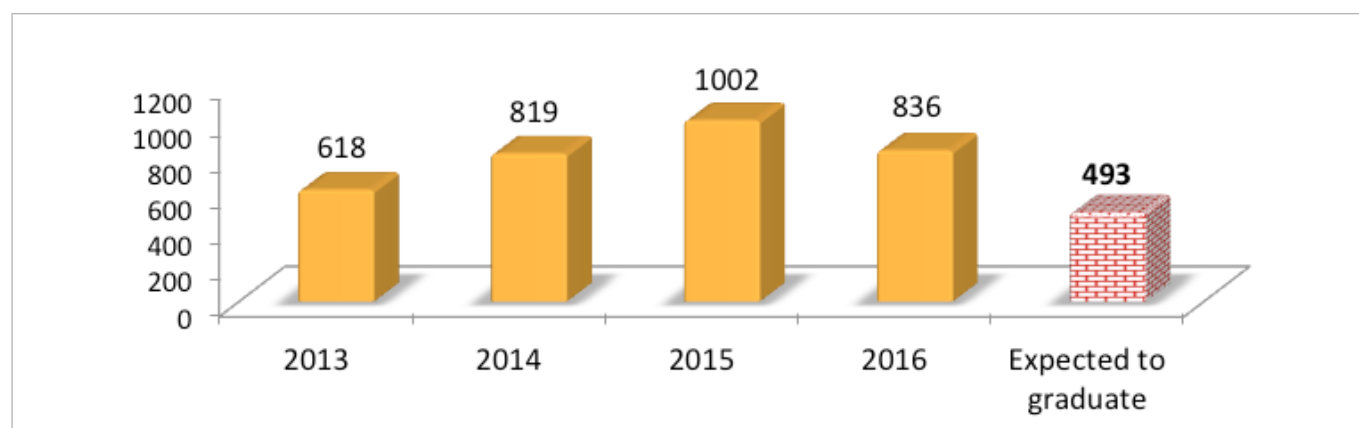
c. Evaluation of the Funza Lushaka Bursary Programme

The Final Report, Management Responses and Improvement Plan on the evaluation of the Funza Lushaka Bursary Programme were approved by Cabinet on 01 March 2017. The DBE is now expected to submit progress reports on the improvement plan every six (6) months for two (2) years until 30 April 2018.

d. Expand teacher recruitment in key scarce subject areas and phases through recruitment programmes for school-going youth and out-of-school youth

The focus of the 2016/17 teacher recruitment campaign was on school-going youth in Grade 12 attending Quintile 1-3 schools and out-of-school youth from rural and disadvantaged communities. Teacher recruitment provincial briefing sessions were held with school principals and community-based recruiters. All provinces have participated in the recruitment programme and the selection of students. 951 promissory letters have been issued to students recruited through the district and community-based teacher recruitment programmes, and 836 students managed to register with a public Higher Education Institution (HEI). The DBE is tracking the placement of the 493 district and community-based recruited students who were expected to graduate at the end of 2016. The rationale for the District and Community-Based Teacher Recruitment Programme is that students recruited from specific communities or schools will return to them to teach after graduating.

Figure 3: Number of registered District-Based Recruits Since 2013



e. Broadening the availability of teacher internship programmes at Public Schools

A total of 131 interns participated in the DBE's and the Independent Schools Association of Southern Africa (ISASA)'s Mathematics and English programme during 2016/17 Financial Year. Seventeen (17) DBE-ISASA student interns graduated from UNISA at the end of 2016 and were eligible for placement in public schools in 2017.

The DBE/ELMA Foundation Internship Programme in the Thabo Mofutsanyane District of the Free State aims to identify, train and place Interns for the Foundation Phase and Intermediate Phase in Public Schools. Forty-Seven (47) students have been registered with UNISA for 2017 and placed at public schools in the Thabo Mofutsanyane District of the Free State.

f. Strengthen initial teacher education programmes offered at Higher Education Institutions including the development of induction programmes and professional standards

The "New Teacher Induction: Guidelines for the Orientation Programme" booklet was approved by the HEDCOM of 19 April 2016. The booklet has been successfully disseminated to provinces. It was uploaded onto the website of the Department of Basic Education and will be uploaded onto the provincial websites progressively. The DBE participated in monthly Teacher Education Programme Evaluation Meetings held at the Department of Higher Education and Training during 2016/17. A total of 180 programmes were evaluated during 2016/17. The DBE supported the SACE which is currently developing teacher professional standards and the broader professionalisation of teaching. In this regard the Department participated in the Standards Development Working Group and the Steering Committee. The Policy on the Criteria for the Recognition and Evaluation of Qualifications for Employment in Education (CREQEE) was gazetted by the Minister of Basic Education on 10 February 2017.

Continuing Professional Teacher Development (CPTD)

CPTD contributes to the attainment of the following key priorities in the National Development Plan:

- Short-term Teacher development;
- Longer-term Teacher development;
- System support and self-development;
- Support professional associations; and
- Teacher Unions.

The DBE has mandates and resources for selected teacher development courses to improve content and pedagogical knowledge and to recognise teachers for their work i.e. CPTD management system development and implementation, English First Additional Language (EFAL - Cipelt/Ciselt), Professional Learning Communities (PLCs), Teacher Union Collaboration (TUC), Grade R, Inclusive Education, Multi-grade/Learn English through Audio (LEAP), Incremental Introduction of African Languages (IIAL), National Teaching Awards (NTA) and Teacher Appreciation and Support (TASP).

Achievements

a. Overseeing the effective implementation of the CPTD management system in collaboration with SACE

Table 33: Number of sign-ups of the various categories of Educators for participation on the CPTD Management System

Category	Total sign ups
Principals and Deputies	34 083 of target of 34 764 (98%)
HODs/Acting HODs	36 145 of a target of 45 441 (79%)
PL1 Educators	102 453 of a target of 268 382 (38%)
Final year students	4 359
Total	177 040

Support for SACE budget allocation for CPTD management system was concluded. The number of endorsed courses is 1 000. The Business Intelligence System which will provide detailed information on teacher participation rates and feedback to teachers, districts, PEDs and the sector has made substantial progress. Analysis report on SACE quarterly report for quarter 1, 2 and 3 was completed; and analysis and feedback reports on SACE quarterly reports for all four quarters were presented.

b. Manage, support and monitor the delivery of effective Teacher Development Programmes

Professional Learning Communities (PLCs) advocacy, planning support and monitoring

In 2016/17, progress was covered in capacitating provinces to establish and support Professional Learning Communities (PLC). Training was conducted in eight (8) provinces (Western Cape excluded). A total of 750 Subject Advisors and Lead Teachers were trained, refer to the table below. The establishment of PLCs will assist in not only strengthening teacher development, but also ensure that opportunities for teacher development move closer to school level where teachers meet on a regular basis and exchange information on content and pedagogic knowledge.

Table 34: Provincial Training to establish PLCs

Date trained	Venue	Number trained
2-4 March 2016	Durban College of Education -Glenwood	48
26-28 March 2016	Durban College of Education -Glenwood	45
7-9 June 2016	Durban College of Education -Glencoe	47
14-15 June 2016	Durban College of Education -Glenwood	50
20-22 April 2016	Birchwood Hotel	57
4-6 May 2016	Birchwood Hotel	50
6-8 June 2016	Birchwood Hotel	80
10-12 May 2016	Orion Lodge, Rustenburg	60
13-15 June 2016	Orion Lodge, Rustenburg	66
	Klerksdorp	87
1-3 June 2016	Department of Education	52
17-19 May 2016	Hoërskool Upington	50
9-11 March 2016	Sentraal Primary School	58
Total		750

EFAL advocacy, planning, support and monitoring

The DBE and the British Council have made progress in ensuring that the implementation of the EFAL Strategy, which the DBE has developed, is implemented. A total of 244 Subject Advisors from five (5) provinces (excluding Eastern Cape, Free State and Northern Cape Provinces) received training which greatly assisted in ensuring that teachers at school level receive the support they need.

Table 35: Plan on training of subject specialist/advisors in CiSELT and CiPELT

PLAN ON TRAINING OF SUBJECT/ADVISORS IN CiSELT AND CiPELT – 2016/17			
Province	Training date/s	Training: Done/Not done	Number trained
1. Eastern Cape	05 to 09 December 2016	Not done	-
2. Free State	Date not received from province as yet	Not done	-
3. Gauteng	30 September to 04 October 2016	Not done	-
4. KwaZulu-Natal	27 June to 01 July 2016	Done	40
5. Limpopo	06 to 10 June 2016	Done	56
6. Mpumalanga	04 July to 08 July 2016	Done	49
7. Northern Cape	01 to 05 August 2016	Not done	-
8. North West	30 May to 03 June 2016	Done	44
9. Western Cape	27 June to 01 July 2016	Done	55
Total Trained so far			244

c. Support planning and monitoring of FET Teacher Development in Grade 10 Mathematics (in schools not offering Mathematics), and other subjects, as applicable

In 2016/17 training in Grade 10 Mathematics was delivered in four provinces from 18 April 2016 to 22 April 2016. A total of ninety-four (94) Mathematics teachers were trained and provincial representation was as follows:

Table 36: Teacher support in Grade 10 Mathematics – 2016/17

Province	Date	Number trained
Gauteng: 24 teachers	18 April 2016 to 22 April 2016	24
KwaZulu-Natal: 19 teachers		19
Mpumalanga: 27 teachers		27
North West: 24 teachers		24
Total number trained:		94 teachers

Training could not be done in Eastern Cape, Free State, Limpopo, and Northern Cape provinces due to challenges with funding. Responses from teachers have shown that there is a huge challenge in teacher content and pedagogic knowledge which needs to be given attention. Strengthening of teacher capacity in this key area will assist in strengthening curriculum delivery at classroom level.

Table 37: Training of Subject Advisors and teachers- Distribution of life-players

PED	Training		Distribution of life-players
	Advisors	Teachers	
MP	9	80	76
FS		14	

Multi-grade/ Learn English Through Audio (LEAP)

The following activities took place:

- Uploading of LEAP monitoring and evaluation report on the DBE webpage and the report was also sent to the provinces;
- The Eastern Cape, KwaZulu-Natal and Mpumalanga PEDs completed the external evaluation of the LEAP project and submitted the information; and
- An agreement was reached with the British Council to extend the programme to the other six (6) provinces in 2017/18 financial year.

Grade R

5 291 of the 23 390 (22.6%) have NQF Level 6 qualifications according to the latest information as indicated below.

Table 38: NQF level qualifications per Province

Province	Below L4	Level 4	Level 5	L6&A	Total	Source	Diploma	Bed FP
EC	Unspecified				5 027	unsigned	2 335	34
FS	0	23	179	1 287	1 489	signed	100	
GP	0	1 155	1 726	826	3777	signed	1 187	
KZN	51	3 650	479	1 816	5996	unsigned	No information	
LP		1 055	0	0	1055	PERSAL	250	
MP	0	0	0	0	1889	PERSAL	No information	
NC		388	328	49	765	signed	141	
NW	0	0	0	503	503	PERSAL	100	
WC	57	367	1655	810	2889	signed	310	
Total	108	6 638	4 367	5 291	23 390		423	34

Teacher Union Collaboration

19 616 (89%) teachers of the 22 000 target were trained during the year in the areas listed below. A complete report was provided as evidence.

Table 39: Teacher Union training

Teacher Union	Programme	Target	Achieved
NAPTOSA	Capacitating teachers at schools for the Deaf	500	826 (165%)
-1 885	Barriers to Handwriting FP	150	86 (57%)
	Inclusion in Assessment Strategies	250	225 (90%)
	Barriers to Reading	250	294 (117 %)
	Developing a Maths Rich Classroom	120	118 (98%)
	Inclusion in FET Maths and Science	270	190 (70%)
	Barriers – Identifying Types	75	78 (104%)
	Inclusion in FAL	150	219 (146 %)
	Second language teacher to second language learners	120	0
NATU	Assessment for Learning	3500	4423 (126%)
-4 600	Error analysis	1100	Withdrawn
SADTU	Foundation Phase Resource Development (EFAL and Maths)	9000	7230 (80%)
-11 500	Intermediate Phase Resource Development (EFAL and Maths)	2500	694 (28%)
PEU	SIAS and Curriculum Differentiation	2400	1999 (83%)
-2 400			
SAOU	Financial Management For Principals	2300	3234 (140%)
-2 300			
Total		22 685	19 616 (89%)

Inclusive Education

The following tables reflect the training reported in the NSLA for Q1, Q2 and Q3 in the financial year 2016/17.

Table 40: Inclusive Education training

Province	SIAS	SASL CAPS	Braille	Specialised training	Building capacity for DBST
EC	00	00	00	00	00
FS	309	00		00	00
GP	140	25 (Wits course) 38 (NQF level 5)		103 (Dyslexia)	2 districts
KZN	3 119 FP teachers	73	00	179	4 districts
LP	50 officials		00	00	1 district
MP	991 teachers 65 Subject Advisors	50 (NQF L4 UFS) 65 (1 day)	86	286 216 (guidelines) 55 (Responding to Diversity)	4 districts (65 officials)
NC	In 23 Primary Schools (number of teacher not mentioned)	00	00	12 (ADHD)	00

Province	SIAS	SASL CAPS	Braille	Specialised training	Building capacity for DBST
NW	335	13	00	79 Guidelines FSS	00
WC	152 in FSSs	22 (UFS and US)	00	90 (dyslexia)	96 Officials
Total	5 161 teachers trained In Northern Cape a number was not mentioned but teachers were trained in 23 schools. The SIAs training was mostly 5 day courses (40hrs)	135 teachers received NQF aligned training from HEIs and 151 teachers received training from PEDs. In all 286 teachers were trained in SASL CAPS	86 teachers were trained from only Mpumalanga	1 020 teachers were trained in a variety of specialised training	11 districts were trained across the country (excluding WC). Total of 161 officials trained

d. Plan, monitor and support programmes for recognition of teachers

National Teaching Awards (NTA)

The following major activities took place:

- An annual review of the previous year's National Teaching Awards involving all stakeholders took place on 23 May 2017;
- Revision, printing and distribution of 81 320 copies of the NTA nomination guide;
- Preparation and distribution of the adjudicators' Procedures Manual;
- Training of National Teaching Awards provincial adjudicators in all provinces using the Procedures Manual;
- Invitation to and selection of the Kader Asmal winners on 24 November 2016;
- Adjudication and selection of the NTA national winners from 15 – 22 January 2017; and
- National Teaching Awards Gala for the recognition of ninety-three (93) national nominees and forty-four (44) prize – receiving winners on 25 March 2017.

Teacher Appreciation and Support Programme (TASP)

The following events were successfully organised:

- The commemoration of the fortieth (40th) anniversary of the 1976 Soweto Youth Uprising on 15 – 16 June 2016;
- The commemoration of the sixtieth (60th) anniversary of the Women's March to Pretoria on 05 October 2016; and
- The commemoration of the World Teachers' Day on 30 October 2016.

e. Oversee planning, monitoring and reporting on teacher development activities in terms of the NSLA template

Detailed analysis per province per item in the NLSA was completed and feedback provided for Quarters 1 and 2. An analysis was provided for each of the twenty-two (22) items that PEDs should report on. The narrative overviews were completed and feed back to provinces was provided. Information that emerged indicated that during 2016/17, provinces were able to provide support to various categories of educators (i.e. Principals and Deputies, HODs, and PL1 Educators/teachers). Teacher training took place across the various subject areas which included the provision of training to teachers to participate on the CPTD Management System. Over 125 801 teachers of various levels/categories received training in 2016/17. The provision of training is important as it contributes significantly to improving the quality of teaching and learning at classroom level. Where teacher training needs strengthening on areas such as MST and Languages, teachers were encouraged to participate in Professional Development activities as provided on the CPTD Management System, reporting, monitoring and evaluation and effectiveness of TPD programmes.

Non-achievements:

a. Incremental Introduction of African Languages

No IIAL training was conducted by the DBE in 2016. The DBE had planned to develop Grade 3 support materials but could not do so due to financial constraints. However PEDs reported that they conducted Grade 2 training.

b. Multi-grade/LEAP

Monitoring of Multigrade Teachers' training did not take place due to provinces not submitting the training plans as required.

Education Management and Governance Development (EMGD)

The Department contributes to the following national priorities in the National Development Plan (NDP):

- The implementation of an entry qualification for principals;
- Supporting professional associations working more closely with teachers to provide professional development opportunities, disseminate information about best practices and provide updates on cutting-edge research; and
- Changing the appointment process to ensure that competent individuals are attracted to become school principals and the introduction of competency assessment for principals.

a. Management

Policy on the South African Standard for Principalship (SASP)

The Policy on the South African Standard for Principalship (SASP) policy was promulgated on 19 March 2016 and distributed to stakeholders. The policy is aimed at:

- providing clearly defined roles of principals and the key aspects of professionalism and expertise required in such positions;
- serving as a template against which professional leadership and management development needs may be addressed;
- providing the basis for improved performance management processes applicable to principals;
- enhancing and sustaining the image, professionalism and core competencies of school principals;
- guiding self-reflection, self-assessment and development;
- providing a basis for the broader South African community to understand the scope and complexity of a principal's work; and
- informing better recruitment and selection procedures by setting standards to be used in the development of criteria for the appointment of principals.

The mediation and orientation of the Policy were done in provincial roadshows convened by the Director-General in all Provinces. Mediation also took place in conferences organised by the South African Principals Association (SAPA) in different provinces where a total of 1 778 principals attended. The information is summarised as follows:

Table 41: Mediation and Orientation on SASP Policy per Province

Province	Date	Attendance
Free State	29-30 July 2016	244
Gauteng	27-28 May 2016	248
KwaZulu-Natal	10 August 2016	120
Limpopo	3-4 June 2016	130
Mpumalanga	3-4 June 2016	308
Western Cape	20-30 April 2016	308
	30 April – 2 May 2016	20
	13-14 May 2016	275
	3-4 June 2016	125
Total		1 778

Survey on the availability of management documents in schools

The Department has embarked on a project to assess the availability and use of key management documents in schools with a view to supporting schools that do not meet this requirement. This project is carried out in collaboration with Provincial Education Departments (PEDs) through districts and circuit offices. This is based on Goal 21 of the Action Plan to 2019: *Towards the Realisation of Schooling 2030* which calls for the sector to ensure that the basic annual management processes take place across all schools in the country in a way that contributes towards a functional school environment. The indicator responding to the goal is the percentage of schools producing the minimum set of management documents at a required standard, for instance a school budget, a school improvement plan, an annual report, attendance registers and a record of learner marks. The survey aims at:

- Gathering information on the availability of basic management documents in selected schools;
- Determining the extent of usage of these documents; and
- Supporting schools that do not have the necessary documents and/or do not use these documents as expected.

Information gathered and analysed indicate that 1 810 (90.5%) of the 2 000 sampled schools have management documents. 5% of the schools surveyed need urgent attention of provinces with regard to the development, refinement and use of the management documents.

According to the survey there is a need to mitigate on the following:

- Annual Academic Report;
- School Improvement Plan;
- School Development Plan;
- Period register (most primary schools do not use a register);
- Audit financial statement; and
- School budget and LTSM register.

Documents that impact on curriculum delivery are available in almost all schools namely all time tables, quarterly learner achievement data and educator registers.

Strategy for discipline in schools

The Department has developed a Strategy for Discipline in Schools after establishing a multi-stakeholder Task Team to incorporate the recommendations of the Discipline Summit which was held in 2015. The purpose of the strategy is to:

- Strengthen, promote and monitor the implementation of a value-driven whole school approach to positive discipline in schools, by empowering officials in education, school management teams, teachers, learners, school governing bodies, parents and other stakeholders in the community with workable non-punitive disciplinary measures to be used in all public schools; and
- Provide a framework within which all training and capacity building programmes pertaining to school discipline should be designed and implemented by all Provincial Departments and service providers.

The Strategy was reworked to incorporate two documents: *Protocol on the Elimination of Corporal Punishment in South African School*; and *Positive Behaviour Intervention Systems*. The two documents will be used as some of the delivery modes in the implementation of the Discipline Strategy.

Induction of newly appointed Principals

The Department has developed a Framework for the induction of newly appointed principals as part of the capacity building programme for school principals which set the scene for the proper introduction of a teacher into a management position. The framework also aims at bringing about uniformity in the sector in terms of the expected period during which an appointee has to go through an induction programme.

The Northern Cape Education Department began to implement the induction framework for 633 newly appointed principals in Kimberley on 27-29 July 2016.

All Circuit Managers of the Northern Cape were taken through the induction programme in preparation for future training of newly appointed principals as and when posts are advertised. The session took place from 03 –05 October 2016.

The Eastern Cape Education Department inducted 450 of its newly appointed Principals on 01-03 February 2017 and 07-08 February 2017 at the Teachers Centre in East London. The principals were addressed by among others, the MEC for Education, the Head of Department in the Eastern Cape and officials of the Department of Basic Education.

The Gauteng Provincial Education Department conducted a two day induction programme from 08-09 February 2017. The DBE participated in the induction of the ninety-six (96) newly appointed principals out of the 120 expected appointees.

The Limpopo Education Department conducted its induction programme for principals on 13-21 October 2016 in the following clusters: Magakala, Dennilton and Moutse. These were principals who were appointed since 2013-2015 academic years in the Sekhukhune district.

Financial management training for Principals

The South African Council for Educators (SACE) has identified professional development needs of principals through a survey during the registration drive for the implementation of the Continuous Professional Development Points. Financial management was identified as one of the critical needs for the capacity building of school principals.

The Department of Basic Education has developed a training programme on financial management for school principals in collaboration with the Suid Afrikaanse Onderwysersunie (SAOU). This was funded through the Teacher Union Collaboration (TUC) fund.

The three (3) day training programme target both Circuit Managers and school principals to improve financial accountability, transparency and resource management by the principal as per the *South African Schools Act, No 84, of 1996*. This followed the training of principals and Circuit Managers on curriculum management in 2015. The TUC engagement was based on the National Development Plan's requirement for the sector to assist unions in developing the capacity to implement Continuous

Professional Development Strategies for their members and for educators to earn points towards meeting the Continuing Professional Teacher Development requirement.

The training started with sixty-four (64) officials from all provinces who were to serve as the National Co-Training Team. This was followed by the training of 1 402 Circuit Managers in eight (8) provinces with the exception of the Western Cape, as the (WC) province has a good financial management programme for principals.

The number of Circuit Managers trained was as follows:

Table 42: Financial management training for Circuit Managers

Province	Trained
Eastern Cape	362
Free State	60
Gauteng	55
KwaZulu-Natal	301
Mpumalanga	175
Limpopo	150
Northern Cape	209
North West	90
Western Cape	
Total	1 402

The number of principals trained on financial management by the DBE and SAOU is 5 870 from five provinces namely: the Eastern Cape, Gauteng, Limpopo, Mpumalanga and the Northern Cape.

The table below summarises the provinces and the number of principals trained:

Table 43: Financial management training for Principals per Province

Province	Trained
Eastern Cape	572
Gauteng	2 188
Limpopo	815
Mpumalanga	1 893
Northern Cape	402
Total	5 870

Advanced Diploma in Leadership and Management

The Department of Basic Education published a Tender in the Government Tender Bulletin Board on 19 February 2016 and it was closed on 18 March 2016 so as to attempt to appoint a service provider or consortium to develop the course content for the Advanced Diploma in Leadership and Management. The development of the qualification is in line with the national policy on the *Minimum Requirements for Teacher Education Qualifications* in terms of Section 8(2)(c) of the National Qualifications Framework Act, 2008 (Act 67 of 2008). This policy was designed to align qualifications for teacher education with Higher Education Qualifications Framework, 2007, and it replaces the Norms and Standards for Educators in Schooling, 2000, in its entirety. It is also in line with the National Development Plan which calls for the following:

- Implement an entry qualification for principals;

- Appoint appropriately qualified and competent principals; and
- Change the appointment process to ensure that competent individuals are attracted to become school principals.

A successful bidder has been appointed in this regard.

Training of Principals on Curriculum Management

The Department has developed a training programme on curriculum management for school principals during the 2015/16 financial year. Circuit Managers and school principals were trained on the programme which was aimed at enabling principals to provide professional leadership and management of the curriculum and therefore ensure that the schools provide quality teaching, learning and resources for improved standards of achievement for all learners.

A total of 1 224 Circuit Managers and 8 020 school principals were trained in the 2015/16 financial year. The programme continued in 2016 where additional numbers of principals were trained in various provinces. The North West Education Department has trained 845 outstanding principals.

Training in the Eastern Cape took place as follows:

Table 44: Curriculum Management training in Eastern Cape

Cluster	Date	Trained
Mbizana, Dutywa and East London	27-29 July 2016	180
Maluti, Butterworth and Graaf Reinet	2-4 August 2016	180
Mt Frere, Queenstown and Port Elizabeth	16-18 August 2016	180
Mt Fletcher, Cofimvumba and Uitengage	18-20 October 2016	180
Mthatha and Cradock	25-27 October 2016	120
Total		840

The Gauteng Education Department trained 150 of its Circuit Managers on curriculum management on 27-28 July 2016 through the Matthew Goniwe School of Management and Leadership. This was followed by the training of 1 683 schools principals during the 2016/17 financial year. Principals from the fifteen (15) Gauteng districts were trained in clusters. The table below summarises the information of the training of principals in Gauteng:

Table 45: Curriculum Management training of in Gauteng

Date	District	Principals trained
13-14 April 2016	Johannesburg and Ekurhuleni	197
11-12 May 2016	Tshwaga Cluster	281
18-19 May 2016	Sedibeng	133
25-26 May 2016	Ekurhuleni	270
01-02 June 2016	Johannesburg Cluster	212
09-10 June 2016	Johannesburg Cluster	311
27-28 July 2016	Tshwaga Cluster	279
Total		1 683

The total number of Circuit Managers trained on curriculum management is 1 374 while the number of school principals trained through the collaboration with SAOU is 10 548.

Support networks for female Principals

The Department of Basic Education has established Support Networks for Female Principals as it recognises and appreciates the critical role that women leaders play in all spheres of life and that challenges facing female leaders are different from those faced by their male counterparts in many ways. The support networks for female principals create and sustain leadership opportunities for women by increasing women's participation in formal and informal leadership roles across the country and to strengthen women's participation in decision making and community building. The Support Network promotes opportunities for females and advance their interests and status as leaders in schools first, and in all spheres of community life.

In creating a platform for female school leaders to engage and to gather advice regarding the motivations, challenges and benefits of females in a variety of leadership roles, the following activities took place across provinces and nationally:

- Nationally: Thirty-six (36) Support Networks have been established with a total of 3 229 female principals taking part.
- North West: Forty-one (41) newly appointed principals were inducted on ways and strategies to manage and lead schools in Taung.
- Northern Cape: A seminar was held for thirty (30) female principals at Pixley Ka Seme District on 12 August 2016.
- Free State: Launch of Support Network for Female Principals held in Welkom on 30 August 2016 with 149 female principals attending.
- Eastern Cape: A seminar for 130 female principals held in Mthatha on 31 August 2016.
- KwaZulu-Natal: A seminar for female principals held in Pinetown on 02 September 2016.

b. Governance

Survey on SGB functionality

A final report on the functionality of School Governing Bodies was compiled. Of the 2 000 sampled schools, 1 822 (91.9%) schools were found to be functional. This is an improvement of about 20% when compared to the 2016 survey. The number of dysfunctional schools decreased by 1% compared to the previous survey.

The survey highlighted that there was a correlation between the functionality of the SGB and the performance of learners in a school. The improvement in the overall NSC results by the class of 2016 is indicative of improved SGB functionality, particularly in the top three provinces.

The control and management of the assets of schools remained as a challenge in the sector. Some of the recorded weaknesses included the absence of annual stock taking, writing off of broken stock and updating new stock, unstamped and poor textbook retrieval systems.

The survey findings further suggested that there were no active measures in place to ensure budgeting, planning and the use of allocated funds for minor maintenance and repairs.

Financial training of SGBs in collaboration with ABSA

The Department of Basic Education and ABSA have partnered to improve the financial management skills of thousands of education officials and members of School Governing Bodies (SGBs) at public schools across the country. The School Governing Body Financial Management Programme aimed at strengthening financial management and improves accountability of schools.

A total of 10 521 members of School Governing Bodies from more than 2 700 schools in four (4) Provinces namely: Eastern Cape, KwaZulu-Natal, Limpopo and Mpumalanga have been trained. The training of school governing body members followed the training of 1 146 Circuit Managers from thirty-eight (38) districts of the above mentioned provinces. Seventy-four (74) Circuit Managers from the four districts of the Free State were also trained on the programme.

The training was necessitated by the increasing number of requests to ABSA from schools to provide them with overdraft facilities, and their inability to produce financial statements and budgets in many instances. It was further discovered that a substantial number of public schools, both fee and non-fee paying, lacked proper financial management and governance practices. A key objective of the partnership with ABSA was therefore to improve the situation through institutional capacity building and to contribute towards improving the learning environment and delivery of quality education at schools.

Table 46: Financial training of SGBs

Province	Training centres	SGB members trained
Eastern Cape	75	3 402
KwaZulu-Natal	42	752
Mpumalanga	38	2 553
Limpopo	20	3 814
Total	175	10 521

Parental support

The DBE in collaboration with the National Education Collaboration Trust has developed guidelines to provide parents with information on how they can better support their school-going children. The guidelines contain information on how parents can:

- Develop partnerships with the child's teachers and the school as a whole;
- Support the child academically;
- Support the child's school work at home;
- Monitor the child's performance; and
- Handle school fee matters.

The content of the guidelines will be shared with parents of school-going age children in various ways including:

- Public address in parents and community meetings;
- Discussion in the various media available to departmental officials;
- Printing of the entire document for parents who may need it most; and
- Printing of extracts from the guidelines for distribution as pamphlets.

The guidelines for parents were developed together with a Framework for School, Parents and Community Engagement. The proposed framework is meant to guide schools on how to improve parental support and participation in school activities. It gives practical steps that a school should take to create a conducive environment for parents to actively get involved in school matters under the following sub-headings:

- Legal policy mandates;
- Empowered and effective governance, management and supportive structures;
- Capacity development of parents;
- Programme planning;
- Monitoring, evaluation and reporting; and
- Indicators of success.

The framework provides schools with the following six (6) key areas to work on:

- Partnering with the community: identifying and integrating resources and services from the community;
- Parenting: helping families to establish home environments to support children as learners;
- Learning at home: helping families to assist their children with homework and other learning-at-home opportunities;
- Decision-making: including parents, learners and community members in the school decision-making process;
- Volunteering: recruiting for and organising the school's volunteer programme; and
- Communicating: using appropriate strategies to facilitate genuine communication.

The programme on how parents can support children at school was piloted in five (5) provinces (Eastern Cape, KwaZulu-Natal, Limpopo, Mpumalanga and North West) and in eight (8) districts. 226 Circuit Managers and other district officials were trained on how to facilitate the guidelines to parents.

Each of the eight (8) districts selected ten (10) schools where the facilitation of the programme took place with parents being the recipients of the training. These eight (8) districts were requested to initiate the project in ten (10) schools. Four additional manuals have been developed in collaboration with the NECT meaning that a total of eight (8) manuals have now been developed.

The programme will be rolled out to the rest of the provinces during the 2017/18 financial year.

Training of SGBs

The South African Schools Act 94 of 1996 (SASA) stipulates that the governance of a school is vested in its governing body. The functionality and effectiveness of a School Governing Body (SGB) impacts greatly on the successful operation and performance of a school. The Department is therefore tasked with the responsibility to plan, organise and implement capacity building programmes for SGB members. These programmes are aimed at assisting SGBs to acquire the necessary capabilities to govern effectively in schools. The Guidelines for the Capacity Building of School Governing Body Members is aimed at assuring that SGBs fulfil the following key roles:

- Define the direction and goals of the school;
- Mobilise communities to participate in the activities of the school;
- Protect and promote the Constitutional rights to education for children;
- Develop policies for the school in line with the Constitution;
- Support the principal to implement policies; and
- Fairly recommend deserving educators for vacant posts.

The following training for School Governing Bodies took place throughout the 2016/17 financial year:

Table 47: Training of SGBs on Capacity Building

Provinces	Number trained	Topics covered
Free State	945 2 155 SGB members from 375 schools in 4 different districts	Learner performance, School safety, Code of Conduct, Legislation, roles and responsibilities. Values in education; Admission policies in all schools; Recruitment, selection and placement procedure; and roles and responsibilities of SGBs
Gauteng	2 081 150 6 237 from all 15 districts	Trained in Financial management SAICA partnership with GDE : SAICA providing training on Financial Management SGB Finance Committee members on the School Finances
KwaZulu- Natal	2 973 out of 5 987 schools	Finance and Asset Management; HIV and AIDS; RCL Indaba; Drug awareness campaign; Bullying; and Roles and responsibilities of SGB members
Mpumalanga	221	Intervention programme; Financial management; policy developments; and interviewing
Limpopo	930 930 340	Roles and responsibility Financial Management RCL induction and RCL structures
Northern Cape	1 650 SGB members 146 SGB 100 SGB and Principals	Managing serious learner misconduct; Financial Management Development of Policies and Business Plans
North West	1 665 in 301 schools 81 in 3 underperforming schools	Recruitment and selection Financial management; and Legislative Framework. Underperforming – SIP
Western Cape	450 schools	Financial management

Learner admissions

The DBE worked with PEDs to strengthen learner admission processes in the sector to ensure that there is some uniformity. The initiative was also directed at making parents aware that it was the responsibility of every parent and guardian to ensure that their children were registered for the following year, well before the end of the current school year.

Early admission of learners was considered important to assist provinces in the determination of:

- Post provision;
- Learning and Teaching Support Materials;
- Learner furniture;
- Additional classrooms; and
- Ensuring that teaching and learning commence on the first day of the schooling calendar.

Provincial Education Departments are expected to:

- Release an Admission Circular annually;
- Determine the period for admissions;
- Establish a provincial and districts admission teams;
- Place admissions information on the website; and
- Conduct admissions advocacy.

Progress has been made over the years to achieve the following in the 2017 school readiness:

- The sector has now institutionalised admissions in the year preceding the year of study;
- Circulars released by provinces to guide admissions procedures annually;
- Establishment of committees to adjudicate on admissions queries and place learners who could not find placement;
- The use of provincial websites to disseminate information;
- Admission advocacy campaigns;
- Reduced tension between provincial education departments and SGBs; and
- Gauteng (Grade 8 and 9 only) and the Western Cape run admissions online.

Elections of Learner Representative Councils (RLCS)

The elections of Representative Councils of Learners with Grade 8 classes and higher were finalised in all schools by the end of February 2017. Provincial departments began orientation programmes for the learner leaders and established provincial and district structures.

Non-achievements:

Implementation of competency assessment for Principals

The sector was unable to implement competency assessments for the appointment of principals due to the delays in the Education Labour Relations Council (ELRC). The challenge can be remedied through the Director-General's involvement with union leaders in ensuring that the matter is discussed at the ELRC.

Advanced Diploma in Leadership and Management

The Department missed its target of having the course materials for the Advanced Diploma in Leadership and Management developed during the 2016/17 financial year due to the unavailability of funds for the project. The matter has been resolved with funding from the ETDP SETA.

4.3.5.3. CURRICULUM AND PROFESSIONAL DEVELOPMENT INSTITUTE

LTSM Policy, Development and Innovation

The DBE supports the attainment of the following key priority in the National Development Plan (NDP):

- Improved quality teaching and learning.

The DBE also supports the following sub-outcome of the Medium-Term Strategic Framework (MTSF):

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

The DBE works towards achieving Goal 16 in the Action Plan to 2019: Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire careers. The Department is tasked to perform a critical function of providing strategic direction in developing LTSM and e-innovation for teacher development programmes.

Major Achievements

a. Manage the development of support materials to meet training and curriculum needs

The DBE in partnership with the Education and Training Practices Sector Education and Authority (ETDP SETA) and the NECT developed and delivered the programme to strengthen reading in English at First Additional Language (EFAL) in the Foundation Phase (FP). The programme was implemented as follows:

- The planning workshop with nineteen (19) provincial co-ordinators made up of the Foundation Phase (FP) Subject Advisors from all provinces as well as Teacher Union representatives took place on 20 – 21 October 2016;
- Phase 1 training workshop with 248 National Core Training Team (NCTT) took place from 30 November – 02 December 2016. This was to prepare them to train and support teachers on the delivery of the Term 1 curriculum;
- The NCTT then proceeded to train 11 248 teachers nationwide for Phase 1 between December 2016 and February 2017;
- Phase 2 workshop with 187 NCTT took place on 27 February – 01 March 2017, the focus was the delivery of Term 2 Curriculum; Phase 2 teacher training is currently underway and will be finalised in April 2017.
- The DBE and NECT have been supporting and monitoring the teacher training workshops in provinces; and
- An external evaluator was appointed to evaluate the implementation of the programme. The evaluation will be finalised at the end of 2017.

b. Manage the development of materials responding to needs contained in diagnostic and other reports

In support of the provinces in the roll-out of the ANA Data Usage programme, 279 CDs containing resource materials have been couriered to all provinces, together with the pre and post-tests and the Facilitator's manual. The provinces have been requested to distribute to their respective districts for printing and this has been done. Each district received a set of four (4) CDs. Training is underway in provinces, with quarterly reports being submitted through the NSLA reporting tool.

c. Manage the development, co-ordination and availability of ICT programmes and professional development opportunities in learning technologies

An external evaluation focusing on the efficacy and implementation of the Ukufunda Virtual School (UVS) was conducted, a report was produced from this exercise and made public.

On the development of the draft *Professional Framework for Digital Learning (Framework)*, the following was achieved:

- The draft Framework with supporting resources has been completed;
- An Expert Reference Group consisting of internal and external stakeholders was established and participated in a workshop aimed at strengthening the Framework;

- The DBE presented the draft Framework and also received inputs from SACE;
- A two (2) day consultative workshop with representatives from twenty-one (21) Higher Education Institutions (HEIs) and the DHET on the draft Framework was conducted; and
- Another two (2) day workshop with sixty-one (61) ICT NCTT from PEDs on the draft Framework was conducted.

The DBE provided support and contributed course content for the University of Johannesburg's course delivered online-offline for e-learning specialists and teacher centre managers.

In addition to the above, sixty-one (61) teacher centres have been equipped with e-libraries.

d. Manage and co-ordinate processes to improve utilisation of teaching resources by teachers

The DBE has developed support mechanisms for PEDs as they will be rolling out the utilisation of LTSM in the Foundation Phase programme by capacitating Subject Advisors.

e. Manage and support PEDs to promote the functionality of school libraries

The DBE conducted a workshop for fifty-one (51) Library Specialists who formed part of the NCTT for School Libraries and Reading Promotion. Reporting on libraries and reading promotion has been mainstreamed by being included in NSLA and school readiness visits to foster accountability. The DBE also conducted four successful quarterly interprovincial LIS meetings.

Partners of the DBE have supported school libraries by providing or renovating libraries and/or providing library resources. A number of NGOs, organisations and youth community initiatives support PEDs and schools. A database has been developed of all known organisations which support the schooling sector with libraries and reading promotion.

A database of schools which need school libraries is being created with PEDs that will be presented to our partners to promote co-ordination and will also be published on various DBE and PEDs platforms.

Seven (7) provinces are providing mobile library services to a number of poor schools.

The *Read to Lead* Campaign is being reconceptualised in collaboration with the NECT. The Terms of Reference have been drafted for the development of the conceptual framework. The *Read to Lead* Campaign was promoted at the launching of school libraries and at reading and library celebrations throughout the year.

The provincial departments of the Department of Arts and Culture (DAC) have established dual-purpose libraries in schools. The DBE facilitates communication between the PEDs and the DAC.

A Framework for the establishment and management of Reading Clubs has been developed and this is being used to support centres in starting reading clubs. Gauteng and KwaZulu-Natal have become frontrunners in rolling out implementation of reading clubs.

Non-achievements:

The one challenge which was a delay in appointing a service provider for the printing of the Basic School Library manual and the Guidelines for Reading Promotion and Information Skills has since been rectified; therefore, there were no non-achievements for the year 2016/17.

Curriculum and Teacher Development Research (CTDR)

The DBE contributes to the attainment of the following key priorities in the National Development Plan:

Testing teacher content knowledge

The DBE also supports the attainment of the following sub-outcome of the Medium-Term Strategic Framework (MTSF):

Teacher knowledge testing to determine their knowledge

The DBE works towards achieving Goal 16 in the Action Plan to 2019: *Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire careers*. The DBE is required to report on the attainment of the following programme performance indicator in the 2016/17 Annual Performance Plan (APP): *Administer the diagnostic self-assessment tests to Mathematics, English First Additional Language, Physical Sciences and Accounting teachers in order to determine their content training needs*.

Teacher Centres

The DBE facilitates the establishment of Provincial Teacher Development Institutes (PTDIs) and District Teacher Development Centres (DTDCs) at provincial and district level to afford teachers an opportunity to be developed at local level. This responds to the call made by the Integrated Strategic Planning Framework for Teacher Development.

Research

The DBE promotes research agenda on the impact of Teacher Development programmes and the delivery of the Curriculum and challenges and how these challenges can be mediated.

The targets for 2016/17 Teacher Knowledge testing was 10 000 teachers for Mathematics and 10 000 for EFAL. Due to the lack of funds from the line budget, EU Funding was allocated. Processes of procurement could not yield the appointment of a Service Provider due to non-compliance. The EU Fund was withheld until November 2016. During this time, the ETDP SETA made R1 700 000 available for teacher testing. The Department is collaborating with the NECT to administer these assessments. The SETA signed an SLA with the NECT. The NECT contracted the Pearson group to administer the assessments. Pearson South Africa is already administering the teacher knowledge testing.

Expansion and the strengthening of functionality of Provincial Teacher Development Institutes (PTDIs) and District Teacher Development Centres (DTDCs)

Vodacom has completed the installation of International Co-operation, trade and security (ICTS) in twenty (20) Teacher Centres. UNISA completed the equipping of thirty-four (34) Teacher Centres with ICTs and Video Conferencing facilities. Vodacom has begun rolling out Video Conferencing facilities to ninety one (91) Teacher Centres. The HEDCOM and the CEM approved the Guidelines for PTDIs and DTDCs.

The DBE in collaboration with Microsoft, Vodacom and UNICEF established sixty (60) Microsoft Imagine Academies in sixty (60) Teacher Centres. Ten (10) of the sixty (60) Microsoft Imagine Academies (MIA) were fully registered by Vodacom. The registered 10 District Teacher Development Centres are feasible Microsoft Imagine Academies for Teacher and Youth development across South Africa and annual subscription fees are fully paid and serve as hubs for MIAs.

2 066 teachers and 1 605 youth have been trained respectively. Thirty-five (35) Interns were appointed into the MIAs.

The DBE further collaborated with UNICEF, Vodacom and Microsoft to register 155 officials for a University of Johannesburg (UJ) blended ICT course. 93.3% Teacher Centre Managers and e-learning specialists completed the on-line UJ blended course. The report on this course has been completed.

About 200 Centre Managers and e-learning specialists have been trained by Vodacom on trouble shooting and management of Teacher Centres.

Preparations for the impact assessment for TPD programmes finalised

A proposal for the impact assessment for Teacher Development programmes was done in collaboration with Cape Peninsula University of Technology (CPUT). The instrument for impact assessment was finalised. Approval was granted to do the study in the 2017/18 financial year. The Model for Teacher Development was completed and a roundtable was held for its strengthening together with the PLCs.

Report on Teacher Attitude towards the integration of technologies into teaching and learning finalised.

The report on the study of teacher attitudes towards the integration of technologies into teaching and learning has been completed. A recommendation to expand this study to cover a bigger scope has been made.

Achievements

a. Development of diagnostic self-assessments in EFAL and Mathematics (Teacher Knowledge Testing)

During 2016/17, 5 000 teachers were assessed in EFAL and 5 000 teachers were assessed in Mathematics. Funding for the administration of teacher knowledge testing, and for the establishment of the online platform for these assessments was secured. Teachers are being assessed but the boycott of these assessments by Teacher Unions has posed a huge challenge. Funding for the Development of the Teacher Knowledge Testing on-line platform was sourced from the ETDP SETA. Funding to administer assessment in 2017/18 was allocated from the EU Fund.

b. Strengthen the provincial Teacher Development Institutes and District Teacher Development Centres

93.3% Teacher Centre managers and e-learning specialists completed the NQF Level 8 blended University of Johannesburg qualification on the managing and leading of technologies in education. Ten (10) Teacher Centres are now fully registered Microsoft Imagine Academies. The Guidelines for Teacher Centres have been approved by the HEDCOM and the CEM. Thirty-four (34) Teachers Centres have Video Conferencing facilities.

c. Evaluation of all programmes for Teacher Development

In collaboration with the South African Council of Educators (SACE), thirteen (13) TPD Programmes were endorsed.

d. Monitoring and evaluation of the impact of Teacher Development Programmes

The final report on teacher attitudes towards digital technologies integration into teaching and learning was finalised. The roundtable to discuss the model for Teacher Professional Development was held. The instrument for the impact study of Teacher Development Programmes was finalised and approval was granted to undertake the study.

e. Ensure effective risk management that leads to clean audit outcomes

Effective risk management approaches were implemented through the appointment of Pearson to administer the Self-Diagnostic assessments. Wasteful expenditure was avoided.

f. Strengthening communication in the Basic Education Sector

Two articles were published through the DBE publication.

Non-achievements:

a. Development of diagnostic self-assessments in EFAL and Mathematics (Teacher Knowledge Testing)

The Teacher Knowledge Testing was delayed due to lack of funding and challenges in the procurement processes. It is recommended that this indicator be catered for within the line budget. Not all targets were met. The on-line teacher testing platform target was not met and budget is sought for 2017/18. The boycott by Teacher Unions will be addressed through the ELRC engagement in 2017/18.

b. Strengthen the provincial Teacher Development Institutes and District Teacher Development centres

Effective utilisation of all Teachers Centres has not yet been achieved. Four (4) provinces are still to establish PTDis.

c. Evaluation of all programmes for Teacher Development

Endorsement of TPD Programmes' pace has not improved because of other priorities at the SACE. There is no capacity at the DBE to evaluate TPD Programmes.

d. Monitoring and evaluation of the impact of Teacher Development programmes

Delays in the start of the impact assessment were due to internal logistics.

Teacher Development Implementation (TDI)

The DBE contributes to the attainment of the following key priorities in the National Development Plan:

- Produce and develop teachers with good knowledge of the subjects they teach; and
- Strengthen Mathematics and Science teachers' subject knowledge.

The DBE also supports the attainment of the following sub-outcome of the Medium-Term Strategic Framework (MTSF):

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

The DBE works towards achieving Goal 16 in the Action Plan to 2019: *Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire careers.*

The Department is primarily responsible for the following strategic objective of the Branch: *Develop and deliver high-quality, content-rich, pedagogically-sound CPD courses for teachers.*

The DBE is required to report on the attainment of the following programme performance indicators in the 2016/17 Annual Performance Plan (APP):

- Number of hours teachers spend on professional development; and
- Percentage of teachers meeting the required competencies.

Achievements

a. National Senior Certificate (NSC) support programme

The NSC support programme aims to improve performance in Mathematics and Physical Science in 10 under-performing districts. These districts have been recording low success rates for several years as per the 2014 and 2015 NSC results.

A professional development programme for Grade 11 and 12 teachers has been designed to support these teachers over three sessions, two sessions in 2016/17 and another in 2017/18. 100 Mathematics and 100 Physical Science teachers are targeted in every district.

In the first session, 1 316 teachers were reached with a three-day SACE endorsed programme. Teachers who participated will earn Professional Development (PD) points.

Table 48: Professional Development training programme (Maths and Science)

No	Province	District	Maths	P.Science	Total
1	EC	Mthatha	126	63	189
2	EC	King Williams town	Cancelled		
3	FS	Lejweleputswa	65	60	119
4	KZN	Ilembe	95	36	131
5	KZN	Umzinyathi	45	65	110
6	LP	Sekhukhune	75	77	152
7	LP	Mopani	59	184	284
8	MP	Nkangala	76	54	130
9	NW	Dr. R. Mompoti	84	76	160
10	NC	Kuruman	27	49	76
Total			652	664	1 351

A database of these teachers and the actual attendance registers were sent to the SACE for the processing of PD points.

b. Preparing for Grade 11 Technical Subjects implementation

Co-ordinated the planning and preparation for technical subjects for Grade 11. Developed Training Manuals for Grade 11 Technical Subjects in conjunction with Branch C (Curriculum Policy, support and Monitoring) specialists. The National Training Team (NTT) developed the materials while the specialists quality assured the material; and Subject Advisors and teachers in all schools offering technical subjects were trained in preparation for implementation in 2017. 1 170 Subject Advisors and teachers were trained on specialisations and 229 Technical Mathematics and Science Subject Advisors in all provinces were trained.

c. Professional Development for MST Intermediate Phase (IP) and Senior Phases (SP) Subject Advisors and Teachers

Grade 4-7 Mathematics, Natural Science and Technology

In partnership with Sasol Inzalo, the DBE completed the textbook development of Grade 4-6 Mathematics, Natural Science and Technology. The Mathematics textbooks have been quality assured in October 2016 and will be available to provinces. The workbooks for Grade 4-7 Natural Science and Technology have been completed and made available on the DBE website; and a Subject Advisor orientation was planned and training started in the first term of the 2017 academic year.

Teacher Development for sexuality-based education (Grade 8 and 9)

The DBE participated in the quality assurance of the Training Materials for sexuality-based education in respect to scripted lesson plans.

The DBE monitored the training of Grade 6-8 teachers on sexuality-based education in KwaZulu-Natal (KZN) and other provinces.

Support for Economics subject: GET and FET

In partnership with the South African Reserve Bank (SARB), a three-pronged programme is being designed and will focus on the following:

- Support for the Monetary Planning Competition (MPC) for Economics learners;
- Teacher support; and
- Inclusion of Economics in the release of Matric Results.

The Department developed and submitted a funding proposal as well as a Concept Paper to support Economics (FET) and EMS (GET) to the South African Reserve Bank.

Enhance e-Learning to support curriculum delivery, with special emphasis on Teacher Development

NECT Programme

Through the NECT Programme on Fresh Start schools in six districts, substantial ICT integration was achieved with the participant teachers. For both Mathematics and Physical Science teachers, a range of ICT software packages were supplied to the teachers, and they were also trained on how to use them. 500 teachers in six (6) districts took part of the programme.

NSC Support Programme

The NSC support programme for Mathematics and Physical Science teachers invited the e-learning specialists to the sessions where ICT resources were availed to the teachers by Microsoft and the Vodacom Foundation. The e-Learning specialists also trained the teachers on how to access the resources as well as how to utilise it.

Non-achievements:

a. Procurement of paper video

The procurement of Paper Video (digital content consisting of memory cards and books) could not be completed owing to challenges experienced during the procurement process.

b. Training of teachers on Economics

The South African Reserve Bank (SARB), although agreeable on supporting teacher development for Economics teachers, did not have an allocated budget for the process in this financial year. The SARB has undertaken to allocate funds to train Subject Advisors and teachers in 2017/18.

Table 49: Strategic Objectives, Performance Indicators, Planned Targets and Actual Achievements

Strategic Objective	Programme Performance Indicator	2015/16		2016/17	
		Actual Achievement	Planned Target	Actual Achievement	Deviation from planned target
3.1 Monitor the basic functionality of schools and school governing bodies on an annual basis in order to improve school effectiveness and accountability.	3.1.1 Percentage of SGBs that meet minimum criteria in terms of effectiveness (in sampled schools)	84% of sampled SGBs (1 683 SGBs) meeting requirements/ 2 000 sampled schools	50% of sampled SGBs	A total of 2 000 tools were received, analysed and captured. Of the 2 000 sampled schools, at least 1 822 (91.9%) schools were found to be functional.	+41.9 The Department has exceeded its target due to the fact that School Governing Bodies elected in March 2015 have settled and began to understand governance operations and the policies that they have to develop.
	3.1.2 Percentage of schools producing the minimum set of management documents at a required standard	-	70% of sampled schools	A total of 2 000 tools were received, analysed and captured. Of the 2 000 sampled schools, at least 1 810 (90.5%) schools were found to be functional	+20.5 There has been a concerted effort by provinces to monitor the availability of documents in schools during this financial year. Provinces were informed that the Auditor-General would focus on the availability of documents in the 2016/17 financial year audit, hence the improvement in the set target
3.2 Identify and recruit the youth from all provinces for the Funza Lushaka Bursary Programme in order to increase the supply of young teachers in the education system	3.2.1 Number of Funza Lushaka bursaries awarded to students enrolled for initial teacher education	13 980	14 000	14 343	+343 The deviation was caused by the fact that some HEIs' fees were lower than the average amount leading to more bursaries been available to be given to students.

Strategic Objective	Programme Performance Indicator	2015/16		2016/17		
		Actual Achievement	Planned Target	Actual Achievement	Deviation from planned target	Comment on variances
3.3 Administer the diagnostic self-assessment tests to Mathematics, English First Additional Language, Physical Sciences and Accounting teachers in order to determine their content training needs in Language, Physical Sciences and Accounting from all provinces each year	3.3.1 Number of teachers participating in the EFAL diagnostic tests	487	10 000	2 242 EFAL Teachers have been tested	-7 758	Various factors impacted negatively on the administration of the tests and achievement of set targets. These included: Failure by Service providers to meet the requirements of the Tender; EU Funding was withheld by National Treasury due to the funding review process that took place. Funds were only released towards the end of Quarter 3; Resistance by Teacher Unions (SADTU and NATU) led to delays, especially in KZN, FS, MP and NW; and Funding shortfall made it extremely difficult to cover all targeted teachers.
	3.3.2 Number of teachers participating in the Mathematics diagnostic tests	653	10 000	1 892 Mathematics teacher have been tested	-8 108	Various factors impacted negatively on the administration of the tests and achievement of set targets. These included: Failure by Service providers to meet the requirements of the Tender; EU Funding was withheld by National Treasury due to the funding review process that took place. Funds were only released towards the end of quarter 3; Resistance by Teacher Unions (SADTU and NATU) led to delays, especially in KZN, FS, MP and NW; and Funding shortfall made it extremely difficult to cover all targeted teachers.

Strategic Objective	Programme Performance Indicator	2015/16		2016/17		
		Actual Achievement	Planned Target	Actual Achievement	Deviation from planned target	Comment on variances
3.4 To monitor the implementation of performance management systems in PEDs annually in order to strengthen accountability of schools and office-based educators	3.4.1 Number of schools per PEDs monitored on the implementation of IQMS	-	Monitor 18 schools in 6 PEDs	Monitored 18 schools in 6 PEDs	-	-
	3.4.2 Number of PEDs monitored on the implementation of PMDS	-	Monitor 6 PEDs	6 PEDs monitored	-	-
	3.5.1 Number of PEDs that had their post provisioning process assessed for compliance with the post provisioning Norms and Standards	-	All nine (9) PEDs	Monitoring visits concluded in all nine PEDs during February and March 2017.	-	-
3.5 Monitor the implementation of the post provision policy and the model annually per province to ensure that there is an equitable distribution of teachers						

Table 50: Sub-programme expenditure

Programme 3: Teachers, Education Human Resources and Institutional Development						
	2016/17			2015/16		
Detail per sub-programme	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	2 463	2 428	35	2 431	2 420	11
Transfers and subsidies	-	-	-			
Payment for capital assets	-	-	-			
Payments for financial assets	-	-	-	88	88	-
3.2 Education HR Management						
Current payment	59 921	59 666	255	57 514	52 925	4 589
Transfers and subsidies	15 851	15 828	23	13 437	17 918	(4 481)
Payment for capital assets	115	114	1	128	121	7
Payments for financial assets	182	182	-	9	9	-
3.3 Education HR Development						
Current payment	42 015	41 025	990	21 123	20 921	202
Transfers and subsidies	1 048 822	1 048 821	1	1 057 359	1 057 359	-
Payment for capital assets	83	82	1	85	78	7
Payments for financial assets	4	3	1	14	13	1
3.4 Curriculum and Professional Development Unit						
Current payments	9 514	9 179	335	11 681	11 610	71
Transfers and subsidies	37	36	1	5	3	2
Payment of capital assets	27	27	-	143	82	61
Payments for financial assets	6	6	-	-	-	-
Total	1 179 040	1 177 397	1 643	1 164 017	1 163 547	470

4.4. PROGRAMME 4: 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 monitoring and evaluation, planning and assessment

4.4.2. LIST OF SUB-PROGRAMMES

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

4.4.3. STRATEGIC OBJECTIVES

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

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 fundamentally directed towards quality improvements, assessments and physical and financial planning as captured in the Action Plan to 2019: *Towards the Realisation of Schooling 2030*. The Programme contributes to the following sector goals:

Action Plan Goals on Physical and Financial Planning

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

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

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

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

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

4.4.5. PROGRAMME SUMMARY AND PERFORMANCE INFORMATION

4.4.5.1. FINANCIAL AND PHYSICAL PLANNING, INFORMATION AND MANAGEMENT SYSTEMS

Educational Management Information Systems (EMIS)

For the first time in the history of the Department, more learners enrolled in South African schools, both public and independent learners were uploaded into the Learner Unit Record and Tracking System (LURITS) by name and ID number, school and curriculum profile. Specifically, in comparison with the SNAP 10th day school census of 2016, 21 354 (95.9%) of ordinary schools comprising 11 180 202 (95.78%) learners were uploaded to LURITS by March 2017.

Development of LURITS II, an online version of the system was tested, is now live and will be implemented concurrently with LURITS I until June 2017.

83% of all learners in SA schools were authenticated with the Department of Home Affairs through the process of verifying their IDs in the National Population Register. Further work in partnership with other government departments involved identification of social grants receiving learners in those matriculating so as to facilitate pro-poor NSFAS funding. Finally, the Inter-Governmental Protocol on Partnership has been signed with the Department of Health.

A new EMIS policy, namely the National School Information Policy (NSIP) will be gazetted early in the new financial year.

The project for enhancement of South African School Administration and Management System (SA-SAMS) into a Web-based System has made progress in regard to production of User Requirements Specification (URS); Requirements Traceability Matrix; Concept of Operations (CONOPS); A Technical Assessment; Scoping and Scaling plan. In regard to maintenance of SA-SAMS Versions 16.2.0; 16.3.0 and 17.0.0 were released during the financial year to address the Department's changing information needs. The Helpdesk based in the DBE corrected 105 EMIS databases through responses to 450 calls and e-mails of enquiries per month. It must be noted that provinces have consented funding their part towards the modernisation of SA-SAMS. Lastly, training of provinces and districts as planned were all conducted and SA-SAMS support was implemented.

In the area of data management, the national schools Master-list was updated thrice and published during the current financial year, namely: June 2016; September 2016 and March 2017.

EMIS has published *School Realities* in September 2016 (SNAP data) and *Education Statistics in South Africa 2014* was published in May 2016.

Major users of education information were serviced timeously, including the National Treasury; Parliament; researchers and publishers. Lastly, 200 information requests were addressed and reports produced.

On the international front, the following questionnaires were addressed:

- The Sustainable Development Goals (SDG) questionnaire on availability of data for reporting on education indicators;
- UNESCO Student and Teacher Questionnaire + Consolidated version with DHET;
- UNESCO African Module Questionnaire;
- Updated and submitted International Standard Classification of Education (ISCED) mapping; and
- Collaboration with DSD on ECD reporting for ages 0-5 years: Awaiting enrolment data.

The services of questionnaire design, data collection and processing methods, continue. The Audit Tool for School of Skills were finalised and submitted.

Financial Planning, Economic Analysis and Provincial Budget Monitoring

During the 2016/17 financial year, the PEDs 2016 MTEF budget was analysed to determine the credibility thereof. The report was produced and shared with the provincial Heads of Department and CFOs. The intention of the report is to provide a snapshot of the budgetary situation in the current MTEF against the previous MTEF cycle. It also gives pointers to the budgetary trends in the public education sector across provinces. The comments and recommendations in the report assist the PEDs when planning and crafting the budget for the next MTEF cycle.

The 2016/17 APP of PEDs were analysed. The aim of the analysis is to ensure plans are realistic in planning for the service delivery outcomes against allocated budgets for a MTEF, and more specifically, a financial year. Further, during the financial year, the first and second draft 2017/18 APPs of the PEDs were analysed and sent to all PEDs. The aim was to improve on the 2017/18 APPs of PEDs.

The quarterly performance reports of the PEDs were analysed every quarter from the 4th quarter of the 2015/16 financial year to the third quarter of the 2016/17 financial year. The aim of the report is to gauge the progress of selected indicators, towards the achievement of the annual target. This shows the link between the financial and non-financial data.

The DBE also co-ordinated the 10X10 budget process for the 2017 MTEF. This included presentations by the sector and the compilation of bids for identified priority areas.

The data for the UNESCO questionnaire on statistics of educational expenditure for the 2015/16 financial year (specific to basic education) was compiled. The questionnaire was sent to the DBE to be completed and submitted by 15 May 2017. It is envisaged that South Africa would submit a consolidated country questionnaire with data from the DHET and the DBE.

The analysis of the audited performance for PPMs was done for PEDs for the 2015/16 financial year. The analysis is intended to improve the target setting across PEDs for the 2017/18 financial year.

The analysis of the 2017 Medium Budget Policy Statement was done to inform the Minister on the financial implications for the Sector.

Budget monitoring meetings were conducted with PEDs from July 2016 to September 2016 with the aim of evaluating the spending performance relating to the budget allocated in the 2016/17 financial year and provide advice. The report was submitted to the Director-General, Deputy Minister and the Minister.

The PEDs monthly expenditure report was developed and analysed.

Four (4) HEDCOM Sub-Committee on Finance meetings were held during the 2016/17 financial year. The aim of the meetings was to monitor and provide support to PEDs with regard to compliance to the sector's funding policies, improvement of the audit outcome, strategic planning, budget and expenditure, LTSM and infrastructure.

In order to ensure adherence to the NNSSF policy, the Minister published the no fee schools lists for 2016 as well as the National Table for school allocation for the 2017 MTEF.

A working group was established with relevant experts to review and make recommendations with regard to the adequacy of the school allocation and appropriateness of the current funding model for public schools.

A HEDCOM Sub-Committee for independent schools was established, as a forum to deal with policy issues relating to the registration, accreditation and funding of independent schools and also to ensure synergy in this regard amongst the PEDs.

In order to measure the progress made with indicator no.23.2 in the Action Plan to 2019: *Towards the Realisation of Schooling 2030*, information regarding the number of schools that have acquired more than one financial management responsibility was sourced from PEDs.

The DBE engaged with the National Treasury, the relevant PEDs and the relevant Provincial Treasuries regarding the issue of PEDs funding learners below the national targets for the school allocation for the 2016/17 financial year. This assisted in the

development of plans which would enable these PEDs to attain the national targets for the school allocation.

The DBE embarked on an exercise to collect and evaluate relevant data and information on municipal services as it relates to public schools. Identified issues would be discussed with various government departments and entities.

A telephonic survey was conducted with selected schools to monitor progress by PEDs regarding the transfer and utilisation of school funding.

4.4.5.2. NATIONAL ASSESSMENT AND PUBLIC EXAMINATION

National Assessments

Test items for diagnostic assessments were pretested in Grades 3, 6 and 9 Language and Mathematics. 701 test items were developed together with a Teacher Manual and a Test Item Tagging Framework.

A tender for the development of test items in the GET and FET bands was successfully gazetted. A briefing session was successfully held with potential bidders.

Terms of reference (ToR) for an Inter-Provincial GET Task Team were drafted. A document on the draft TORs for the task team was submitted for approval.

Two (2) formal review sessions were held to review and tag test items developed by the Human Sciences Research Council (HSRC) for the TARMII project. A PowerPoint presentation and a training manual were developed to train item reviewers.

The first testing of the User Acceptance Test (UAT) for the TARMII software programme was conducted. Feedback forms on the UAT test was compiled and submitted to the HSRC.

The newly formulated National Integrated Assessment Framework (NIAF) was presented to provincial and district fora for inputs. An amended concept document and implementation plan was developed and submitted for approval.

The Trends in International Mathematics and Science Study (TIMSS) 2015 study results were disseminated to provincial officials and school principals in six (6) provinces. A PowerPoint presentation and CDs were developed and disseminated to PEDs and school principals.

Draft diagnostic reports on the TIMSS 2015 results were developed. Draft diagnostic reports were developed for Grade 9 Mathematics and Science and for Grade 5 Numeracy.

a. Test Development

The work of the test development involves developing a large pool of test items that can be used for diagnostic tests, summative assessments and systemic evaluations. In the fourth quarter, further refinements to the 701 test items were developed for Grades 3, 6 and 9 Language and Mathematics tests. In February 2017, a pilot study was conducted among a purposeful sample of schools in Gauteng. The purpose of the pilot study was to pre-test items that were developed for diagnostic tests and use of the Teacher Manual to provide diagnostic information. Capturing and analysis of the items commenced in March 2017 and a report will be finalised in June 2017. Plans are in place for the first batch of diagnostic tests to be distributed to schools in the third term of 2017.

The DBE consolidated plans to produce subsequent batches of diagnostic tests through electronic platforms. The DBE worked in partnership with researchers from the HSRC to enhance an electronic platform (known as TARMII) designed to assist teachers in using the diagnostic (formative) assessments. The first phase of the User Acceptance Test (UAT) for the TARMII software programme was conducted on the following modules:

- Item writing and review process; and
- Registration of item writers, reviewers and teachers.

In addition, two (2) TARMII training sessions for Item Reviewers were conducted in order to facilitate the review of the items developed by the HSRC. A Test Item Tagging Framework was developed to facilitate the review process.

A tender for the development of items in the GET and FET bands in selected grades and subjects were advertised and briefing sessions with potential service providers were held on 07 March 2017. The closing date for the submission of bids was 17 March 2017. The DBE is in the process of finalising the appointment.

b. Assessment policy support and monitoring in the GET

In the fourth quarter, further refinements were made to the National Integrated Assessment Framework (NIAF) after presentations of the model were made to several inter-provincial and district fora. The model is structured on offering elements that integrated diagnostic assessment tools, summative examinations and independently administered systemic evaluations. A costed project plan for implementing the model in the next three (3) years was approved. The DBE has also worked on developing Terms of Reference and plans for the establishment of the Inter-Provincial GET Task Team were drafted for approval. The Task Team will oversee policy support and monitoring in the GET band. The Task Team will manage the quarterly collection of data for system wide reporting and monitoring in the GET band. A plan was put together to conduct an audit of School-Based Assessment (SBA) moderation conducted by PEDs and their data collection platforms linked to SBA marks on the SA-SAMS system.

c. International Assessments

Following the international release of the TIMSS 2015 study results in November 2016, presentations were made to the Presidency, the Council of Education Ministers, the Portfolio Committee on Basic Education, interprovincial meetings, and to the District Directors' forum in the fourth quarter. Further data analysis from the study was also made at the Basic Education's Lekgotla in January 2017. Dissemination of the TIMSS 2015 study results has taken place through the Director-General's roadshows with PEDs and school principals. In the fourth quarter, nineteen (19) roadshows were completed in six (6) provinces. At every road show, a compact disc containing the results was provided to all participants.

The DBE in collaboration with the HSRC developed 3 sets of diagnostic reports that can be used by teachers in their classroom practice. Diagnostic reports were developed for Grade 9 Mathematics and Science and for Grade 5 Numeracy. A provincial workshop is planned to take place in May 2017 where provincial co-ordinators will be trained in utilising the diagnostic information and to conduct further training with teachers. Thereafter, the diagnostic reports will be disseminated to schools.

Preparations for South Africa's participation in the next TIMSS cycle in 2019 have begun. An official from the DBE attended the TIMSS National Research Co-ordinators (NRC) Meeting in February 2017 to participate in the planning for the next TIMSS cycle in 2019.

Examinations and Assessments in School

a. Setting and moderation of question papers

A total of 366 question papers were set, moderated and approved by Umalusi for the November 2016 and March 2017 NSC examinations.

The 128 question papers required for the Senior Certificate examinations in May/June 2017 have been set and internally moderated. All the papers and marking guidelines have been approved by Umalusi and are currently undergoing quality assurance.

b. 2017 Practical/Performance Assessment Tasks (PATs)

PATs were developed for the 16 subjects that have a practical component and require learners to be assessed practically. In addition, four (4) practical assessment tasks for 2017 Grade 11 were developed. These tasks were developed by the DBE and internally moderated and approved by Umalusi. The development of these tasks ensures that assessment quality and standard are consistent across all provinces. The PATs were distributed to the PEDs at the beginning of the fourth quarter.

c. Exemplars and Common Examinations for Grade 10 and 11

To assist the teachers and learners with the implementation of Technical Mathematics and Technical Sciences and the Technology subjects in Grade 11 in 2017, seven (7) exemplar question papers for Grade 11 were set, reviewed and sent to PEDs. In addition, common examinations for Grade 10 and 11 in Physical Sciences, Mathematics and English P3 were developed and sent to the PEDs in September 2016 for the final examinations.

d. Administration of the 2016 Supplementary, SC and the 2016 NSC Examinations

The NSC 2016 Supplementary examinations were written between 10 February and 18 March 2016. A total of 115 966 full-time and 813 part-time candidates wrote the Supplementary examinations. The marking of the Supplementary examinations commenced on 18 March and concluded on 02 April 2016. Capturing of marks was completed by the PEDs on 18 April 2016 and the results were processed and released by 29 April 2016.

A total of 169 619 candidates enrolled to write the 2016 SC examination with about 33 005 being candidates who enrolled for six (6) or more subjects. 10 340 candidates finally sat for six (6) or more subjects for the May/June 2016 examination. The SC 2016 examination commenced on 25 May 2016 and ended on 01 July 2016. The Marking Standardisation Meetings (MSM) commenced on 30 May and ended on 05 July 2016. Marking in all provinces commenced on 05 July and ended on 16 July 2016. SC candidates were result on 19 August 2016.

The 2016 NSC November examinations were written by 610 178 full-time candidates and 107 793 part-time candidates in 6 814 examination centres, over a period of six (6) weeks from 24 October 2016 to 29 November 2016. The administration of the examinations was successful. However, irregularities were uncovered in the Malamulela and Giyani (Mopani District) in Limpopo and Gauteng but did not compromise the integrity of the examinations as Umalusi pronounced during the approval of the results.

e. School-Based Assessment (SBA)

To ensure the credibility of the SBA scores, the DBE quality assured the SBA systems in all PEDs. The DBE held a workshop with all the SBA Provincial Co-ordinators on 18–20 April 2016. The DBE's quality assurance of SBA took place in July and October 2016 in ten (10) key subjects, namely Accounting, Business Studies, Economics, Physical Sciences, Life Sciences, History, Mathematics, Geography, English First Additional Language and Life Orientation. The process entailed the evaluation of the SBA implementation systems, evaluation of assessment tasks and the marking of the learner evidence. Feedback was provided to the teachers and Subject Advisors. In addition, quality assurance of the Oral Assessment of English FAL was conducted for the first time in 2016.

Furthermore, twenty-five (25) PAT moderators were trained on 24–25 September 2016 to moderate PATs for the following subjects: Agricultural Management Practices, Agricultural Technology, Design, Dramatic Arts, Visual Arts, Music and Tourism using the improved PAT moderation tool specifically developed for the above-mentioned subjects. A total of seventy-one (71) reports from SBA and PAT moderation were generated. These reports have been provided to provinces to inform their interventions for 2017.

f. Monitoring, co-ordination and provincial support

To ensure that PEDs were ready to administer the 2016 examinations, the DBE conducted follow-up visits to three PEDs, i.e. KwaZulu-Natal, Eastern Cape and Limpopo, to establish progress in the implementation of the recommendations made during the previous monitoring and collaborative review visits.

The DBE appointed sixty-six (66) part-time monitors and also included twenty-eight (28) School Improvement Support Co-ordinators (SISCO) to augment the team. This increased presence of officials during the writing so that the possibility of malpractices was minimised.

The DBE conducted intensive training for all the monitors so that they were reminded of all policies pertaining to the conduct of examinations. These monitors were utilised to monitor the conduct of the National Senior Certificate and the marking thereof

in all PEDs to ensure that the examinations were conducted in line with policy prescripts, were irregularity free and the results were reliable.

The DBE also conducted an investigative audit in all provinces as part of routine procedure to establish the credibility of the NSC. Following the report of the leakage of the Mathematics Paper 2 in Limpopo, the Minister established a Ministerial Investigation Team (MIT) to investigate the leakage, establish the source and determine how widespread the leakage was so that the next steps could be determined. Initial investigations revealed that the leakage was contained and it was therefore not necessary to rewrite the paper.

g. Marking of the 2016 NSC Examinations

In preparation for the 2016 NSC marking process, the DBE hosted a total of 130 national marking guideline standardisation meetings which were held from 25 October 2016 to 03 December 2016, prior to the commencement of the marking of the NSC examination. The meetings also incorporated the training and authorisation of chief markers and internal moderators using an agreed tolerance range. The training exercise was aimed at ensuring that the marking guidelines were applied consistently in all provinces. Marking was conducted in 140 marking centres in the country by 47 414 markers.

Furthermore, the DBE conducted and successfully managed the centralised marking in four non-language subjects, namely Agricultural Technology, Agricultural Management Practices, Dance Studies and Music and six (6) Second Additional Languages, namely English, IsiXhosa, Sepedi, Sesotho, isiZulu and Setswana. A team comprising the provincial chief markers, internal moderators and members of the national panel were utilised for the centralised marking. The marking commenced on 03 December 2016 and ended on 12 December 2016. Waterkloof High School was used as the marking centre.

h. Standardisation of 2016 NSC Results

On 21–22 December 2016, a pre-standardisation meeting was hosted by the DBE involving provincial examination managers (Chief Directors and Directors in Examinations and Curriculum and Heads of Education Departments) to prepare standardisation proposals to be presented to Umalusi on 23 December 2016. Umalusi hosted the standardisation of the 2016 NSC results on 23 December 2016.

i. 2016 NSC Examination Results and Feedback

NSC examination results were processed and released to candidates on 04 January 2017. In order to consolidate adequately all the data to be presented to the PEDs, the stakeholders in education and the media, four (4) reports and a pamphlet/booklet were produced. These reports were released with the release of results on 04 January 2017.

The reports produced were as follows:

- A National Senior Certificate Examination Report: 2016;
- A Schools Performance Report which reflected the overall achievement of schools offering Grade 12, over a three-year period;
- A Schools Subject Report which highlighted the performance of each school in terms of their performance in key subjects;
- A Diagnostic Report on learner performance for the 2016 NSC examinations. The Diagnostic Report highlighted areas of weaknesses and provided suggestions for improvement in teaching and learning; and
- An information brochure/pamphlet/booklet targeting learners and parents, providing general information on registration; supplementary examinations; re-marking, re-checking and viewing of examination scripts; higher education institution requirements and appeal processes were also produced and released on 04 January 2017.

Quality Learning and Teaching Campaign (QLTC)

In the first quarter of 2016/17, the Quality Coordinating Team (QCT) focused on the following Districts in Limpopo on the establishment and empowerment of QLTC Structures, i.e. Mopani, Mogalakwena and Vhembe Districts. There were over 1 500 attendees who benefited from this training.

The QCT collaborated with Mopani District and the Limpopo PED in co-ordinating and facilitating a successful District Education Summit which focused, amongst other issues, on the following: Reviving QLTC (Strengthening social mobilisation); Strategies on the improvement learner outcomes.

The QCT further partnered with the Kha Ri Gude Unit and North West PED in co-ordinating the Award Ceremony in Mokgalwana Village.

The QCT collaborated with the Eastern Cape Province and the Chief in convening a local stakeholder Indaba in the area of Idutywa to deliberate on the following, amongst other issues: curbing high levels of drug abuse, high level of pregnancy, vandalism of schools, and improving learner outcomes.

The QCT was instrumental in forming part of the Ministerial intervention at Vhuwani, Vhembe District in Limpopo. The intervention is ongoing in the light of the matter not yet resolved to its entirety.

The QCT was also requested to form part of the team to prepare for the State President's visit to the Kwaggafontein Area, Nkangala District in Mpumalanga. The visit by the President on 10 June 2016 was part of the Siyahlola Programme.

As part of the Deputy Minister's intervention programme, the QCT was requested to co-ordinate and mobilise stakeholders in preparation for the visit to Umsinga Area, Umzinyathi District in KwaZulu-Natal where more than 700 people attended.

4.4.5.3. PHYSICAL PLANNING

Education Infrastructure Grant (EIG):

The first tranche of the EIG allocation for the 2016/17 financial year amounting to R1.2 billion was transferred to provinces on 15 April 2016. The instalment was dependent upon submission of the approved and signed-off User-Asset Management Plan (U-AMP) with prioritised project lists for the 2016 Medium Term Expenditure Framework (MTEF) and a comprehensive maintenance plan by no later than 31 March 2016. The second transfer amounting to R2.4 billion was made on 30 May 2016 and was dependent upon the submission of March 2016 Infrastructure reports, NEIMS assessment forms for 2015/16 fourth quarter by 16 April 2016, quarterly performance reports on disaster allocations, and a report on the filling of posts on the approved establishment for the infrastructure units for the 2015/16 fourth quarter.

The third transfer amounting to R 2.4 billion was made on 31 August 2016 and was dependent upon the submission of the end-of-year evaluation report for the 2015/16 financial year on 31 May 2016, draft U-AMP on 30 June 2016, NEIMS assessment forms for 2016/17 first quarter by 22 July 2016, quarterly performance reports on disaster allocations, and a report on the filling of posts on the approved establishment for the infrastructure units for the 2016/17 first quarter.

The third installment to Mpumalanga was withheld due to non-compliance with the conditions of the third instalment and was rescheduled for 03 October 2016. The fourth instalment amounting to R2.2 billion was made on 15 November 2016 and was dependent upon submission of the approved and signed-off Infrastructure Reporting Model (IRM) reports up to September 2016, NEIMS assessment forms for the second quarter of the 2016/17 financial year, draft Infrastructure Programme Management Plan (IPMP) (including the construction procurement strategy) for infrastructure programmes envisaged to commence within the period for the Medium Term Expenditure Framework (MTEF) and quarterly performance reports on disaster allocations for the second quarter of 2016/17.

The fourth instalment to Free State was withheld following concerns that the Department is faced with a financial crisis that is compounded by the cash flow management limitations that they are subjected to by the Free State Provincial Treasury, which had led to delayed payments to contractors. It was rescheduled for 15 December 2016. The fifth instalment was due on 31 January 2017 and was dependent upon submission of the approved and signed-off IRM reports up to December 2016, NEIMS assessment forms for the third quarter of the 2016/17 financial year, and quarterly performance reports on disaster allocations for the third quarter of 2016/17. The fifth instalment to Free State amounting to R86 890 million was withheld due to under-spending of the previous transfers made to the province. The said installment has since been stopped and re-allocated to KwaZulu-Natal.

During the in-year adjustments period, an amount of R142 million was converted from the School Infrastructure Backlogs Grant (SIBG) for implementation of ASIDI schools currently implemented in the Western Cape. Also, the National Treasury approved an amount of R177 098 million for the repair and rehabilitation of the schools damaged during the protest action in Vuwani, Limpopo. The said amounts have since been transferred to the respective provinces. To date, a total of R9.9 billion, which translates to 100% of the adjusted allocation, has been transferred to the PEDs.

a. Performance-Based Incentive Grant

In the current financial year the sector was allocated an incentive amounting to R667 million. Five (5) Provinces, namely: Gauteng, KwaZulu-Natal, North West, Northern Cape and Western Cape qualified for the incentive amounting to R133 million each. This was added to their respective baselines and has been transferred to the PEDs as per the Payment Schedule.

b. Human Resource Capacity:

The total number of posts for all provinces is 620 in terms of their approved structures. 202 posts are vacant due to the inability to attract suitable qualified professionals with relevant qualifications including the required registration.

The schools completed in 2016/17 are as follows:

Table 51: Completed schools (HR Capacity)

Province	Number of schools completed
Eastern Cape	0
Free State	2
Gauteng	5
KwaZulu-Natal	5
Limpopo	0
Mpumalanga	2
Northern Cape	1
North West	2
Western Cape	2
Total	19

National Education Infrastructure Management System (NEIMS)

- A total of 23 419 (99%) of schools have been provided with water (NEIMS Data, 31 March 2017);
- A total of 22 391 (95%) of schools have been provided with fencing and a gate. (NEIMS Data, 31 March 2017); and
- A total of 23 428 (99%) of schools have been provided with sanitation. (NEIMS Data, 31 March 2017).

Accelerated Schools Infrastructure Development Initiative (ASIDI)

During the period under review, the Department has achieved the following with regard to the ASIDI project:

ASIDI accumulated numbers since inception:

- Replacement of inappropriate schools: 179 delivered: 16 in 2016/17;
- Sanitation: 425 delivered: 9 in 2016/17;
- Water: 615 delivered: 10 in 2016/17; and
- Electricity: 306 delivered: 0 in 2016/17.

Scholar Transport: Nationally 524 662 learners in need of transport were identified in the 2016/17 financial year. Provinces have planned to transport only 420 240 learners in this financial year. In the third quarter, 444 293 learners, more than the target, were transported. 85% of learners in need are transported against the total need. Transportation of learners is at 108%, more than the target.

The National Learner Transport Policy is being implemented by all the provinces. The National Interdepartmental Committee has been established. Three meetings were convened and the Minister's report on progress has been submitted and approved.

The draft contract document and operational guidelines were developed to assist the provinces in implementing the policy. These documents are awaiting approval.

The Standing Committee on Appropriations made the recommendation that the National Treasury, in its programme on expenditure reviews, include an assessment of the efficacy of funding Scholar Transport. The assessment will be undertaken in partnership with the DBE, Department of Transport, Department of Planning, Monitoring and Evaluation, Civil Society and relevant stakeholders.

The task team has been established to facilitate the evaluation process. The terms of reference for evaluation have been developed and letters were sent to provinces to invite officials to serve in the Steering Committee.

The DBE has committed R1 million to co-fund the process with the Department of Transport and the Department of Planning Monitoring and Evaluation.

The duration of the project is 12 months, starting from April 2017 to the end of March 2018.

School furniture: The total furniture need that was identified was 969 501 units in 8 851 schools. The target for this financial year is to provide 681 891 units of school furniture to 3 852 schools. As at the end of the third quarter, 467 319 units of furniture were delivered to 4 209 schools.

The draft guidelines for the provision of furniture have been developed. Consultation with the National Regulating Council of Standard is ongoing regarding the school furniture specifications and the adoption of the South African National Standard (SANS) 660 as a national standard for school furniture.

4.4.5.4. NATIONAL EDUCATION COLLABORATION TRUST (NECT)

The update presents highlights on the implementation of the NECT programmes for the period 01 April 2016 to 31 March 2017. The updates are presented in three areas: teacher professionalisation, systemic programmes and the education dialogue programme.

Teacher Professionalisation Programme

In 2016, the NECT programme began to transition from testing and trialling some of the initial innovations to national replication. The start of 2017 has seen the NECT footprint rapidly increasing to coverage of close to 30% of the schooling system. The following three initiatives introduced at the end of 2016, contributed significantly to the increase in reach:

a. Universalisation

Universalisation is the process of taking successful innovations that were trialed out in 426 test sites called the Fresh Start School, to all the schools in the eight (8) trial districts. The universalisation process thus extended the NECT work to 4 362 schools at the beginning of 2017. All teachers and school management teams in these schools have received teaching toolkits and systems aimed at improving the curriculum coverage. These tools have increased the coverage of the expected curriculum by margins ranging between 19.5% and 55.6% in Mathematics, Natural Science and English First Additional Language.

b. Primary School Reading Improvement Programme (PSRIP)

The PSRIP aims to build the capacity of Foundation Phase (FP) teachers to teach reading. The initial objective of the PSRIP was to

train and resource 10 000 English First Additional Language (EFAL) teachers. The programme involved the induction and training of 260 Foundation Phase Subject Advisors who are responsible for the replication of the programme in more than fifty (50) of the eighty-five (85) districts. The teachers who participated in the reading programme received lesson plans for the entire year, Big Books as well as related early grade assessment instruments. Pre- and post-assessments exercises being implemented with teachers and Subject Advisors are expected to shed light on the gaps and capacity that exist to improve reading in a sustainable way in the sector.

c. NECT/ DBE/ Teacher Unions Collaboration

The NECT has initiated a process of replicating its tried and tested programmes with other organisations and associations such as Teacher Unions. In 2016, collaboration was initiated with the South African Democratic Teachers' Union. This collaboration has extended the teacher professionalisation work of the NECT to 785 primary and combined schools in Sekhukhune district (Limpopo) and Butterworth district (Eastern Cape). The programme is focused on replicating learning programmes in Foundation Phase and Grades 4 – 7 EFAL and Mathematics, accompanied with establishment of the Professional Learning Communities (PLCs).

The table below provides brief updates on 2016 full year and 2017 Quarter 1 achievements.

Table 52: Teacher Professionalisation Programme Achievements

Focus Area/ Intervention	Outcomes	2016/17 Achievements
Professionalisation of teaching	More effective use of teaching and learning resources	26 000 teachers from 1 532 schools received 20 hours of training over four school terms. In addition, 10 330 teachers from 2 963 non-NECT schools received training from Subject Advisors in four to five-hour sessions. 17 964 teachers trained in the use of the Learning Programmes.
	Development, production and dissemination of teachers' toolkits comprising lesson plans and trackers for teachers and HODs.	In excess of 2.6 million toolkits were distributed to the teachers.
Management and Courageous Leadership	More effective structures and process for curriculum leadership and management	Over 3 012 SMT members from 1 532 schools were trained in curriculum management for 5 hours and in courageous leadership for another 5 hours

Systemic Interventions Programme

a. Upgrading of the SA-SAMS

The NECT has worked with the DBE team responsible for technology improvements to prepare for the upgrading of the SA-SAMS. Private sector funding and expertise were engaged to unlock the development of User Requirement Specifications for the upgrade of SA-SAMS using the most advanced project management approaches. The exercise produced Technology Assessments, a Requirement Traceability Matrix, a Project Feasibility Study and a Concept of Operations document. The upgrade of the system will include technology upgrades, system reengineering and integration with other systems such as those used in the Departments of Home Affairs and Social Development.

The background research and planning laid the ground for a multi-year framework agreement for improving the use of technology in order to improve the administration of schools. Discussion of the framework agreement has been initiated with the DBE, PEDs, the South African State Information Technology Agency (SITA), the NECT and private sector funders with an interest in this area.

b. Connectivity Profiling in Schools

The NECT, through the Council for Scientific and Industrial Research (CSIR) has assessed IT connectivity in five (5) districts, viz.

Bohlabela, Bojanala, Mount Frere, uThungulu (King Cetshwayo) and Waterberg. The draft report presents useful observations about connectivity in schools. It suggests that the minimum standard for school connectivity requirement of 100Mbps needs to be brought down depending on the school's utilisation. The report also makes an observation that the coverage provided by private sector mobile service operators is much greater than what was anticipated. Of the 2 500 schools in the five (5) districts, 53% have 3G service and 44% have LTE service. The report thus recommends that rather than wait for the prescribed minimum level of connectivity, schools should start to implement more rigorously ICT initiatives with whatever connectivity they have access to. This will allow them to start moving up the ICT adoption curve.

c. Education DialogueSA

The dialogue programme seeks to drive a positive narrative around education through a series of participative dialogues which enable education stakeholders to share ideas about critical topics and challenging circumstances affecting education delivery.

A summit involving in excess of 140 NGO leaders and funding organisations was held in March 2016 to discuss the role of the NGOs in supporting the implementation of the NDP. The summit agreed on measures to be taken to strengthen the NGOs and to promote the co-ordination and application of their work. Following the dialogue group, an Education NGO Committee was established with the founding purpose of co-ordinating practical strategic steps towards improving the impact of NGO work in education and ultimately on the NDP.

The NECT worked with the District Steering Committee to set up in Vhembe to advocate for the initiation of schooling in Vuwani during the political crisis that began on 08 May 2016. In July 2016, the NECT worked with the DBE and the PED to set up learning camps for Grade 12 learners to ensure that teaching and learning continued, despite the problems in Vuwani. This arrangement was negotiated between the DBE and representatives from the local community. In collaboration with Section 27, Basic Education For All, the Kagiso Trust, the Helen Suzman Foundation; the NECT and the DBE formulated a co-ordinated response to the Vuwani crisis with a crowd resourcing initiative that has raised R10 891 685 in cash and in kind through a variety of fund-raising mechanisms. This collaboration assisted the learning camps directly with the provision of photocopiers and paper (R200 000) and the delivery of 314 single desks and chairs to the three camps across Limpopo.

The NECT conducted four (4) provincial road shows targeting over 2 000 provincial and district officials and members of the community to advocate for the need to improve curriculum coverage. The road shows were spurred by an observation from the NECT that the majority of classes needed to improve curriculum coverage. The dialogue created a much discussion and awareness among key officials and the public.

The DialogueSA programme for 2017 commenced with a dialogue on the Currency of the National Senior Certificate on 27 March 2017. In the main, there was more clarity about the standardisation process of the NSC, the pass rate requirements and the pros and cons of the approach of progressed learners. Recommendations made included extending the measures of education quality, particularly at lower levels of the system, and improving communication between Umalusi and the DBE. A debriefing meeting with Umalusi and the DBE aimed at isolating the key lessons and actions to be taken, is pending.

The NECT is planning a public policy education dialogue series which will commence in May 2017. The dialogue series will be in the form of roundtables and a symposium with key stakeholders in the education sector participating.

Table 53: List of materials provided to NECT schools in 2016

Grade	Subject	Language	Deliverable item
1 - 4	First Additional Language	English	Lesson plan
1 - 4	First Additional Language	English	Tracker
5 - 9	First Additional Language	English	Planner and tracker
1 - 4	First Additional Language	English	Flashcard words v1
1-3, 4, 5-6 & 7-9	First Additional Language	English	Trainer's guide
4	First Additional Language	N/A	Poster: inside the classroom (science lab)
4	First Additional Language	N/A	Poster: the farm
5 - 9	First Additional Language	English	Workshop booklet
1 - 3	Home Language	Setswana, Sepedi, Tshivenda, Xitsonga, IsiXhosa	Lesson plan
1 - 3	Home Language	Setswana, Sepedi, Tshivenda, Xitsonga, IsiXhosa	Flashcard words
1 - 3	Home Language	Setswana, Sepedi, Tshivenda, Xitsonga, IsiXhosa	Tracker
1-3	Home Language	N/A	Trainer's guide
1 - 3	Mathematics	Setswana, Sepedi, Tshivenda, Xitsonga, IsiXhosa Setswana	Lesson plan
1	Home Language	N/A	Poster: inside the classroom
1	Home Language	N/A	Poster: at home
2	Home Language	N/A	Poster: activities with friends
2	Home Language	N/A	Poster: healthy eating, healthy living
3	Home Language	N/A	Poster: sports day
3	Home Language	N/A	Poster: game reserve
1-2	Home Language	N/A	Print handwriting
3	Home Language	N/A	Cursive handwriting
1 - 3	Mathematics	Setswana, Sepedi, Tshivenda, Xitsonga, IsiXhosa Setswana	Learner activity book
1 - 3	Mathematics	English	Tracker
4 - 9	Mathematics	English	Planner and tracker
1-3, 4-5, 6-7, 8-9	Mathematics	N/A	Trainer's guide
4 - 9	Mathematics	N/A	Workshop booklet
8 - 9	Natural Science	N/A	Planner and tracker
8-9	Natural Science	N/A	Trainer's guide
8 - 9	Natural Science	N/A	Workshop booklet

4.4.5.5. DISTRICT PLANNING AND SUPPORT

Support to schools by the Department is organised through districts and circuits whose position in the educational hierarchy means they are positioned to be a powerful vehicle for change. Despite recognition of their importance, however, challenges remain around a clear policy environment respected and implemented by all; adequate resourcing; adequate staffing and authority and autonomy.

During the year under review, the focus of the Planning and Delivery Oversight Unit was on:

- Clearing the policy environment including codifying standard district routines and operations;
- Strengthening District Director peer support through the Forum of Districts initiated by the Minister in 2010 and through partnerships between districts;
- Implementing capability building programmes – starting with a focus on data analysis and utilisation;
- Exposing District Directors to international best practice in education; and
- Recognising and celebrating excellence.

District-Level Planning and Implementation Support

The Department embarked on a process of costing the current structure against the intended/proposed district organograms in order to determine the financial implications of the proposed norms for staffing districts. A report on the implications of the proposed norms was generated. The information was used to develop Minimum Norms for Staffing Districts to strengthen the support given to schools by districts. The district and circuit size norms in the Policy of the Organisation and Roles and Responsibilities of Education Districts were revised for policy amendment together with delegations given to District Directors, e.g. Governance and Financial Management. This culminated in a General Notice that was issued by the Minister on 07 November 2016 for public comment. Comments were received from a broad range of stakeholders and consolidated by a Policy Task Team of the HEDCOM Subcommittee on District Co-ordination, Monitoring and Support. The process will be finalised in the next quarter through Ministerial approval of the Amended Districts Policy.

The 2017 version of the *District Standard Routines and Operations Guideline* document was finalised in the 2016/17 financial year. The Guideline has incorporated all inputs received from across DBE branches as well as provinces. An order has been issued for the bulk printing and distribution of the Guideline to provinces, districts and stakeholders. A revised version of the *Roles and Responsibilities of District Officials* has been completed and is still being considered in the Education Labour Relation Council (ELRC) for adoption and clarification of job descriptions for office-based educators.

Findings from the 2015/16 Principals' Satisfaction Survey were packaged and disseminated to various stakeholders and structures in the Department with a view to strengthen district effectiveness and support to schools.

In preparation for 2016/17, the DBE did an analysis of emerging issues from the 2015/16 survey findings and the report on the performance audit on education districts conducted by the Auditor-General; revised the 2015 sampling procedure to include reporting at the district level; and refined survey instrument for data collection.

Data collection was conducted in all the provinces and eighty-one (81) districts targeting 1 080 and 4 680 schools respectively for reporting at the national and district level. Data capturing and analysis is underway.

The Department conducted a user satisfaction survey to establish the impact of the capability building training that was facilitated by the University of Stellenbosch on data management, processing and utilisation for District Directors and data specialists from selected districts. The survey revealed overall satisfaction by the participants with a recommendation for a follow up session and extension to the rest of the officials. The DBE collaborated with the National School of Government (NSG) to conduct the Induction and Orientation Programme for District Directors and Circuit Managers. The programme is designed to enable new education District Managers to make meaning of concepts, legislative frameworks and guidelines in a way that will propel them to make a difference in their districts. It is expected that at the end of the training, District Managers will be better equipped with skills needed to solve daily problems in their places of work. Over 200 managers from across the nine provinces attended the face-to-face online session training from 20-22 February 2017 at the OR Tambo International Airport. The training concluded with a face-to-face Peer Learning Exercise where participants who successfully completed the workplace case study, made their presentations. In addition, a team of Senior Managers from the nine provinces has been identified for Training of Trainers (ToT) to build capacity and to create a pool of localised expertise.

A follow up of the 2016 District Awards was conducted with all the winners in preparation for the 2017 National Education Excellence Awards. The purpose was to solicit, through a questionnaire, comments to improve the prizes and the Awards overall. The categories and criteria for the District and School Awards were refined, taking into consideration the quintile ranking of schools, as well as the overall quality score using the National Senior Certificate (NSC) Inclusive Weighted Basket of Performance Indicators namely:

- Overall Pass Percentage (35%);
- Percentage Passed Mathematics (10%);
- Percentage Passed Physical Science (10%);
- Percentage attained Bachelor Passes (15%);
- Percentage attained Distinctions (10%);
- Mathematics participation rate (10%); and
- Throughput rate (10%).

Preparations for the 4th annual Education Excellence Awards ceremony were underway and planned for 07 April 2017 in the next financial year. The aim of the awards ceremony is to recognise and celebrate hard working districts and schools that achieved excellent results in the 2016 NSC Examinations. Furthermore, the awards seek to inspire districts and schools to strive for improvement and excellence in the achievement of learning outcomes.

Four meetings of the HEDCOM Subcommittee on District Co-ordination, Monitoring and Support (DCMS) were held during this financial year. The meetings focused on among others, progress and updates on key national initiatives for example:

- Amendments to Policy on Districts;
- Capability Building;
- Support to Underperforming Districts;
- Ensuring District Effectiveness through an overview of provincial support to districts and the Fundamentals of Performance pilot process; and
- District Excellence Awards.

The Department also successfully co-ordinated four (4) Minister's meetings with District Directors during the period under review. The purpose of the meetings is to sustain the high level interaction by the Minister with Senior Management of the Department (national and PEDs) and District Directors on key sector priorities and developments, on among others, dealing with and support for progressed learners; school self-evaluation and school improvement planning; and a package of support for Eastern Cape, Limpopo and KwaZulu-Natal.

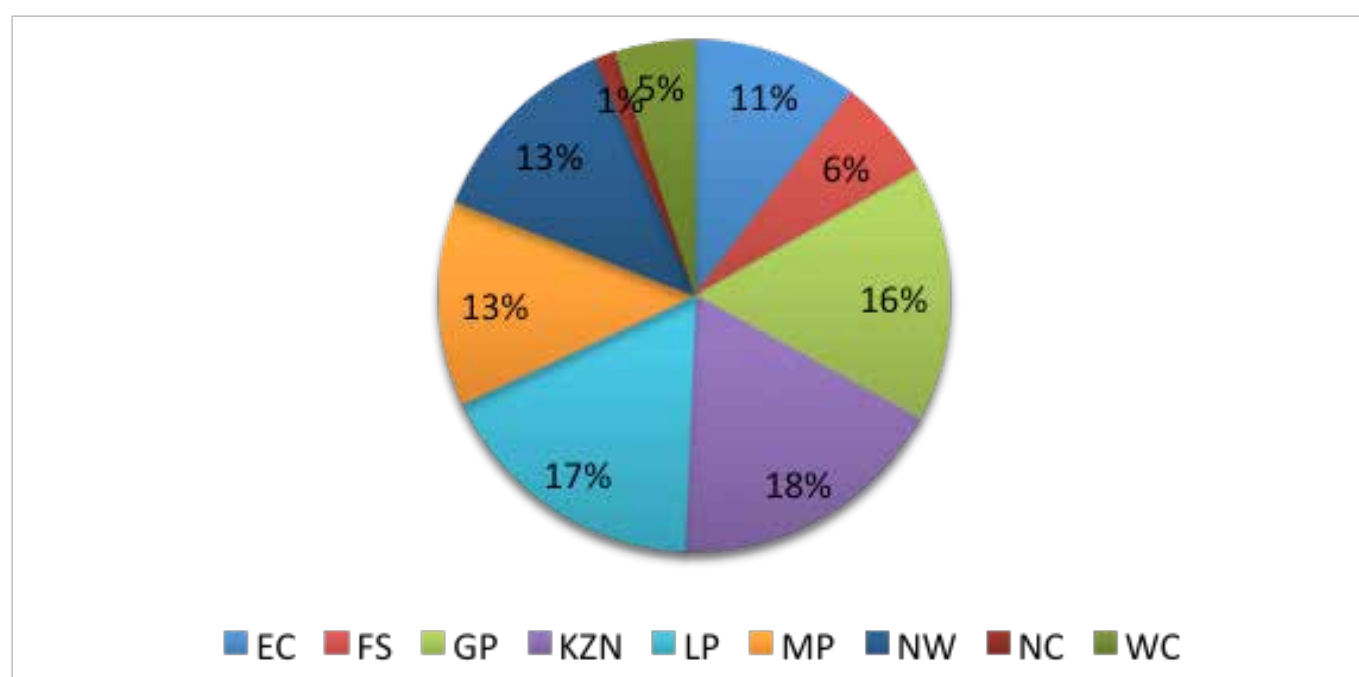
School Level Planning and Implementation Support

a. School Improvement Support Initiative

The rationale for the School Improvement Support Initiative is to strengthen the utilisation of data to craft data-informed intervention strategies to improve learner performance. For the year under review, this work involved School Improvement Support Co-ordinators working with 187 Circuit Managers to utilise data from various sources to address challenges that occupy schools and hinder quality performance. The rationale for working with Circuit Managers is located within the understanding that Circuit Managers are the closest layer to schools, and that Circuit Managers are frontline officials tasked with a responsibility to provide regular support to schools.

The graph below shows the percentage of the total number of schools supported in each of the nine provinces from 01 April 2016 to 31 March 2017.

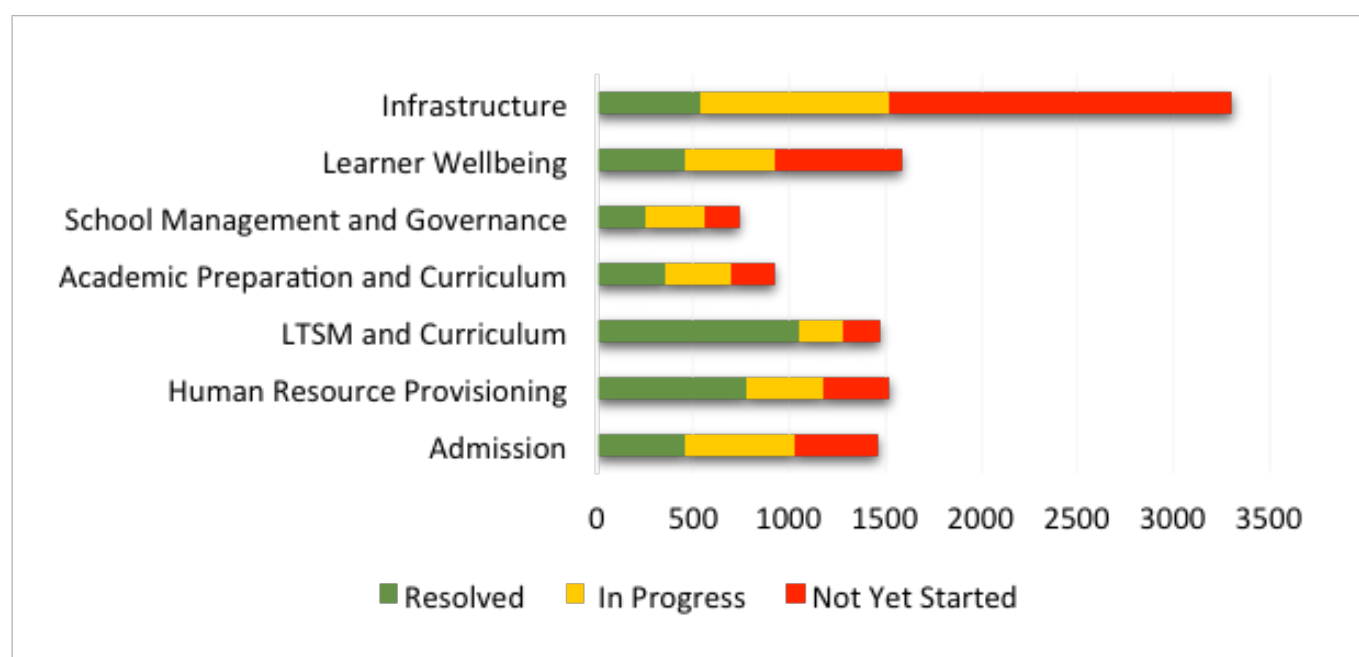
Figure 4: School Improvement Support per province



As at the end of the 2016/17 financial year, School Improvement Support Co-ordinators had worked with 187 selected Circuit Managers to support 4 180 schools across the country. KwaZulu-Natal had the highest number of schools supported at 739, followed by Limpopo at and Gauteng at 727 and 676 schools, respectively.

Findings reveal that significant progress has been made to address challenges identified by the school profiling initiative in five of the key focus areas, namely, admissions; human resource provisioning; LTSM; academic preparation and curriculum coverage; and school management and governance. However, challenges remain in addressing areas relating to learner wellbeing and infrastructure as shown in the graphs below.

Figure 5: Status of identified challenges



The information provided in the graphs above has been shared with Circuit Managers to ensure that they focus on these specific areas in their work with the affected schools.

The Department has taken very valuable lessons from the implementation of the School Improvement Support Initiative:

- At the beginning of a project, it is important to work consciously on building working relationships. Reports show that School Improvement Support Co-ordinators (SISCOs) in many of the districts have now been accepted as an integral part of the district's school improvement support machinery;
- Where the project is working well, Circuit Managers have begun to view themselves as an important link between schools and other Directorates. That is, they have begun to co-ordinate support to schools in ways that addresses specific challenges experienced by schools;
- For some Circuit Managers, school profiling raised awareness to the kinds of challenges experienced by schools. This has led to School Improvement Support Co-ordinators working with Circuit Managers to utilise data available from other sources to craft data-driven interventions as part of circuit improvement plans; and
- The District Director is key to the success of initiatives being implemented in their districts.

b. School Readiness Monitoring

School readiness for teaching and learning is fundamental to the success of the sector's initiatives to ensure that all learners have access to high quality education. This year's round of School Readiness Monitoring opening of schools' visits took place from 11 to 20 January 2017.

Over the years, the Education Sector has strengthened School Readiness Monitoring as a key mechanism to assess the system and to facilitate the release of on-the-spot problem-solving mechanisms. To ensure that the programme is useful to the system, the assessment of the readiness of the system, which begins to identify and address issues that have historically impacted negatively, commences in the year preceding the new academic year.

Since 2015, School Readiness Monitoring has comprised three rounds of monitoring, namely:

- Pre-closure School Readiness Monitoring conducted at the end of the year; which was conducted from 07 to 25 November 2016. The Pre-closure School Readiness Monitoring was conducted in 805 schools in eighteen (18) districts. This exercise is intended to encourage schools to start preparing at least during the third term for the following year. It also assists the PEDs to address critical issues picked up during the visits that could negatively affect an effective start to the new academic year;
- Follow-up School Readiness Monitoring which was conducted from 15 to 26 May 2017, whose aim is primarily to follow-up on progress in a sample of schools where challenges were identified in the first two rounds of monitoring. Follow-up visits were conducted to 95 schools i.e. Eastern Cape (18), Free State (08), KwaZulu-Natal, (31) Limpopo (06), Mpumalanga, (16) North West (12) and Western Cape (04) to determine progress on addressing the challenges that were found during School Readiness Monitoring in January 2016; and
- School Readiness Monitoring at the beginning of the academic year; which took place from 11 to 20 January 2017.

For the first two (2) days of schools opening, 11 and 12 January 2017, approximately 2 261 schools, across the country, were visited by national, provincial and district officials as well public representatives in the form of Portfolio and Select Committees of Parliament. Overall, 1 604 schools were visited during the beginning of the 2017 academic year (up to 20 January 2017). Schools in the following education districts and circuits were monitored per province:

Table 54: School Readiness Monitoring visits

Province	District and Circuits
Eastern Cape:	Lady Frere: Circuits 1 and 2; Mbizana: Bizana Village and Situkutezi; Ngcobo: Cala and Manzana; Fort Beaufort: Circuit 1 and 8; Dutywa: Bhadi and Willowvale; Mt Frere: Independent and Simanyene;
Free State:	Fezile Dabi: Circuits 8 and 10; Xhariep: Kopanong and Letsemeng;
Gauteng:	Sedibeng West: 3 and 4; Johannesburg North: 1 and 4; Tshwane North: 2 and 4; Gauteng East: 1 and 2;
KwaZulu-Natal:	Ilembe: Gingindlovu and Umhlali; Ugu: Dududu and Gamalakhe; King Cetshwayo: Vulingqondo and Godide; Harry Gwala: Bulwer and Entsikeni;
Limpopo:	Mopani: Khujwana and Xihoko; Waterberg: Baltimore and Thabazimbi; Vhembe: Dzondo, Mudaswali and Vuwani;
Mpumalanga:	Bohlabela: Casteel and Thulamashe; Ehlanzeni: Barberton and Lubombo;
Northern Cape:	Francis Baard: F1 and F8; Namaqua: N1 and N4;
North West:	Bojanala: Makapanstad and Central; Ngaka Modiri Molema: Botshabelo and Ditsobotla; and
Western Cape:	Cape Winelands: 2 and 7; West Coast: 2 and 5.

c. Management and Support to Underperforming Schools

The profiling of 395 underperforming schools in Limpopo province was done from 19 July 2016 to 05 August 2016. The purpose of the profiling process was to identify the challenges that were possibly causing the schools to underperform, and then work with the PEDs to intervene in an appropriate manner.

Reports from provinces reveal inconsistencies and gaps in how the management and support of underperforming schools is undertaken. Flowing from the above and what was reported by PEDs, guidelines on the identification, management and support for underperforming schools were developed and communicated to PEDs. The intention was to streamline and strengthen compliance regarding the management and support of underperforming schools in line with sections 16A and 58B of the South African Schools Act.

d. Strengthening Compliance with the SASA provisions

Improving performance across the system is a key objective of the basic education sector plan, and is also at the heart of the Basic Education Delivery Agreement. The NDP specifically underlines the urgency of addressing the challenges in schools to ensure that all learners have access to quality education. The South African Schools Act, 1996 (Act 84 of 1996) as amended, provides for the identification, management and support of underperforming schools.

In line with the above, the Department has intensified its work to ensure that the annual processes and procedures for the management and support of underperforming schools are complied with. Significant progress has been made in improving compliance with the relevant provisions of the South African Schools Act (Act 84 of 1996) with regards to the strengthening of the processes of managing underperformance in schools. However, reports from provinces reveal varying degrees of compliance with the provisions and processes for the management of underperformance in schools, signaling unevenness in the management of underperforming schools in the sector. As a result, the Department has been working with PEDs to ensure that responsibilities in terms of sections 16A and 58B of the South African Schools Act (Act 84 of 1996) are carried out.

These responsibilities include, *inter alia*, the following:

- Identification of all underperforming primary and secondary schools;
- Issuing of written notices to the principals of all schools that have been identified as underperforming;
- Conducting a diagnostic analysis of the challenges that led to underperformance in each of the identified schools;
- Developing and implementing academic improvement plans to improve performance in schools that have been identified as underperforming;
- Taking appropriate disciplinary action against school principals, teachers and line function officials whose conduct and/or performance contributed to underperformance; and
- Reporting to the Minister by 31 March 2017 on the implementation of provincial academic improvement plans.

In addition, a management plan was developed and communicated to guide PEDs and as a reminder of all the steps that must be reported on when the Member of the Executive Council submits the report to the Minister of Basic Education no later than 31 March 2017. Letters of reminder were written to provincial Heads of Department and MECs to ensure that progress reports are submitted on or before 31 March 2017.

4.4.5.6. PROVINCIAL MONITORING

Customer relations management and national co-ordination

a. Call Centre

For the year under review, the Department successfully resolved 8 384 cases that were received through the toll free line between 01 April 2016 and 31 March 2017. There were 1 992 in the first quarter; 2 520 in the second quarter; 1 640 in the third quarter and 2 232 in the fourth quarter. Matters relating to examinations and assessments remain the most prevalent.

Table 55: Call centre cases received

Quarter	Months		Cases
1	April	689	1 992
	May	841	
	June	462	
2	July	820	2 520
	August	770	
	September	930	
3	October	766	1 640
	November	600	
	December	274	
4	January	1049	2 114
	February	635	
	March	430	
Total			8 266

There is a noticeable increase in the number of calls during the second and fourth terms. For the second term, the number was influenced by admissions which are finalised during the term and the placement of learners; while the fourth term deals mainly with enquiries regarding Grade 12 results.

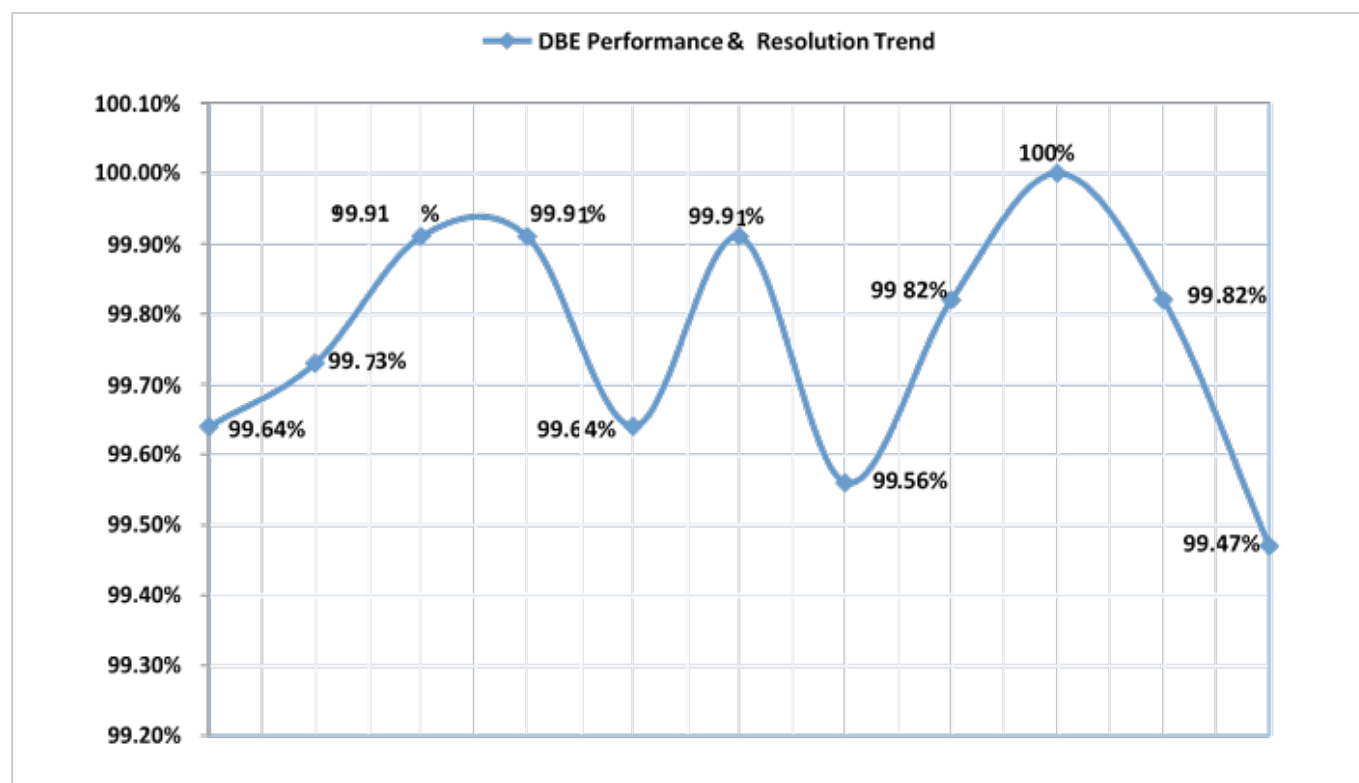
b. Presidential Hotline

The Department managed the successful resolution of cases that were referred from the Presidential Hotline. There is a decline in the number of cases that were received during the year compared to the previous years. This could be an indication of the sector's success in resolving cases before they are escalated to the Presidency.

A telephonic survey that was conducted by the Presidency to determine the level of satisfaction for the DBE customers showed that the DBE rendered quality service to its clientele and it exceeded the 70% target set by the Presidency.

The graph below shows the success rate per month which ranges between 99% and 100 %.

Figure 6: Graphical representation of the Department of Basic Education performance and call resolution trend (April 2016 to February 2017)



c. Working with and through Provincial Education Departments (PEDs)

There is an improvement in the resolution rate of the PEDs, particularly those that did not reach the 90% benchmark in the previous financial year. At the beginning of the 2016/ 2017 financial year the resolution rate for four (4) PEDs, Eastern Cape , KwaZulu-Natal, Mpumalanga and North West was below the required 90% benchmark set by the Presidency. However, by February 2017, only two (2) PEDs performed below the benchmark resolving between 85% and 87% of cases that were referred to them. The Eastern Cape Education Department registered the biggest improvement and it has been consistent in exceeding the benchmark for six consecutive months. The table below shows the resolution rate of the PEDs as at February 2017:

Table 56: Resolution rate per PED

Provinces	Total calls received (since inception)	Open Calls	No of call received during the quarter	% Resolved in February 2017
Eastern Cape	973	90	24	90.75%
Free State	157	04	03	97.45%
Gauteng	864	75	27	91.32%
KwaZulu-Natal	1076	161	24	85.04%
Limpopo	455	09	04	98.06%
Mpumalanga	342	23	07	93.27%
North West	271	34	09	87.45%
Northern Cape	112	01	04	99.11%
Western Cape	178	00	05	100%

d. Website enquiries

A total of 3 898 enquiries were received via email and were processed by the Department. The table below shows the number of cases that were received and progress that was made in dealing with the cases:

Table 57: Number of cases received and progress

Quarter	Q1	Q2	Q3	Q4	Total
Received	908	1 081	850	1 059	3 898
Dealt with	347	505	348	434	1 634
Outstanding	118	61	35	63	277
Junk	309	421	350	153	1 233
Repeats	140	97	128	362	727

Strategies to resolve persistent problems were reported through the Call Centre. The Department held meetings with the relevant Directorates to resolve the problem of delays in the payment of pension benefits. A report was drafted on the strategy that has been developed to ensure that pensions were paid. A number of queries have been resolved with the assistance of Government Pensions Administration Agency (GPAA). The Department briefed the National Consumer Commission (NCC) on the problems faced by parents of learners in Independent Schools and made proposals on how the Commission could assist. These include ensuring that no learners were excluded on the basis of the non-payment of school fees.

e. School Calendars

The Department conducted research to assess the impact of the single calendars against road fatalities between 2006 and 2015. The Minister raised a concern that single calendars might have an effect on the high rate of road crashes and fatalities in the country. The Minister was advised that according to the information from the Road Traffic Management Corporation there is no correlation between the high rate of road fatalities and school calendars.

The 2018 School Calendar was gazetted on 30 November 2016. The Proposed 2019 School Calendar was published for public comment in the Government Gazette and two (2) newspapers in March 2017 and the Draft 2020 School Calendar is awaiting approval for dissemination to members of the subcommittee for comments.

f. Correspondence

The Department, together with PEDs, received and dealt with 406 cases of correspondence of which 304 cases were resolved.

4.4.5.7. NATIONAL EDUCATION EVALUATION AND DEVELOPMENT UNIT (NEEDU)

2014 NEEDU National Report

The 2014 NEEDU National Report entitled *The Quality of learning outcomes: Reducing the inequality at the higher levels of schooling in South Africa*, was finalised and submitted to the Minister. This report addressed the research question: What is the quality of teaching and learning at the higher levels of schooling in South Africa, i.e., Grades 8 to 12?

Data was collected from a sample of 183 schools offering Grades 8 to 12 located in twenty-four (24) districts in different provinces. Findings are organised in ten (10) focus areas: time management, support programmes for English LoLT (Language of Learning and Teaching), support programmes for Mathematics, district support, learning outcomes in the LoLT, learning outcomes in Mathematics, availability of LTSM, staffing, in-service education, and initial teacher education.

Special Needs Education

NEEDU evaluated schools (115), districts (24) and provinces (9) to establish the type of education learners receive in special schools that cater for different forms of disabilities. Specifically, this investigation sought to address the following issues:

- How accessible are special schools to learners with special needs?
- How the National Curriculum Statement is implemented in special schools;
- Do learners in special schools have access to quality education?
- What programmes are offered to learners with different disabilities?
- What support is provided to learners at Special Schools?
- Does the use of LTSM and assistive devices enhance the quality of teaching and learning?
- Are all staff at special schools appropriately trained to teach and support learners with special needs?
- Where do learners go after finishing school? (Opportunities after school).

Data collection from schools, districts and PEDs was completed in June 2016. Data analysis is currently underway and the report will be submitted to the Minister in December 2017.

Schools that Work

In January 2017, the Minister tasked the NEEDU to conduct a study similar to the 2007 *Schools that Work* study which examined the circumstances under which schools in the middle quintile (quintiles 1-3) achieved good results in the 2016 National Senior Certificate (NSC) examinations while others in the same situation did not.

Tasked with exploring, through qualitative study, why certain schools consistently perform well (the schools that work), the NEEDU visited 125 top-performing schools with a view to building understanding, within the education sector, of conditions under which schools operate successfully.

The report (a compilation of good practices from *Schools that Work*) will be submitted to the Minister in May 2017 and shared with all schools and districts.

Use of DBE workbooks

Focus group discussions on the use of the DBE workbooks in schools were conducted in a sample of districts across the provinces to establish how teachers in schools use these resources and how the use of these resources can be maximised.

A total of fifty-one (51) focus group discussions involving about 500 participants were conducted. In each sampled district, one (1) in each province, three (3) separate discussions were held with the following groups of officials:

- Foundation and Intermediate Phase teachers;
- Foundation and Intermediate Phase HODs; and
- GET Mathematics and English Subject Advisors.

In addition to focus group discussions, a sample of learners' written work in the Foundation Phase was collected to analyse how teachers use the workbooks. This was done to triangulate teachers' self-reporting about how they used workbooks.

The findings and lesson learned from this study will form the basis for further discussion with the DBE on how to improve workbooks and maximise their use in schools. These findings will be presented to the Minister in May 2017.

Table 58: Strategic Objectives, Performance Indicators, Planned Targets and Actual Achievements

Strategic Objective	Programme Performance Indicator	2015/16		2016/17		
		Actual Achievement	Planned Target	Actual Achievement	Deviation from planned target	Comment on variances
4.1 Provide data on learner performance through the setting of question papers, administering the examinations and the data analysis of the national examinations and assessments conducted annually	4.1.1 Number of NA reports produced	-	2	-	ANA reports will not be produced in 2016/17 due to the re-modelling of National Assessments (NA)	Proposals on the re-design of National Assessments were developed.
	4.1.2 A bank of Language and Mathematics test items for Grade 3, 6 & 9 developed	-	100	701 items were developed for both Language and Mathematics for Grades 3, 6 and 9.	+601	The appointed Item Writers started developing items before coming to the writing session at the DBE. Those items formed part of the items developed at the DBE hence the increased number.
4.2 Provide data on learner performance through the setting of question papers, administering the examinations and data analysis of the national examinations and assessments conducted periodically	4.2.1 Number of NSC and SC reports produced	Four reports produced: Diagnostic report School Performance Report School Subject Report Technical Report	5	5 Reports and 1 information booklet were produced 1. Examinations report 2. Schools' performance report 3. Schools' subject report 4. Diagnostic Report 5. Information booklet 6. Report on the 2016 SC	-	-
	4.2.2 Number of question papers set annually for NSC and SC	-	358	366	+8	CAPS require that Practical Assessment Tasks be developed annually for subjects with a practical component.

Strategic Objective	Programme Performance Indicator	2015/16		2016/17		
		Actual Achievement	Planned Target	Actual Achievement	Deviation from planned target	Comment on variances
4.3 Provide basic infrastructure services (water, sanitation and electricity) and replace schools built using inappropriate materials on an annual basis in order to improve the conditions under which learners are taught	4.3.1 Number of new schools built and completed through ASIDI ³	-	59	16 in 2016/17 179 in total	-43	<ul style="list-style-type: none"> Poor contractor performance, resulting in termination of contracts and procurement of replacement contractors; Poor performance by the Professional Service Providers resulting in inferior quality of work which had to be redone; Poor performance by Implementing Agents (IA). The DBE had to terminate some contracts with the IAs or reduced the scope of work due to poor performance; Incllement weather; The difficult terrain in the Eastern Cape make access to sites (for material delivery) difficult during rainy days; Shortage of building material; Construction work disruptions due to community unrest; and The process of rationalisation and mergers of schools on the ASIDI programme also contributed to the set targets not being achieved.
	4.3.2 Number of schools provided with sanitation facilities through ASIDI	99%: 23 500 schools with sanitation facilities/ 23 595 schools	265	9 in 2016/17 425 in total	-235	
	4.3.3 Number of schools provided with water through ASIDI	98%: 23 172 schools with water source/ 23 595 schools.	280	10 in 2016/17 615 in total	-251	
	4.3.4 Number of schools provided with electricity through ASIDI	96%: 22 754 schools with electricity Source supply/ 23 595 schools	620	0 in 2016/17 306 in total	-620	
4.4 To promote the functionality of schools through institutionalising a standardised school administration system, designed to assist with school management and reporting to a national information system	4.4.1 Percentage of public schools using the standardised school administration system, SA-SAMS for reporting	All quarters –88.4% 21 233 using SA-SAMS/ 24 030 total no. of schools	98%	95.9% 21 354/22 269	-2.1	The deviation between the target and performance is due to schools that are not using SA-SAMS
	4.4.2 Percentage of learners from public schools that are successfully uploaded on to LURITS	-	99%	95.78% 11 180 202/11 673 243	-3.22	Since the LURITS system is still new, it was not yet ready to ensure completion of uploading from the warehouse to LURITS. There was no acknowledgement of uploaded datasets from the provinces to LURITS (SITA). Therefore, there may be schools in the provincial warehouses that were not uploaded in LURITS.

Strategic Objective	Programme Performance Indicator	2015/16		2016/17		
		Actual Achievement	Planned Target	Actual Achievement	Deviation from planned target	Comment on variances
4.5 Mentor and assess the performance of districts on an annual basis in order to strengthen the capacity of districts to support schools	4.5.1 Number of officials from districts that achieved below the national benchmark in the NSC participating in a mentoring programme	36	30	36	+6	The positive variance was as a result of the heightened interest in the programme. This means that the programme has benefitted more officials in districts.
	4.5.2 An improvement plan for district offices to improve on areas that were rated unsatisfactory by school principals during the school survey	69.3% 629 principals rated support as satisfactory/ 908 principals participated in the survey	63%	72% 511/708	+9	Of the surveyed school principals 72% (511 out of 708) expressed overall satisfaction with the services they received from district offices.
	4.5.3 Percentage of District Managers assessed against developed criteria	65.4% 53 District Managers assessed/ 81 districts	75%	74% 52/70	-1	52 out of 70 District Directors have been assessed using competency assessments.

Table 59: Sub-programme expenditure

Programme 4: Planning, Information and Assessment						
Detail per sub-programme	2016/17			2015/16		
	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	3 550	2 915	635	3 112	3 100	12
Payment for capital assets	-	-	-	-	-	-
Payments for financial assets	48	48	-	12	-	12
4.2 Information Management Systems						
Current payment	42 007	41 368	639	37 529	39 459	(1 930)
Transfers and subsidies	7	7	-	170	169	1
Payment for capital assets	662	683	(21)	142	76	66
Payments for financial assets	5 009	5 010	(1)	-	-	-
4.3 School Infrastructure						
Current payment	209 441	274 859	(65 418)	128 297	262 500	(134 203)
Transfers and subsidies	9 933 348	9 933 348	-	9 354 451	9 354 485	(34)
Payment for capital assets	1 979 923	1 049 662	930 261	1 926 310	1 368 291	558 019
Payments for financial assets	95	94	1	4	4	-
4.4 National Assessments and Public Examinations						
Current payments	176 420	166 287	10 133	289 056	260 816	28 240
Transfers and subsidies	122 235	122 318	(83)	116 143	116 140	3
Payment of capital assets	571	572	(1)	693	148	545
Payments for financial assets	28	28	-	17	27	(10)
4.5 National Education Evaluation and Development Unit						
Current payments	21 756	26 179	(4 423)	21 830	25 502	(3 672)
Transfers and subsidies	-	-	-	-	24	(24)
Payment of capital assets	569	-	569	515	50	465
Payments for financial assets	5	6	(1)	-	3	(3)
4.6 Plan and Delivery Oversight Unit						
Current payments	22 680	20 264	2 416	21 296	21 056	240
Transfers and subsidies	76 208	76 209	(1)	60 005	60 005	-
Payment of capital assets	144	96	48	176	44	132
Payments for financial assets	-	-	-	6	5	1
Total	12 594 706	11 719 953	874 753	11 959 764	11 511 904	447 860

4.5. PROGRAMME 5: EDUCATIONAL ENRICHMENT SERVICES

4.5.1. PURPOSE

The purpose of Programme 5 is 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 OBJECTIVES:

- To monitor the provision of nutritious meals served in identified public schools annually to enhance learning capacity and well-being of learners;
- To promote the participation of learners in enrichment and co-curricular activities in order to make a positive impact on learning; and
- To monitor the implementation of the National School Safety Framework (NSSF) in 185 Hot Spot Schools by 2019/20 in order to attain safe, caring and violence-free school environments.

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 it contributes to better learning. Physical and psychological health are important in themselves. In this regard, schools are used as vehicles for promoting access to a range of public services for learners in areas such as health, poverty alleviation, psycho-social support, sport and culture as per Action Plan to 2019: *Towards the Realisation of Schooling 2030*. The Programme contributes to the following sector goal on learner well-being:

Action Plan Goals on Learner well-being

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

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

- Health and Nutrition;
- Safety and Enrichment; and
- Social Cohesion and Partnerships.

By working collaboratively with PEDs in developing policy, providing guidelines and institutionalising support in these core policy areas, the DBE contributes to the improved quality of basic education with special focus on learner wellbeing. A summary of the activities for this programme is elaborated below.

4.5.5. PROGRAMME SUMMARY AND PERFORMANCE INFORMATION

4.5.5.1. PARTNERSHIPS IN EDUCATION

Safety in Education

a. National School Safety Framework (NSSF)

The DBE monitored forty-eight (48) schools on the implementation of the National School Safety Framework (NSSF) against an annual target of forty-six (46). The over-performance of two (2) schools is attributed to the Gauteng Province. The NSSF was developed to assist schools in understanding and identifying all security issues and threats; to guide schools to respond effectively to identified security issues and threats; to create reporting systems and manage reported incidents appropriately, and to help the schools to monitor its progress over time. The Framework also seeks to strengthen systems for school-based Violence Prevention Education Programmes that are currently implemented for learners at schools. The framework also assists schools on legislative policy provisions and administrative information to help schools with security measures and procedures; how to plan security audit reviews and floor plans; as well as to instill a sense of security approach to school safety.

Through the monitoring process, it was discovered that some schools had not been trained on the NSSF. Training on the implementation of the NSSF was to assist schools to categorise the types of violence that occur in South African schools both in terms of the nature of the violence and the actors involved; to assist schools to identify and evaluate measures and initiatives that they can offer in partnership with communities to promote a violence-free or secure environment in the school; to investigate the extent to which violence is a barrier to learning; and to evaluate the level at which the school provides for a healthy, safe and secure environment for learners, staff, parents and others.

b. Crime and Violence in Schools

Anti-Gangsterism Strategy

The DBE participated in the Steering Committee of the National Intelligence Co-ordinating Committee (NICOC) that was mandated by the Justice, Crime Prevention and Security Cluster (JCPS) through the National Joint Committee (NATJOINT), to develop an inclusive and comprehensive gangsterism strategy, the strategy focuses on combating gang activities through all sectors of the economy as well as in communities. The strategy has been approved by Cabinet for implementation.

The Steering Committee is introducing the strategy in all provinces through the Provincial Joint Committees (Provincial Joints). The Department's School Safety Programmes features in Pillar One of the Strategy which focuses on Human Development. Provinces are supported in developing their specific implementation plans.

Alcohol and illegal substance use/abuse

The DBE also participated in joint liquor operations with SAPS and the DTI which involved the sharing of data in relation to liquor outlets in close proximity (less than 500 meters) to schools; as well as the shutting down of illegal liquor outlets. The Department is involved in the development of integrated school-based education programmes addressing underage drinking; the prevention thereof and consequences thereto, through educational talks and other edutainment mediums such as at school assemblies and other school-based platforms; and to instil a sense of discipline among learners so they abstain from drugs and the carrying of dangerous objects.

c. Learner Road Safety

Imperial Holdings together with the Department celebrated a 1 000 school milestone through its road safety education and scholar patrol programme. This translated to one (1) million learners reached through this programme.

A Memorandum of Understanding (MoU) has been extended with the Road Traffic Management Corporation (RTMC).

The objectives and the priorities of this MoU are:

- To promote road safety through the Curriculum Programmes Life Orientation (LO);
- To address the causes of road accidents in a holistic and integrated manner; and
- To form partnerships with all relevant stakeholders to assist road safety agencies to harness the needed resources and accelerate the process of developing safe and healthy environments for young people.

Sport and Enrichment in Education

a. South African Schools Choral Eisteddfod (SASCE)

The meeting to prescribe music for the 2017 ABC Motsepe Schools Eisteddfod was successfully held on 27 April and 10 to 12 May 2016 in Pretoria and Cape Town, respectively. The 2017 ABC Motsepe Schools Eisteddfod music titles were finalised for release at the National Eisteddfod.

Table 60: The provincial ABC Motsepe Schools Eisteddfod Championships were held

Province	Competition Dates	Venue
Western Cape	20 - 22 May 2016	Western Cape Sport School, Cape Town
KwaZulu-Natal	25 - 28 May 2016	Durban Play House, Durban
North West	26 - 28 May 2016	Mmabatho Convention Centre, Mmabatho
Eastern Cape	26 - 28 May 2016	Walter Sisulu University, Mthatha
Mpumalanga	27 - 29 May 2016	Graceland, Secunda
Gauteng	31 May - 4 June 2016	Mogale City, Johannesburg
Free State	10 - 12 June 2016	Sasolburg
Limpopo	10 - 12 June 2016	Bolivia Lodge – Opposite Mall of the North, Polokwane

The National Eisteddfod was successfully held from 28 June to 01 July 2016 at the Rhema Ministries, Randburg under the theme: *“Commemoration of the 1976 Youth Uprisings Through Music”*. A total number of 8 200 schools registered and participated from the first level of competition. A total of 153 schools managed to proceed up the levels (i.e. school, circuit, district and provincial) and reached the National Eisteddfod.

Table 61: The number of learners and schools that participated in the National Eisteddfod per Province

Province	Learners	Teachers	No of schools
Eastern Cape	672	41	19
Free State	792	46	21
Gauteng	803	45	20
KwaZulu-Natal	851	50	22
Limpopo	653	37	16
Mpumalanga	794	46	19
Northern Cape	N/A	N/A	N/A
North West	709	46	22
Western Cape	667	36	14
Total	5 941	347	153

Northern Cape participated until the district level and could not proceed further due to financial constraints. This impacted on the drop of the number of learners participating at the National Eisteddfod.

National Eisteddfod results

A winning province is determined by the highest number of champion renditions won. North West emerged as winners of the 2016 National Eisteddfod as indicated below:

Table 62: National Eisteddfod results

Position	Province	Champion Renditions Won	First Contender	Second Contender	Total
1	North West	11	4	3	18
2	Eastern Cape	9	6	5	20
3	KwaZulu-Natal	7	12	9	28
4	Mpumalanga	4	4	4	12
5	Gauteng	3	9	4	16
6	Western Cape	3	3	5	11
7	Limpopo	1	0	2	3
8	Free State	0	0	6	6
9	Northern Cape	N/A	N/A	N/A	N/A

The other special prizes awarded were as follows:

Best Conductor (Primary Schools): Ms SR Nyawo – Uphaphazi Primary School (KwaZulu-Natal)

Best Conductor (Secondary Schools): Mr K Khumalo – Mthwalume Secondary School (KwaZulu-Natal)

Best Soloist: Nontokozo Bhengu – Lihlithemba Secondary School (KwaZulu-Natal)

Prizes awarded for each of the top three (3) positions per thirty-eight (38) categories were as follows:

- Position 1 : R10 000
- Position 2 : R7 500
- Position 3 : R5 000

The schools indicate their outstanding needs to the value of their respective prize and the Motsepe Foundation settles the request. The needs to be covered range between developmental items to material support.

Table 63: The total prize winnings per Province

No	Province	Total Prize Winnings
1	KwaZulu-Natal	R200 000.00
2	Eastern Cape	R160 000.00
3	North West	R155 000.00
4	Gauteng	R117 500.00
5	Mpumalanga	R90 000.00
6	Western Cape	R82 500.00
7	Free State	R30 000.00
8	Limpopo	R20 000.00

b. School Sport

The Physical Education Symposium, in collaboration with the Physical Institute of South Africa, was successfully co-ordinated and hosted on 01 - 02 April 2016 at the Serengeti Golf Estate, Johannesburg. This symposium created an opportunity for stakeholders: educators, researchers, content developers, institutions of higher learning, Basic Education and Sport and Recreation partners, officials, foreign delegates (Lesotho and Namibia) and other interest groups - to debate, share and advance the interests of Physical Education implementation.

Extended joint National Task Team meetings – preparations for the winter games

The Extended Joint National Task Team (EJNTT) preparatory meetings for the School Sport Winter Games were held on 18 – 19 May and 09 – 10 June 2016 in Durban, KwaZulu-Natal. The following were discussed and finalised with all the stakeholders:

- 2016 SA Schools Winter Games Championships status update;
- Registration of provincial teams and Technical Officials; and
- Inspection of accommodation sites and playing venues.

The Winter Games were successfully held on 10 - 16 July 2016 in Durban, KwaZulu-Natal. A total of 6 200 learners participated with the support from 480 Technical Officials and eighty (80) Volunteers. Learners competed in seven (7) priority sporting codes and two indigenous games namely:

- Sporting Codes: Chess, Football, Hockey, Netball, Rugby, Tennis and Volleyball and
- Two (2) indigenous games: Jukskei and Khokho

These National Championships provide an opportunity for talented athletes to be identified, confirmed through scientific testing protocols and their talent nurtured.

Extended Joint National Task Team meetings – preparations for the summer games

The Inter-Provincial meeting was held on 07 September 2016 followed by the EJNTT meeting on 08-09 September 2016. The aim was to review the Winter Games held.

Processes towards the review of the Memorandum of Understanding with Sport and Recreation South Africa (SRSA) were also discussed. The review process will focus on:

- Number of codes supported and offered;
- Code structures and the relationship with Federations. Including composition of structures;
- Structure of the National Championships;
- Conflict of interest by Departmental officials; and
- Sponsored and parallel tournaments.

Portfolio Committee (PC) on sport and recreation

Both Departments, i.e. the DBE and the SRSA appeared and presented to the Portfolio Committee on Sport and Recreation on 06 September 2016. The PC members were very critical of the sports facilities in schools.

The PC also undertook an oversight visit to the Free State on 19 - 23 September 2016. The Department supported this visit in collaboration with the Provincial Departments.

The National Kay Motsepe Schools Cup

The National Kay Motsepe Schools Cup took place on 04 - 08 October 2016 in Johannesburg, Gauteng involving football and netball.

Football:

Eighteen (18) teams from all provinces participated. The finals were held at Nike Centre in Soweto. The top four (4) teams won prize money. The winnings will be used to purchase the necessary resources for each winning school. The top four teams were:

Table 64: Schools football winners

Position	Name of school	Province	Prize money
1	Clapham High School	GP	R1 million
2	Harmony High School	FS	R600 000
3	Luckhoff High School	WC	R500 000
4	Rosina Sedibane High School	GP	R400 000

Netball:

The National Kay Motsepe Schools Netball Championships saw thirty-six (36) netball teams competing in two streams, namely Batho and Ubuntu. The Batho stream comprised affluent and better resourced schools (former Model-C schools) competing against each other. The Ubuntu stream, on the other hand, comprised schools from townships and/or rural and farm schools, with very limited resources.

Shayamoya Secondary School from the Shayamoya Reconstruction and Development Programme (RDP) Settlement at Kokstad, KwaZulu-Natal, participated in the Batho stream at the Netball National Championships held at Hoërskool Florida, Gauteng on 08 October 2016. As the tournament gained momentum, Shayamoya kept its winning record in all matches it played and made it through to the finals. Position one (1) and two (2) in the Batho stream including position one (1) in the Ubuntu stream qualified to participate in the international netball tournament in Singapore in December 2016. The two (2) teams in the Batho stream included: Afrikaanse Hoër Meisieskool Pretoria in first place and Shayamoya High School in second place. The third team that went to Singapore was Nhlanhlayethu High School in the Ubuntu category.

Afrikaanse Hoër Meisieskool, Shayamoya and Nhlanhlayethu schools represented South Africa in December 2016 in Singapore. This was part of the Motsepe Foundation sponsorship for netball. The final results for the ten participating countries in this tournament were as follows:

Table 65: Schools Netball Results

Position	Name of school	Country
1	Angels Northeast	England
2	Bukit Jalil	Malaysia
3	Macs	England
4	Afrikaanse Hoër Meisieskool Pretoria	South Africa
5	Shayamoya	South Africa
6	Singapore Sport School	Singapore
7	Nhlanhlayethu	South Africa
8	Singapore Sport School B	Singapore
9	Raffles	Singapore
10	Yingee	Taiwan

The Transnet Rural and Farm Schools National Tournament was successfully held on 03 - 04 October 2016 at the Germiston Stadium, Ekurhuleni. The national tournament saw schools from the Eastern Cape, KwaZulu-Natal, Mpumalanga, Northern Cape and North West participating in the following sport codes: athletics, football, netball and chess. The games were formally opened on 02 October 2016. These games were well supported by senior government officials from the Department of Basic Education, including provinces.

c. Spelling Bee and Reading Clubs

The DBE was central in co-ordinating the DBE Spelling Bee South Africa (henceforth, Spelling Bee) which culminated in a national event hosted on 29 October 2016. The Department of Arts and Culture (DAC), through the National Education Collaboration Trust (NECT) paid for the transportation and accommodation costs for spellers and chaperones. The DBE and UNISA shared payment for catering for the National Championship. UNISA's Department of English Studies adjudicated at the event. The Spelling Bee winners were: Mayuri Govender, Home Education (Northern Cape); Mateo Joubert, Imperial Primary School (Western Cape); and Naledi Mashatola, Kwangulati Education Centre (Limpopo). The Deputy Minister attended and gave learners and parents a word of encouragement.

The DBE supported the establishment of Reading Clubs in schools as part of the Spelling Bee and Reading Clubs Programme by facilitating capacity-building workshops and mentorship programmes for those clusters that implemented the programme. Northern Cape was the only province to conduct training in 2016. The training was provided by Nal'ibali Trust, the DBE's key partner in establishing Reading Clubs for the past three years. The target group for training in Northern Cape was the Reading Coaches contracted by the province. They are expected to commence immediately with the establishment of Reading Clubs in schools where they are attached.

A total number of about 448 participants, mostly officials, have been trained in this programme to date.

However, a few provinces are not active in the implementation of Reading Clubs. These are Limpopo, the Western Cape, Mpumalanga and the Free State.

Provincial reports indicate that the future prospects for the Spelling Bee and Reading Clubs programme look promising, as it has been embraced by the Curriculum Branches in the provinces, especially the Spelling Bees. Many provinces also hosted other literary activities alongside the Spelling Bee. Some provinces have already started to introduce the Spelling Bee in the Foundation Phase and for indigenous languages such as isiZulu, which is being piloted in KwaZulu-Natal. Provinces funded their Spelling Bees as requested in a circular.

A budget of R1 510 450 from the European Union (EU) was made available for the implementation of the programme. The funds were depleted in April 2017. The budget from School Sport Leagues, within the Department, was used to cover the hosting of the National Championship. R176 073.06 was spent on the programme during this reporting period.

The number of Reading Clubs established with Nal'ibali' Trust's assistance across provinces in 2016 was 416.

d. Physical Education

The Physical Education report covers the last quarters of the year as the co-ordination effort started in the 3rd quarter. The point of interest for intervening in Physical Education (PE) is to ensure that the existing gaps in PE are effectively addressed. It is in this vein that the DBE took an initiative to support the South Africa University Physical Education Association (SAUPEA) to conduct a study of the implementation of PE in schools to understand the status quo. The study is currently underway and provinces have been informed about it. Relevant research instruments have been posted on the website and co-ordinators were informed about these, with the hope that they will alert schools. An SMS to principals has already been drafted to alert all principals to access the tools and respond in line with the research ethics.

In the meantime, the DBE is supporting a UNESCO initiated Quality Physical Education project, managed by the Country co-ordinator operating from the DBE. The activities are being supported by the Directorate. Two (2) workshops (including a symposium) have already been hosted for stakeholders.

The Lets Play Physical Education Challenge, which has been running for a number of years, has also been supported by the DBE. Two (2) exhibition sessions were held in two (2) schools, in Laudium and Saulsville, respectively, observed by the DBE team. Discussions are underway with the implementing entity, Active Education, to ensure that the number of participating schools is increased. The relevance of the Challenge is that learners in Grades 4 and 6 perform the exercises that they would normally do in their everyday PE class, showing endurance. The winning school is rewarded with a donation of a sporting complex by the sponsors.

Partnerships

The DBE supports established programmes in the Department by enhancing it with partner contributions and facilitate new partnership programmes. These programmes are situated and implemented in various Branches of the DBE.

The Database of all DBE partners and partnerships is continuously being updated and maintained with relevant information, including areas of partner support, geographical support, and monetary value of support, partner contact persons and details. The DBE is also responsible for continuously compiling written responses with regard to requests for funding and/or sponsorship from private organisation and individuals addressed to the Department.

The DBE managed to facilitate the formalisation of four (4) partnerships for the Department by signing of Memorandum of Agreement. Support Letters to various organisations were signed.

In support of the mandate and efforts of the DBE and Partnerships with Schools, the Directorate facilitated a number of partner contributions and/or donations for various Sustainable Educational Programmes, to promote educational excellence through the private and public support. During the financial year 2016/2017, the DBE managed to facilitate contributions made by the various partners as follows:

- Estimated monetary contributions by partners was R 86 642 469.70;
- Estimated number of learners who benefited was 151 501; and
- Estimated number of schools that benefited was 140.

The DBE is continuously working on the implementation and facilitation of the delivery of the pledges made by partners in support of the Read to Lead Campaign by providing school libraries. The monetary value of various libraries donated by major organisations in the financial year 2016/2017:

- Estimated monetary contributions by partners was R 18 569 448;
- Estimated number of learners who benefited was 89 800; and
- Estimated number of schools that benefited was 265.

The Department engaged with various partners to support the 2016/2017 Ministerial Programme and the following programmes were supported by the partners:

- 2016 National Education Excellence Awards – Total value of Sponsorship was R 610 000;
- 2016/2017 National Senior Certificate results announcements (NSC) – Total value of Sponsorship was R 1 642 902;
- 17th Annual National Teaching Awards (NTA) – Total value of Sponsorship was R 2 200 600; and
- 2016 South African Schools Choral Eisteddfod (SASCE) – Total value of Sponsorship was R 3 415 000, estimated number of learners who benefited at a National level was 5 941, and estimated number of schools that benefited at a National level was fifty-three (53).

The DBE developed the Partnership Framework and Partnership Implementation Protocol, which was tabled at the Senior Management Meeting for inputs and recommendation. The approval was granted by Senior Managers. The Partnership Framework and Implementation Protocol will enable the DBE, its officials and partners to ensure that the partnerships that the DBE engages in are appropriate, manageable and are effectively supportive towards achieving the goals set in the National

Development Plan 2030 for Basic Education. The Protocol provides both DBE officials and partners with the guidelines as to how to establish partnerships and optimise the contribution. The Director-General approved on 21 November 2016.

The DBE managed and facilitated partnership contributions and Donations on all the above mentioned programmes for the financial year 2016/2017 to the estimated value of R 113 080 419.70.

Social Cohesion and Gender Equity

During 2016/17, a total of 5 924 learners participated in social cohesion programmes.

a. Nation Building

The Youth Citizens Action Programme (YCAP)

The YCAP is a youth development programme that is part of the values and civic engagement pillars within the DBE at a district, provincial and national level. Given that there was no budget allocated to this programme, the DBE works in close partnership with the NGO Empowervate in affording learners the opportunity to gain the necessary cognitive and practical skills while still at school. The programme was opened to Secondary School (Grade 9-10) and Primary School (Grade 6-7) learners. The DBE and Empowervate raised awareness of the programme in all the provinces to ensure the maximum participation of schools. Learners were requested to form a team of 5 – 10 members to make a diagnosis about a social problem facing the school and the community and then work out ways to resolve it using basic project management methods. District and provincial eliminations were held to decide on overall provincial winning team that will represent the province at the national finals. The 2016 national finals were held in Roodevalei, Pretoria with a total of ninety-nine (99) learners participating in the 2016 national finals. 2016 had the highest number of participants starting at school level and culminating to district and provinces, with total number of 3 826 learners participating from a total of sixty-one (61) districts.

Table 66: 2016 National winners

Primary Category		Secondary Category	
School	Province	School	Province
Isibukosabasha Primary School	KwaZulu-Natal	Lerato-Uthando Comprehensive	Free State
Madibeng Primary School	North West	Postmasburg High School	Northern Cape
Iphutheng Primary School	Gauteng	Solomon Mahlangu High School	Eastern Cape

Table 67: Growth of Y-CAP participation from 2010 to 2016

	2010	2011	2012	2013	2014	2015	2016
Provinces	4	9	9	9	9	9	9
Districts	36	39	48	56	64	41	61
Schools	40	80	240	360	356	374	414
Learners (approx.)	400	800	2 400	3 600	3 560	3 740	3 826

The Inkosi Albert Luthuli Oral History (INKAL) Programme and the Heritage Education Schools Outreach Programme (HESOP)

The iNkosi Albert Luthuli Oral History Programme was introduced in 2005 by the then Department of Education (DoE) as part of the promotion of oral history, particularly local history. In addition to the usual portfolio of evidence and oral presentations by learners, the learners were expected to also prepare a research paper, as part of developing learners' critical thinking and research skills. In the provinces, oral history workshops were held preceding the district and provincial rounds of elimination. All provinces, except Limpopo, held their provincial elimination rounds and sent eight (8) representative delegations of learners and two (2) educators to the national finals held from 04 - 07 October 2016 in Pretoria. A total number of sixty-four (64) learners and eleven (11) educators took part in the 2016 national finals.

Table 68: Learner participation during provincial eliminations

Province	Number
Gauteng	register not counted, no signatures
KwaZulu-Natal	register not counted, no signatures
Mpumalanga	No attendance register
North West	No attendance register
Free State	25
Eastern Cape	28
Western Cape	No attendance register
Northern Cape	43
KwaZulu-Natal	27

Table 69: 2016 Learner category national winners

Learner	School	Province
1 st Ziphozethu Metu	Gibson Pillay Learning Academy	Gauteng
2 nd Tamia Abrahams	Rhenish Girls	Western Cape
3 rd Sophy Magabe	Ramokonyane Secondary	North West

Table 70: 2016 Educator category national winners

Educator	Province
1 st Ms N Luwaca	Eastern Cape
2 nd Mr T Malibe	North West
3 rd Ms B Dlozi	Mpumalanga

Challenges:

The 2016 iNkosi Albert Luthuli Oral History competition was originally scheduled to take place from 30 September 2016 to 03 October 2016. However, due to the partnership with Freedom Park, the date was changed from 04 October 2016 to 07 October 2016. As a result, six (6) of the twelve (12) adjudicators who had previously agreed to assist in the national final could no longer assist. Freedom Park provided three (3) new adjudicators with two (2) adjudicators coming from the UNISA. The cut in budget, as well as the minimal staff in the Directorate, affected the DBE support to provinces during the provincial workshops and provincial rounds. The change in date also affected the programme as it clashed with other programmes in the Department. This affected the overall success of the programme as there was limited capacity. Budget constraints still remain a major setback for provinces to participate in the programme, which ultimately affects the reach. Limpopo, could not participate and indicated the limited financial and human resources the province had for co-curricular activities.

Achievements:

Adjudicators were requested to come in a day earlier on 03 October 2016 in order to give them sufficient time to mark participant portfolios. Provinces were requested to submit participants' portfolios before 03 October 2016 and six (6) of the eight (8) provinces managed to submit portfolios on time, compared to 2015.

Recommendations:

More support should be given to provinces, particularly Limpopo, as it has not participated since 2013. A planning meeting will be held with Freedom Park in order to discuss the 2017 edition of the programme, particularly the change of dates, as this affected the overall running of the programme.

The National Heritage Education Schools Outreach Programme (HESOP)

The HESOP promotes awareness among young people of the importance of National Heritage and a better understanding of the interdependence of cultures. In the provinces, heritage education workshops were held in conjunction with the iNkosi Albert oral history workshops preceding the district and provincial rounds of elimination. The 2015 national camp was held at the Lesedi Cultural Village, North West from 03 October to 07 October 2016. Eight (8) provinces were represented at the camp, with Eastern Cape Province being the only province not being represented. A total of thirty-six (36) learners and nine (9) educators represented their schools and provinces at the national camp.

Table 71: 2016 HESOP winners

School	Province
1 st James Nxumalo Agricultural School	KwaZulu-Natal
2 nd Harrismith Secondary	Free State
3 rd Vuyani Mawethu High	North West

Challenges:

The non-participation of Eastern Cape was due to the ongoing industrial action in the province. Attempts were made to assist the Eastern Cape Province to participate, however, the group could not be ready in time for the national finals.

Achievements:

New partnerships were established with the National Arts Council (NAC) and the National Film and Video Foundation (NFVF). The NAC contributed financially for the schools' prizes and the camp booklet publication, while the NFVF procured the services of video-and photography. This has given the programme more exposure. The following Departments were also approached to provide assistance with adjudication personnel: The Department of Arts and Culture (DAC); the Department of Environmental Affairs (DEA); Limpopo Provincial Department of Sports, Arts and Culture as well the Free State Provincial Department of Sports, Recreation, Arts and Culture.

This year's winning team also appeared on Morning Live with the Chief Executive Officer of the National Heritage Council (NHC), Advocate Sonwabile Mancotywa.

National Schools Moot Court Programme

The University of Pretoria in collaboration with the DBE, the Department of Justice and Constitutional Development (DoJ & CD), the University of Venda, the University of Western Cape, the Foundation for Human Rights and the Law Society of South Africa, hosted the 6th National Schools Moot Court Competition at the Constitutional Court, in Johannesburg. The National School Moot Court Oral argument workshop and the preliminary rounds took place from the 05-08 October 2016. The programme went as follows:

- 05 October 2016-Workshop
- 06 October 2016-Quarter Finals
- 07 October 2016-Semi-Finals
- 08 October 2016-Excursion
- 09 October 2016-Finals

Table 72: 2016 6th National Schools Moot Court winners

School	Province
Hurding Secondary School	KwaZulu-Natal
M.H Baloyi Technical High School	Gauteng

Achievements:

The programme managed to draw learners from the previously marginalised rural areas. Each team was offered a bursary to study law at the University of their choice after completing matric. The programme is gradually finding expression within the classroom teaching and learning process, thus responding to the curriculum needs of the learners and supporting learner attainment and performance.

Challenges:

While the programme adds more value to human rights education, it still covers a small proportion of the entire schooling system. More attention needs to be given to teacher development to ensure the sustainability of the programme. Only eight (8) provinces participated with Mpumalanga Province not participating in the competition. The MoU between the DBE and the province has not been finalised.

Commemoration of historic and significant events

The following major historical anniversaries were celebrated:

- 20th Year Anniversary of the Constitution under the theme “Racism not in my name”;
- On 27 May 2016, the DBE in partnership with Freedom Park, commemorated Africa Day and the 20th year Anniversary of the Constitution at Freedom Park, Gauteng Province. A total number of 105 learners, fourteen (14) educators and officials attended the event. It was a platform to engage learners on the promotion of African Heritage, Pride and Constitutional Values;
- 40th Year Anniversary of June 16 student uprisings under the theme “Youth moving South Africa forward”;
- On 15 June 2016, the DBE and the Provincial Department of Education in Limpopo hosted a buildup Commemoration of June 16 Soweto Uprisings event in the Sekhukhune District. The event was attended by 325 learners and forty-two (42) officials and educators;
- 60th Year Commemoration of 1956 Women’s March.

The Minister engaged in a dialogue with girl learners on various opportunities within the education sector and the available support for their participation in the economic main stream. 249 learners attended the dialogue in Welkom, Free State.

b. Gender Equity**Future Choices Programme**

Jamborees for Future Choices forms part of the public engagement and advocacy tool assisting in the interventions in hotspots. Through the Jamboree for Future Choices, school communities are engaged on gender-based violence, sexuality education, career guidance and education.

Jamborees are conducted in partnership with other government departments, corporates and Higher Education Institutions as well as relevant Skills Education and Training Authorities (SETA) and Technical and Vocational Education and Training (TVET) colleges. The initiative includes a component on women in business, labour, politics or sports to engage young women and girls to encourage achievement, entrepreneurship and success. There is a growing body of evidence that suggests that such inter-generational engagements allow young women and girls to find their voices, which directly impacts their perceptions of relationships, education and success.

Challenges:

In this programme, activities that disrupt exams are not allowed in the third quarter, thus posing a challenge.

Remedial action:

Facilitation of proper planning with provinces may be necessary.

The Ministerial Task Team project to evaluate textbooks and LTSM for diversity

The Ministerial Task Team evaluating textbooks held a meeting on 08 April 2016 to finalise concepts and the evaluation tool. A follow up meeting was held on 23 May 2016 on the finalisation of the evaluation instrument and presentation of pilot evaluation on Grade 9 Life Orientation textbooks by the Cape Peninsula University of Technology (CPUT). On 24 June 2016, the DBE concluded the process of purchasing trends of all phases to be evaluated by the Task Team.

On 16 August 2016, the Task Team held meeting to give a report on the quantitative and qualitative evaluation conducted on English First Additional Language, Mathematics and isiZulu Home Language. Furthermore, a meeting was held on 02 November 2016 to discuss findings on the quantitative and qualitative evaluation conducted.

The Ministerial Task Team held an evaluation retreat from 30-31 January 2017, focusing mainly on Grade 9 textbooks across all selected subjects and training of an isiZulu subject specialist on software utilised when conducting quantitative analysis. Furthermore, the Committee held a meeting on 02 March 2017 to present evaluation findings for Grade 9 and 12 for discussion. In the next financial year, the Ministerial Task Team is scheduled to meet the Minister on 10 April 2017, the Reference Group on 21 April 2017 and conduct public consultations in all nine Provinces during the month of May 2017.

Challenges:

The lack of an isiZulu subject specialist to conduct quantitative analysis had a negative impact on the project. During a meeting on EU funded projects held on 19 April 2016, project managers were informed that the EU funding will temporarily not be made available to the Department. The setting of a meeting date and time, which is convenient for all members of the committee to attend, also poses a challenge.

Remedial action:

An isiZulu subject specialist was sourced from the Tshwane South District Department of Education and members of the committee were provided with training on software utilised when conducting quantitative analysis. The Directorate: Project Management recommended that voted funds be used to fund the project. Furthermore, on 10 January 2017, the Project Management Unit informed project managers that the European Union donor funding was released. Submission of findings electronically prior to meeting and circulation of meeting notes encompassing key decisions are circulated after each meeting.

Torch of Peace Campaign in promoting safe schools

The Torch of Peace Campaign is a government-led initiative that rallies communities to act against violence, xenophobia and racism. The Torch is handed over between Cabinet Ministers. For the DBE, the hand-over event was held in Gauteng, at the Soshanguve East Secondary School, where the Minister received the Torch from the Minister of Transport. The Torch symbolises the departmental efforts on issues of school safety.

Protocols on discrimination and sexual violence

Protocols on Discrimination and Sexual Violence in Schools have been drafted. The purpose is to guide schools on how they should prevent, deal with and manage cases that relate to discrimination and sexual violence. The plan is to consult with key education stakeholders on the drafts before finalisation.

4.5.5.2. CARE AND SUPPORT IN SCHOOLS

National School Nutrition Programme

a. School Feeding

During the year under review the programme provided daily nutritious meals to 20 300 primary, secondary and special schools nationally, reaching an average of 9 045 049 learners.

b. Programme Monitoring and Support

For the 2016/17 financial year, the DBE targeted 150 schools for monitoring in all provinces and a total of 151 schools have been visited by NSNP officials. The purpose of these visits was to monitor progress and support schools on the implementation of the programme, as well as supporting the Deworming programme and monitoring school opening.

Analysis of monitoring reports revealed that generally, the programme was effectively implemented and the Grant purpose achieved in providing daily nutritious meals to learners across all provinces. The findings of monitoring revealed that learners were fed in 98% (n=149) of the schools visited. The reason for non-feeding in 2% of schools was due to non-delivery of foodstuff by service providers with most schools located in Limpopo and Gauteng. This issue has since been resolved with the concerned service providers. Meals served to learners were compliant in the majority of schools visited (i.e. 88%). Non-compliance of menus served was mainly due to the lack of or late delivery of fresh vegetables to schools. This remains an issue that needs to be addressed as it has been pointed out that fresh produce cannot be delivered on a Friday. Feeding time of 10h00 in the morning is only adhered to in 41% (n=62) of schools.

The challenge is mostly experienced in secondary schools where School Principals indicated that the school time-table was the main reason that learners cannot be fed by 10h00. This matter was raised at the HEDCOM as findings of the NSNP Evaluation jointly commissioned with the DPME, and will be further addressed with relevant officials in the new financial year. Learners were fed in their respective classrooms under the supervision of educators in 59% (n=89) of schools visited while in most schools (i.e. n=49), learners still had their meals outside their classrooms with little or no supervision.

Good practices observed were the general hygiene practices such as learners washing their hands before meals; food preparation areas that were kept clean; as well as the cleanliness and protective clothing of Volunteer Food Handlers (VFHs). Storerooms were also kept neat and tidy and in cases where there were no shelves, foodstuff were placed on pallets and not on the floor as was the practice in the past.

However, common challenges identified in schools (n=36) visited include: poorly installed gas storage which is a health hazard, lack of food storage (n=17) as well as eating and cooking facilities (n=55). Gas is the commonly used source of fuel for cooking in the majority of schools, and the cylinders are supposed to be placed outside in a locked cage during food preparation. However, in most schools, gas cylinders were stored inside the cooking area during food preparation, posing a serious risk and non-compliance with the Occupational Health and Safety Act and all related policies. The other persisting challenge is that of learners having their meals outside their classrooms unsupervised. In such instances, schools were advised and encouraged to serve learners in a dignified manner (promoting social etiquette), and not exposing their food to dust.

Although the school food gardens have been de-emphasised as a pillar of the programme, schools continue to promote production of food to develop skills and knowledge. It was observed that the majority (n=92) of schools visited had vegetable gardens and in seventy (70) of these schools these gardens were functional. The food gardens were in good condition; i.e. well looked after and functional in most of the schools. In some schools, the vegetable gardens were served to supplement the NSNP programme, while others were used for fund raising as well as teaching and learning.

Good practices are encouraged through Nutrition Education (NE) by the NSNP. This is achieved by developing and distributing NE materials to schools. Monitoring reports revealed that the majority of schools have not received the materials; either from the district or provincial officials. The reason for other schools not to have been provided with NE materials can be attributed to the fact materials that were distributed to the district office were insufficient.

c. Nutrition Education

Nutrition Education (NE) which further promotes healthy lifestyles, hygiene and food safety. In the current financial year the DBE, in partnership with Nestlé SA, celebrated Mandela Day on 20 July 2016 at Londolozani Junior Primary School in Mdantsane with ten (10) neighbouring primary schools participating in the event. Around 1 446 learners participated in sporting activities such as soccer, netball, hoola hoop, skipping rope and zumba dance in an effort to promote physical education.

In addition, the DBE celebrated the 2016 National Nutrition Week under the theme “*Love your beans – eat dry beans, peas and lentils!!*” in the Eastern Cape, at Engcobo District, Zanengqele Junior Secondary School on 14 October 2016 and in Limpopo, Sekhukhune District at Makgane Primary school on 11 October 2016. Makgane Primary School was one of the schools that experienced food poisoning during 2014/2015 in the NSNP, thus there was a need to strengthen advocacy in the school communities. Prior to the main event there were build-up advocacy campaigns where eighteen (18) neighbouring schools were identified in both the provinces. The advocacy campaigns were conducted successfully in collaboration with Tetra Pak SA in Limpopo.

The NSNP engaged with various partners such as Consumer Education Project of Milk South Africa (CEP), Dalton Nutrition (Pty) Ltd, Dewfresh (Pty) Ltd, Kellogg’s SA, Milk Producers Organisation (MPO) and Tetra Pak SA to support the first ever celebration of the International World School Milk Day (WSMD) under the theme ‘*A Glass of Fresh Milk daily makes Healthy, Active and Smart Children*’. The partners donated milk sachets and learning material which was assessed by the DBE through the Curriculum Directorate for distribution to the selected schools. The DBE collaborated with the Mpumalanga Provincial Department to plan and host the event on 07 December 2016 at Mpumelelo Primary School. WSMD was launched in partnership with Dewfresh (Pty) Ltd and Consumer Education Project of Milk SA. Key messages on the importance of milk and healthy lifestyle were shared amongst learners, educators and parents, reaching approximately 1 176 learners.

The NSNP hosted the inaugural NSNP Forum under the theme “*Enhancing Quality and Efficiency in the NSNP*” on 01-02 March 2017 at the DBE. The Forum was intended to build the capacity of mainly district NSNP officials with a focus on infrastructure improvement, compliance certificate of kitchens, and food safety awareness in the preparation of meals to improve NSNP implementation. The Forum was a great success attended by NSNP Provincial Managers, District Co-ordinators and Monitors, Partners, and Inter- Departmental Stakeholders.

As part of information dissemination, gas safety booklets and South African Food Based Dietary Guidelines, and posters were printed and distributed to four (4) provinces (Eastern Cape, KwaZulu-Natal, Limpopo and North West) reaching forty-four (44) districts.

d. National School Deworming Programme

The DBE led the implementation of the first National School Deworming Programme successfully in 2016. The World Health Organisation (WHO) donated 6 100 000 Mebendazole for 2017. More than 5 000 000 primary school learners were dewormed in the 2016/17 financial year. All stakeholders (DBE, Department of Health, Johnson & Johnson and WHO) have re-committed to deworm in the 2017/18 financial year.

e. Capacity Building and Training

Following the incidents of food poisoning reported in the media in the 2014/15 financial year, the DBE has focused sharply on capacity building to address food safety. All the planned NSNP safety workshops were conducted successfully in all provinces as per the Operational Plan, reaching approximately 315 NSNP officials. The aim of the workshops was to provide knowledge to improve efficient and effective implementation of food safety principles within the NSNP. The NSNP has also strengthened and improved working relations with the Department of Health (DoH) nationally and in provinces as the programme will now be part of the annual DoH Food Safety Teams workshops.

f. NSNP Best Schools and Best District Awards

The annual NSNP Best Schools and NSNP Best District Awards are intended to recognise the best practices and best performing schools/districts in the implementation of the NSNP. Initially, schools and districts were nominated by PEDs and later an adjudication and selection process was undertaken by a panel of adjudicators drawn from the DBE, Department of Health, World Food Programme and Tiger Brands Foundation. The latter is the co-sponsor of the awards.

The outcome of the Awards was announced on 02 February 2017 during the NSNP Forum. The first position was awarded to Steenberg's Cove Primary School in Western Cape, second position to Bophelong Special School in North West and the third to Makeneng Primary School in the Free State. The ceremony will be held at the Steenberg's Cove Primary School in April 2017. A stakeholders' meeting was held on 14 March 2017 in the Western Cape Provincial Education Department to plan for the event ceremony. The winning district is Butterworth in the Eastern Cape.

g. Partnerships in NSNP

In the year under review, partnerships were progressively increased in support of the NSNP. Mass Discounters delivered eight (8) kitchens (Eastern Cape -1, KwaZulu-Natal - 7) in the 2016/17 financial year.

There is a strong partnership with Feed, Uplift, Educate and Love (FUEL), a non-profit organisation to assist in strengthening the Department's capacity to monitor at school level. The DBE has adopted the Monitoring, Reporting and Response (MRR), a methodology viz. MRR aimed at "working towards one system of monitoring that can drive improvement". The MRR methodology is intended to assist NSNP officials to be consistent in the following:

- Collect the right information (Monitor);
- Analyse, understand and share this information in the right way (Report); and
- Use this information to improve performance (Respond).

Since 2014, some provinces have started initiating the MRR and are working in close collaboration with FUEL while some are 'work-in-progress'. The MRR has been included in the NSNP Conditional Grant Framework to implement a uniform monitoring system across provinces. Plans are afoot to digitise the system.

Health Promotion

a. Care and Support for Teaching and Learning Programme

Conduct monitoring visits in CTSL schools in all provinces

For this activity the target was to conduct twenty-four (24) monitoring visits to schools implementing the Care and Support for Teaching and Learning (CSTL) Programme nationally. The target was exceeded as twenty-six (26) school monitoring visits were conducted. Provinces visited were Western Cape, Free State, Gauteng, Eastern Cape and North West.

Establish and/or strengthen District-Based Support Teams (DBSTs) in Eastern Cape, KwaZulu-Natal and Free State Provinces

The annual target was to establish and / or strengthen six (6) District-Based Support Teams (DBSTs) in KwaZulu-Natal, the Free State and the Eastern Cape. This target was met because in all the provinces, DBSTs were strengthened. In the Free State, DBSTs were trained in all districts. A total of 115 district officials have been orientated in the CSTL Framework, the CSTL handbook, and monitoring and data collection tools. In the Eastern Cape, district officials from the entire district were trained during the routine provincial training conducted in July 2016. In KwaZulu-Natal, orientation of the district officials on the CSTL Framework, the CSTL handbook, and monitoring and data collection tools was done on 22 - 23 February 2017. All twelve (12) districts were represented.

Conduct school-level training of Learner Support Agents (LSAs) in 3 ECF Districts: Mt Frere (EC), Uthungulu and Pinetown (KZN) and two Districts in FS (Motheo and Fezile Dabi)

In total, 825 Learner Support Agents (LSAs) were trained in the Eastern Cape by July 2016. In KwaZulu-Natal, training of LSAs was held on 22–23 September 2016 in Uthungulu district, Newcastle and was attended by forty-three (43) LSA's and eleven (11) district officials. However, training of LSAs could not be done in the Free State because the appointment of LSAs is not yet finalised for the financial year. Training will be conducted in the next financial year.

Participate in the CSTL SADC meetings

The target was to participate in the SADC CSTL meetings as per the schedule and invitation to the DBE. In the first quarter, the DBE participated in two (2) South African Development Community (SADC) meetings:

- SADC CSTL Steering Committee meeting held in Johannesburg in May 2016; and
- The Joint Meeting of SADC senior officials responsible for Education and Training and Science, Technology and Innovation.

The aim of the SADC Steering Committee meeting was to review and approve the CSTL Policy Framework so that it is ready to be presented in the SADC Joint Ministers meeting for adoption. The Joint Meeting of SADC with senior officials responsible for Education and Training and Science, Technology and Innovation was held on 28-30 June 2016 in Botswana. The aim of this meeting was to present the CSTL Policy Framework in the forum for approval by the SADC Ministers. The policy framework was approved.

During the third quarter, the DBE facilitated and supported an exchange visit for three (3) SADC countries (the Democratic Republic of Congo, Mozambique and Zambia) to schools in the North West province. The aim of the exchange visit was to enable these countries to learn best practices and experiences in how CSTL is implemented in South Africa. The exchange visit took place on 15 and 16 November 2016 in the Bojanala District and four (4) schools were visited (Paardekraal Primary School, Lefaregathle Primary School, Geelhout Secondary School and Laerskool Rustenburg).

On 17 November 2016, the Department facilitated and supported data collection for the Social Return on Investment study that has been commissioned by the SADC Secretariat. This study is conducted in Swaziland and South Africa to determine the impact of the financial and human capacity investment that has been made for implementing the CSTL Programme. Data was collected at Lujiza Primary and Alphendale Senior Secondary school in East London District, Eastern Cape. Data in the Mpumalanga Province could not be collected in 2016 due to exams and this was done in March 2017. Furthermore the Department participated in the SADC CSTL Steering and Sharing committee meeting that was held on 22-24 November 2016 in Durban. During the Sharing meeting, the following three presentations were made:

- Inclusive Education model;
- Data Management for the Education Sector; and
- The Development of a Teacher Pre-service Core Module at Tertiary-level.

b. HIV and AIDS Programmes

HIV and AIDS Life Skills Education Programme

Monitor and support educator training on sexual and reproductive health for learners:

The target for the 2016/17 financial year was to reach 19 500 educators through training. By the end of the financial year, PEDs reached 20 511 educators through training. The target for the financial year was exceeded by 1 011 educators.

Monitor provinces to expand the appointment of learner support agents to support vulnerable learners:

The target for the financial year was to collect the baseline and the actual placement of 1 819 LSAs in the targeted schools. Provinces appointed 1 847 LSAs during the course of the financial year, exceeding the target by twenty-eight (28) LSAs. KwaZulu-Natal and Limpopo provinces took over the payment of stipends for LSAs that were contracted by the ETDP SETA. In this regard, both provinces are paying the stipends from the HIV and AIDS Life Skills Education Programme. The North West Province had appointed thirty-five (35) LSAs Child Care Co-ordinators (CCCs), who were contracted to co-ordinate the implementation of the care and support component of the HIV and AIDS Life Skills Education Programme and placed in districts (their salaries were paid through the voted fund). The CCCs are managed by the District Co-ordinators. Upon finalisation of this process, the province will begin the appointment and placement of LSAs in schools.

The Free State started by training School Management Teams (SMTs) and members of the School Governing Bodies (SGBs) to introduce the LSAs and their functions in order to support them effectively when they are placed in schools during the next financial year. Gauteng province began by training the 400 LSAs prior to placement in schools. Upon completion of training, the province paid the stipends of LSAs as per the approved business plan. Placement of LSAs in schools ensures that the Care and Support for Teaching and Learning (CSTL) Programme is implemented effectively in schools, benefiting the most vulnerable learners.

Host two (2) HIV and AIDS Life Skills Education Programme inter-provincial meetings:

The main objectives of the Life Skills programme are to integrate HIV and AIDS and relevant life skills into the school curriculum as a strategy to prevent and mitigate the spread of HIV infection, and to provide care and support for learners that are infected and affected by HIV and TB. The target for this financial year was to convene two inter-provincial meetings.

The first inter-provincial meeting was held on 11-12 August 2016. The focus of this meeting was to review provincial implementation against the allocated budget for the previous financial year. In addition, it also focused on provincial progress on the implementation of the programme during the first quarter of the 2015/16 financial year. During the meeting, the new DBE National Policy on HIV, STIs and TB was presented together with the proposed implementation plan framework. Provinces were requested to provide input and suggestions, affording them an opportunity to reflect on issues in their respective provinces to guide the finalisation of the implementation plan. Provinces were requested to hold meetings and consult with senior management in their respective provinces, learners and educators to begin conversation and lobby for support of the new Policy.

The second meeting was held on 31 October - 01 November 2016. The focus on the second meeting was to finalise the implementation plan for the new DBE National Policy on HIV, STIs and TB. During the meeting, provinces presented on, amongst others, the advocacy activities undertaken on the new DBE National Policy on HIV, STIs and TB. In addition, the meeting provided input to finalise the development of the conditional grant framework for the development of business plans for the 2017/18 financial year.

Monitoring of provincial expenditure against the allocated budget:

The Director-General approved the provincial business plans on 05 April 2016. Upon approval the first tranche of provincial allocation was transferred to all provinces on 15 April 2016. Provincial expenditure was closely monitored during the course of the financial year, following up on under-spending for the Free State, Gauteng and Limpopo provinces during the second quarter. However, expenditure for Free State province improved significantly during the second quarter, as the province followed up with payment of invoices for activities conducted during the first quarter. Expenditure for Gauteng and Limpopo provinces remained low, due to non-approval of bid specifications for activities contained in the approved business plans. In this regard, the DBE sent letters notifying both provinces of the intention to withhold the fourth tranche that was due to be transferred in January 2017. Both provinces were requested to submit to the DBE proof of commitments that expenditure will be expedited. Limpopo did not submit the response despite numerous reminders, resulting in the fourth transfer payment being withheld. The province is still utilising the R17 619 000 that was transferred over the three quarters. The withheld tranche will be applied for a roll over from the National Treasury to honour commitments in the next financial year's business plan (as funds will be utilised to pay for accruals from the 2016/17 financial year). Expenditure in other provinces was satisfactory throughout the financial year.

Support the implementation of the HIV programme for educators on HIV and teachership:

The target was to reach 1 495 educators through the teacher support programme in partnership with the University of Western Cape (UWC). In October 2016, a teleconference led by the DBE was held with South African National Aids Council (SANAC) to discuss the Global Fund projects. The meeting concluded that the DBE in partnership with Kheth'impilo will revise the Teachership concept and budget for presentation to the Global Fund. On 02 November 2016, a meeting was held with Kheth'impilo at Burgers Park Hotel to discuss the budget of the Young Women & Girls (YW&G) and Teachership programmes funded by the Global Fund. A follow-up meeting with Kheth'impilo, Red Pepper and the UWC to discuss the concept for the teacher support programme was held on 17 - 18 November 2016 in Cape Town. There was no work done on the Teachership programme as the University of Western Cape and Kheth'impilo are still resolving contract issues with the Global Fund.

Support the implementation of the South African school-based sexuality and HIV prevention education activity:

The target for the year was to develop two sets of SLPs for Grades 4 – 6 and 10 – 12. However, since the Grade 7 – 8 Sample Lesson Plans (SLPs) were not finalised, this target was moved to 2017. The priority was then to finalise the Grade 7 – 9 SLPs, train and support educators on the Grade 7 – 9 SLPs and support Measure Evaluation to collect baseline data for the activity. The twenty-seven (27) SLPs for Grade 7 – 9 were piloted in Mpumalanga, KwaZulu-Natal and the Western Cape and the content was approved by the DBE through the Deputy Director-General of Curriculum. On 10 June 2016, the first drafts were submitted to the DBE for review. The final drafts were submitted in February 2017. The international Standard Book Number (ISBN) for the Grade 7 – 9 Learners Books and Educators Guides were received and sent to Education Development Centre (EDC) on 14 February 2017. The final draft of the Learners Books and Teacher Guides for Grade 7 – 9 were presented to the Minister for noting on 03 March 2017. During this period, SGBs and SMTs sensitisation manuals, and the Mentorship programme concept document for girls and boys were reviewed. Between May 2016 and February 2017, a total of 1 212 Grade 7 – 9 educators have been trained on the implementation of SLPs in the classroom.

Support the finalisation of the educator survey on HIV prevalence report in partnership with HSRC:

The preliminary report was presented to the Steering Committee (SC) Meeting and Technical Task Team (TTT) in June 2016. A meeting was held with Prof K Zuma to review and finalise the content of the report. A communications request form for lay-out and design of the report was submitted and the report was finalised. The preliminary report was presented to the SC and TTT in June 2016. On 09 February 2017, the report was presented to the HEDCOM Subcommittee on Human Resources. Furthermore, the report was presented to the Steering Committee on 14 March 2016 where the recommendations and management response for presentation to CEM in May 2017 were also discussed.

Conduct school visits to monitor the implementation of health promotion programmes:

The target to conduct monitoring visits in ten (10) schools was met and conducted as follows:

Table 73: School monitoring visits

Date	Province	School Visited	Programme
28/04/16	KwaZulu-Natal	Zeph Dlomo Secondary	Care and Support programmes
29/04/16	KwaZulu-Natal	Nigris Secondary	Care and Support programmes
17/05/16	MP	Sinethemba Secondary	Care and Support programmes
17/05/16	MP	Injabulo Secondary	Care and Support programmes
18/08/16	MP	Nalithuba Secondary	Care and Support programmes
18/05/16	MP	Qedela Senior Secondary	Care and Support programmes
26/10/16	NW	Freedom Park Secondary	Care and Support programmes
26/10/16	NW	Paardekraal Primary	Care and Support programmes
27/10/16	NW	Boitsoko High School	Care and Support programmes
27/10/16	NW	Loula Fourie Primary	Care and Support programmes

Support legislative process to finalise DBE draft policy on HIV, STIS and TB

Following comments received from an inter-branch consultative meeting, the consultant further revised the Draft HIV Policy incorporating inputs from the meeting. The Draft HIV Policy was presented to MMM on 16 May 2016 and approved to be presented at the CEM on 20 May 2016. The CEM subsequently approved the policy for final gazetting on the same day. Subsequent to the CEM approval, the Socio- Economic Impact Assessment System (SEIAS) approval submission to the DPME was initiated in July 2016. Following revisions to the SEIAS form, a meeting was held with the DPME on 08 November 2016 to discuss the documents and inputs needed to take the process forward. The Department ultimately received the SEIAS approval/certification on 24 January 2017.

In addition, provinces were taken through the new HIV policy in August 2016 and a workshop was held on the implementation plan of the new policy. Following guidance from the DPME to present the policy to the Social Cluster for approval prior to submission to Cabinet, the Draft DBE HIV Policy was presented to the Social Cluster Technical Working Group (TWG) on 24 January 2017. The TWG granted approval to present the policy to the Forum of South African Directors-General (FOSAD), which was done on 15 February 2017. The FOSAD granted the approval for the policy to serve at the next Cabinet Committee meeting prior to presentation to Cabinet in April 2017. In support of this, a Ministerial submission was prepared together with the Cabinet Memorandum, draft presentation and the revised policy.

c. Learner Pregnancy Programme

Support legislative process to finalise Learner Pregnancy Policy

Consultants to assist with the revision of the Learner Pregnancy Policy were appointed in July 2016 through the financial assistance of UNESCO. The consultants, working closely with the DBE, revised the current draft Learner Pregnancy Policy to incorporate and address various contentious issues within the policy. A draft of the Learner Pregnancy Policy was submitted in August 2016. To further support the refinement process, an inter-branch meeting was held on 10 August 2016 to review and provide input on the revised draft policy. In addition, a daylong national consultation meeting with various stakeholders and provinces was held on 17 August 2016 to solicit input and further dissect the policy. A dedicated email address was established to receive written comments pregnancypolicy@dbe.gov.za. Subsequently, a log of comments was developed, and revisions effected.

Youth dialogues were held in the Western Cape, the Eastern Cape (05 October 2016) and Gauteng (12 November 2016) respectively. These dialogues were aimed at soliciting voices from the youth and their opinion on how learner pregnancy can be prevented and how best the Department can support those who fall pregnant. Overall, sixty (60) young people engaged in the youth dialogues across the three provinces.

The revised draft was submitted to the Branch Head in September 2016 for approval and presentation to Senior Management and the HEDCOM. The CEM approved the policy at its meeting of 13 March 2017.

d. TB Programme

World TB Day was commemorated for the first time in the DBE in the John Taolo Gaetsewe District in Kathu, Northern Cape on 20 April 2016 at the Deben Primary School. In attendance were learners from ten (10) local schools, bringing the number of learners who came to take a lead in the fight against Tuberculosis (TB) across the province to 1 800. The event was well attended by officials from national, provincial and district levels, the Departments of Health and Social Development, parents, educators and learners as well as members of the media. The DBE Chief Director provided the keynote address.

The Western Cape held its own TB Month commemorative events from 17-27 May 2016, in partnership with the KICK TB & HIV team, the South African Tuberculosis Vaccine Initiative (SATVI) and TB Alliance. The province visited twenty-three (23) schools while delivering key TB awareness messages and various TB education tools for learners and teachers. An estimated 15 880 learners were reached through the Western Cape's commemorative activities.

The Eastern Cape also held its own TB Month commemorative events from 07-10 November 2016 in partnership with the KICK TB & HIV team and Sanofi. They visited eleven (11) primary schools and one (1) secondary school in Nelson Mandela Bay and Buffalo City districts while delivering key TB awareness messages and various educational tools for learners and teachers. An estimated 9 249 learners and 311 educators were reached.

A KICK TB & HIV Poster competition in partnership with SATVI, was launched and materials and forms were delivered to schools for ease of participation. The top twenty (20) posters will be used to create a calendar, which will be launched in March 2017 as part of World TB Month. In addition, the three (3) winning posters were showcased at the International Lung Conference held in Liverpool in November 2016.

The Tackling TB in schools in KwaZulu-Natal, managed in partnership with University Research Co. (URC), has reached an estimated 92 849 learners to date in primary and secondary schools with TB education. From those reached with TB education, 79 083 were screened for TB whereby eighty-six (86) learners were confirmed to have TB. These learners were initiated on treatment, together with 208 family members who also tested positive for TB following contact tracing. Discussions with URC and TB Alliance/SATVI to support TB awareness and other activities in schools are ongoing. To date, an estimated 88 932 learners were reached through TB Awareness activities. Furthermore, youth dialogues were conducted in three (3) provinces on 03 October 2016.

Develop IEC material for HIV and TB awareness in schools

To add to the limited IEC materials in schools, the Department met with URC on 04 October 2016, to review some of their materials used for various TB campaigns to explore opportunities of customising some of these for the school setting. Further discussions in this regard took place on 06 December 2016 to gather additional inputs and feedback. This process is ongoing.

e. Integrated School Health Programme (ISHP)

National Schools Deworming Programme

The World Health Organisation (WHO) agreed to donate Mebendazole 500mg tablets for five (5) years to deworm learners. The aim is to achieve a zero prevalence of Soil Transmitted Helminth (STH) in 2020 through deworming on a yearly basis and the provision of health education. In 2016, 5 038 560 learners were dewormed by educators, with the support of school health nurses.

Table 74: Reach of deworming per Province

Province	Target	Learners dewormed during Feb/March 2016	Learners dewormed by DOH during quarter 1 of 2016/17	Mop-up data & Oct DOH campaign included	Total learners reached by DBE & DOH Nov 2016	% learners reached
EC	1345 189	858 501	33 175		891676	66%
FS	386 994	268 693	9 015	79 886	357594	92%
GP	716 625	430 682	3 350	202 331	636363	88%
KZN	1 293 412	400 307	28 291	756 448	1185046	92%
LP	960 895	179 438	15 139	337 076	531653	55%
MP	516 828	339 393	4 397	-	343 790	67%
NW	498 542	385 314	9 329	135 307	529950	106%
NC	151 064	84 906	1 783		86689	57%
WC	279 524	224 584	239 585	-	464169	166%
CIE	12 000	8 429	-	3 201	11630	97%
Total	6 161 073	3 180 247	344 064	1 514 249	5 038 560	82%

The implantation of deworming in schools that have not participated during February-March 2016, took place in all provinces, except Mpumalanga, as the MP DOH indicated that there were no deworming tablets available, and the Western Cape and North West exceeded their targets. KwaZulu-Natal has improved from 32% during the first round of implementation to 92%. Limpopo has improved from 18% to 55%.

A request for deworming tablets was submitted to the DOH on 25 August 2016. However, the request was delayed. On 11 November 2016, WHO East and Central Africa reported that WHO Head Quarters has requested necessary medicine inventories indicating the number of tablets not utilised in South Africa. The number of tablets available in KwaZulu-Natal, Gauteng, Free State, Western Cape, Mpumalanga and North West were submitted.

In preparation of the deworming in 2017, a progress report and step-by-step implementation plan were presented at the ISHP interprovincial meeting. The revised reporting forms and consent forms were also distributed.

Provide health services to learners through the ISHP

The annual target was to provide health services to 1 000 000 learners. 526 851 learners received HPV vaccinations during August 2016 and 1 100 229 learners received health services.

On 02-03 November 2016, an ISHP Interprovincial task team meeting took place at the Burgers Park Hotel, Pretoria. The DOH, Gauteng provincial co-ordinators of the DSD and DBE officials from ISHP, NSNP and HIV Life Skills Units attended. The proposed programme was adjusted to include group work on the deworming implementation.

Other activities include:

- Monthly ISHP task team meetings took place;
- The ISHP hosted a study tour by a delegation from Zimbabwe in April 2017;
- The Intergovernmental Protocol between the DBE and the DOH was approved and distributed; and
- The SGB Guidelines and submission for the implementation of the ISHP in schools were revised to align it with the HIV, STI and TB Policy.

Partnerships in ISHP

The following partners were engaged with: Pink Drive; HE2RO who intend to do research on the preferences of youth regarding sexual and reproductive health service provision; Educational Support Services Trust that creates job opportunities for women by making re-usable sanitary towels; Enter-Active Productions that wants to raise awareness on social issues in schools but require funding; Ms Ndawonde who wishes to raise awareness in schools on pica and anaemia. A submission was drafted in this regard; the meeting with Johnson and Johnson was attended on 26 October 2016. Areas of future support were discussed, e.g. advocacy for the deworming programme. A letter of support was written to Prof. Kvalsvig regarding the intended research in KwaZulu-Natal schools to prevent worm infections.

A meeting with Unilever and UNICEF took place on 01 October 2016. A WASH programme is being initiated whereby Unilever will donate 1 500 000 toothbrushes and 366 888 toothpastes and soap. The programme outcome is to contribute towards improvements in the health and education outcomes of Grade R-1 learners in quintile 1-3 schools through building knowledge, skills and self-efficacy on hand washing with soap, oral hygiene and good sanitation practices.

On 15 November 2016, a meeting was held with Angie McCone of Be Wise. Short articles on health related issues are distributed on the social media and reach 150 000 10-25 year olds. Information was provided on worms, oral health, visual, hearing and speech problems. She was requested to send a letter of request to the DBE to circulate the details of the app to schools to extend the reach of the programme. A submission, letter to HODs and circular to schools will then be prepared by the DBE.

f. Conduct school visits to monitor the implementation of Health Promotion programmes in schools

The annual target was to monitor ten (10) schools and eleven (11) schools were monitored. The World Handwashing Day celebrations were held at MC Weiler Primary School, Alexandra. In addition, on 18 November 2016, World Toilet Day was celebrated at Isu'Lihle Primary School in Soweto. All these schools have been dewormed in collaboration with school health nurses.

g. UNESCO Support of the Integration of the ESA Commitment in DBE

The aim was to conduct a national consultation meeting to discuss and agree on a multi-sectoral structure where the ESA Commitment is co-ordinated in South Africa, as well as to support the submission of the South Africa ESA Progress Report for 2015 ESA Targets. Two (2) ESA meetings were held on 15 and 26 of April 2016. During these meetings the SA Progress report on the ESA targets for 2015 was validated and the issue of ESA Co-ordination into a multi-sectoral structure such as SANAC was discussed. The report was then consolidated into the regional report which was presented at the ESA High Level meetings held during the International AIDS Conference (IAC) in Durban in July 2016. The DBE was represented by the Deputy Minister and Chief Director, Care and Support in Schools in the ESA Meetings.

After the IAC, guidance was sought from the Deputy Minister on the engagement of other Departments towards the integration of the ESA Commitment into a multi-sectoral structure in SA to ensure its domestication and implementation of the next steps. This culminated into the submission that was written, inviting other Departments to a meeting to finalise the ESA Co-ordination and Implementation. Letters were sent to the other Departments on 09 March 2017.

A follow-up stakeholder meeting on ESA implementation in the country is planned for April 2017.

h. Provide technical support to the Eastern Cape Department to roll out CSE online training for educators

The target for the year was to support the Eastern Cape to roll out CSE online training for educators to reach 850 educators through facilitating twelve (12) online courses for the fifteen (15) Districts in the Eastern Cape. The training was rolled out to thirteen (13) districts and twelve (12) online sessions were conducted. However, 412 Educators were reached instead of the targeted 850. Training was conducted on the following dates: 08-10 June 2016, 17-19 August 2016, 31 August - 02 September 2016, 13-15 September 2016, 14-16 September 2016, 12-14 October 2016, 01-03 February 2017 and 08-10 February 2017.

i. Supporting the DBE in the development and finalisation of the Learner Pregnancy Policy

The target for the year was to have the Policy of the Learner Pregnancy Plan finalised and gazetted. In July 2016, consultants were contracted with the support of UNESCO to redraft the Policy. On 16 August 2016, a National Consultation Meeting was held with various education stakeholders on the Draft Policy. Post the national consultation meeting, the stakeholders were also given an opportunity to provide written input on the draft policy to be received by the DBE on 31 August 2016. After the written input and the national consultation meeting, comments were consolidated in a revised Draft that was submitted to the DBE for review and approval. The draft policy was then submitted for presentation to internal DBE Management Structures for approval. The Policy was presented to the CEM on 09 March 2017, and has been approved towards finalisation and gazetting. Three (3) youth consultations were also conducted on the Policy in Western Cape, Eastern Cape and Gauteng, reaching a total of sixty-five (65) young people.

j. Health Promotion School Monitoring Visits

The DBE's annual target was to monitor a total of sixty (60) schools. Seventy (70) schools were monitored.

The school monitoring visits revealed that there is progress in implementing the CSTL Programme. All schools visited had School-Based Support Teams (SBSTs), although they are at different levels of functionality. In the Gauteng Province progressive effort has been made to ensure that care and support initiatives are implemented in schools. This has been done through employing a co-ordinator who is responsible for monitoring implementation at schools' level. All schools in Eastern Cape, with the exception of Nzululwazi, had Learners Support Agents (LSA) employed to conduct activities on the CSTL Programme. As a result, the province has made progress in implementing the programme.

In addition, the province has employed a social worker who has been placed at the District office to support the implementation of the CSTL Programme. In the North West Province all schools visited were trained and supported in the implementation of the programme by the District office. Key challenges included the limited capacity of SBST to implement some of the priority areas as the information or knowledge acquired through training seems not to be disseminated well in schools.

On 17 – 19 May 2016, school readiness follow up visits were conducted in Injabulo Secondary School, Sinethemba Secondary School, Qedela Secondary, Nalithuba Secondary School, Khulasakhile Secondary, and Hlobisa Primary school in Wakkerstroom Circuit in Mpumalanga. The DBE monitored Care and Support in Schools programmes in six (6) schools in KwaZulu-Natal on 28-29 April 2016, and Mpumalanga on 17-18 May 2016. On 26 October 2016, Freedom Park Secondary school and Paardekraal Primary School in Rustenburg were monitored. Boitshoko Secondary and Loula Fourie Primary School in Potchefstroom were visited on 27 October 2016.

During this fiscal year, twelve (12) schools in Dr Kenneth Kaunda district in the North West, Tshwane South in Gauteng and Sedibeng District in Gauteng were monitored and supported. The schools that were visited are: Are Bokeng Primary School and Tshebedisano Secondary School in Orkney and Keotshepile Primary School and Promosa Secondary School in Potchefstroom. In Tshwane South, JJ De Jong and Pheladi Nakene Primary School as well as Seshegong and Solomon Mahlangu Freedom Secondary School were monitored.

In March 2017, Mohloli Secondary School in Sharpeville, Sakhile Primary and Khanya-Lesedi in Ratanda as well as Meyerton High School in Midvaal were visited. The monitoring zoomed in on the implementation of the Care and Support in school programmes, namely: the National Schools Nutrition Programme (NSNP), Psychosocial Support, CSTL, HIV Sexuality and Life Skills, ISHP, Peer Education and also touched on the learner pregnancy support, more so for the secondary schools.

Achievements

a. Care and support for teaching and learning programme

Establish and/or strengthen District-Based Support Teams (DBSTs) in EC, KZN and FS Provinces

Twenty (20) District Co-ordinators from all the twelve (12) Districts in KwaZulu-Natal attended the training on District-Based Support Teams.

Monitor and support educator training on sexual and reproductive health for learners

The target for the fourth quarter was to reach 2 600 educators through training. Provinces reached 6 144 educators through training.

Monitor provinces to expand the appointment of Learner Support Agents to support vulnerable learners

The target for the placement and appointment of Learner Support Agents was reached during the third quarter.

Development of business plans: 2017-2018

Provinces amended the business plans, returned the amended versions to the DBE and circulated the business plans for signature by the provincial Heads of Education Departments and Provincial Treasurer.

Host the second inter-provincial meeting

Two (2) Inter-provincial meetings were held.

Monitoring of provincial expenditure against the allocated budget

The fourth tranche of the provincial allocation (with the exception of Limpopo Province) was transferred on 27 January 2017.

Support the implementation of the South African school-based sexuality and HIV prevention education activity

The Grades 7 – 9 Scripted Lesson Plans were finalised.

Support the finalisation of the educator survey on HIV prevalence report in partnership with HSRC

The report on the Health of Educators in Public Schools in South Africa was approved.

Support legislative process to finalise the draft DBE policy on HIV, STIS and TB

The Draft DBE HIV Policy was presented to the Social Cluster Technical Working Group (TWG) on 24 January 2017, for their approval to present the policy to FOSAD. Subsequent to the TWG meeting, the Socio Economic Impact Assessment System (SEIAS) approval/certificate was granted by the Department of Planning, Monitoring and Evaluation (DPME). Following TWG approval, the HIV Policy was presented at the FOSAD on 15 February 2017, where it was granted approval to serve at the next Cabinet Committee meeting prior to presentation to Cabinet in April 2017. In support of this, a Ministerial submission on the promulgation of the policy was prepared together with the Cabinet Memo, presentation and the revised policy. An implementation plan template has been completed incorporating inputs from provinces.

Learner pregnancy

The aim for Quarter 4 was to have the policy approved by the various Senior Management structures within the DBE. The policy was finally approved by the CEM on 09 March 2017.

b. Integrated School Health Programme

Deworming

WHO approved 6 143 352 Mebendazole tablets, taking into account that 878 408 tablets are still unused. In 2017, 5 038 560 learners were dewormed.

Provide health services to learners through the ISHP

The annual target is to provide health services to 1 000 000 learners. 526 851 learners received HPV vaccinations during August 2016 and 1 100 229 learners received health services.

Technical support to DBE's HIV, Adolescent Sexual and Reproductive Health (ASRH) and learner wellbeing: UNESCO

Provided technical support to the EC to roll out CSE online training for educators:

The aim was to support the EC Department of Education to roll out CSE Online training sessions to three (3) Districts, namely Lusikisiki, Duthwa and Mbizana. Two (2) training sessions were supported and thirty-five (35) teachers were reached.

Supporting the DBE in the development and finalisation of the Learner Pregnancy Policy:

On 09 March 2017 the Policy was presented and approved by the CEM.

Non-achievements:

a. Care and support for teaching and learning programme

Print and disseminate 3 000 care and support for teaching and learning handbooks and posters to all provinces

The target was to print and distribute 3 000 CSTL handbooks and posters. A total of 1 000 handbooks and 4 000 copies of posters were printed and distributed to provinces. The target of printing 3 000 copies could not be met due to financial limitations. Each province received fifty (50) copies with the exception of the Mpumalanga which received 500 handbooks and 200 posters. These will be used in the pilot implementation of ten (10) CSTL pillars that is currently underway in Mpumalanga.

Develop advocacy materials on CSTL Programme

The target was to develop four (4) sets of advocacy leaflets (for educators, learners and parents). This has not been achieved. A set of leaflets was developed, however, the approach was changed to develop one leaflet that will address all the groups targeted and content should be simplified so that it is easy to read. A leaflet on Nutritional Support has been finalised. Design, layout and printing will be done in the new financial year.

b. HIV and AIDS Life Skills Education Programme

Non-achievement of activities as at the third quarter of this financial year was due to non-approval of activities in the approved business plans in Gauteng and Limpopo provinces. These impacted on the implementation of advocacy activities held with school community members, training of educators to integrate Life Skills in other subjects and appointment and payment of Learner Support Agents in both provinces. Upon several interactions with the respective managers in both provinces, bids were approved, albeit late in the financial year.

Remedial steps to be undertaken to improve performance: The challenge in Gauteng province was the request to fund activities that were not related to the grant. In order to mitigate this challenge going forward, managers in the province have been advised to meet with their senior managers and to present the business plan and the conditional grant framework well before the beginning of the financial year.

c. Peer Education

The Teachership programme could not commence as the University of Western Cape and Khet’mpilo were still resolving the contractual issues with the Global Fund.

School monitoring visits were not conducted this term as the classroom observation schedule was not confirmed and the Health Promotion programmes monitoring was linked to this activity.

Psycho-Social Support (PSS)

a. Draft strategy on PSS and its draft Monitoring and Evaluation (M&E) Plan

The draft strategy and M&E plan were finalised in the last quarter of 2015/16. These were approved in the first quarter of 2016/17.

b. Training of Provincial Trainers on trauma

The DBE hosted the training of provincial trainers on trauma to assist traumatised learners, from 30 May 2016 to 02 June 2016. The training was facilitated by the Chicago School of Psychology. It was well received by provincial co-ordinators who are planning to merge it with their training on SIAS and/or counselling. The North West Province had already budgeted for the cascading of trauma training.

The DBE had planned to contextualise the training of trainers’ material on assisting traumatised learners followed by printing and distribution to provinces. The material has been contextualised by the Chicago School of Psychology. As a result the following South African specific content has now been inserted in both the trainer and participant manuals:

- The South African legislation for children;
- The Children’s Act Form 22 for reporting of abuse or deliberate neglect of children; and
- The Department of Basic Education’s *Speak Out* booklet for assisting learners to understand child abuse. This booklet also contains call centre details of some national organisations.

The revised training material has been received by the DBE and trainees in September 2016. Further to this, the facilitator has requested all participants to sign a one (1) page contract that speaks to commitment to maintaining the quality of the material during the cascading process.

The North West Province hosted the training for their district officials on 01-03 February 2017 at the Omaramba Resort, Buffelspoort. A total of forty-seven (47) officials attended the workshop (11–13 officials per district).

c. Concept document developed

A concept document has been developed on utilising child and youth care work as a model to provide the first level of psychosocial support. The concept document proposes that Learner Support Agents (LSAs) who came into the system without prior knowledge and skills on PSS be trained in Child and Youth Care Work modules, depending on availability of funds. Trained LSAs would be a great resource for the educators as they will be able to provide emotional support, follow through with cases and liaise with NGOs and other Government Departments for additional support. Internal discussions were held and it was decided that it is necessary to test this model on a small scale with existing funders prior to involving funding partners.

d. Distribution of compact discs (CDs) of the Department of Social Development (DSD) Child Services Directory

The DBE distributed compact discs (CDs) of the Department of Social Development (DSD) Child Services Directory containing contact details of the organisations providing services to children in the country, to assist with referrals. Each provincial co-ordinator for Inclusive Education and/ or Psychosocial Support received a copy (8 provinces in total) during the Inclusive Education workshop on Accommodations and Concessions on 20 September 2016. A further eighty (80) copies were distributed during the Minister's meeting with District Directors on 02 December 2016. Seventy-five (75) CDs were distributed during the school readiness visits through the Branch officials and through the School Improvement Support Co-ordinator (SISCO) for the south circuit of Gauteng East.

e. Participation in the DSD Child Protection Forum

The DBE participated in the DSD Child Protection Forum on 17 - 19 August 2016. Participation in this forum is aimed at strengthening collaboration with the DSD and to receive updates on child protection issues. It was mentioned at the Orphans and Vulnerable Children (OVC) breakaway session of the forum that the DSD, through their OVC Unit, plans to request the DBE for updates on OVC and their whereabouts. The DBE advocated that while they request information, there should be interventions provided to those identified children. Data on the number of child-headed households was also presented by the DSD.

f. Strengthening Psychosocial Support in the sector

Presentations were delivered at the HEDCOM on 17 October 2016 and the CEM on 09 November 2016. The focus of the presentations was on strengthening Psychosocial Support in the basic education sector. The presentations highlighted the partnerships with the Department of Social Development, USAID, and the National Association of Child Care Workers (NACCW). In addition, the presentations highlighted proposals for district itinerant teams for Psychosocial Support to learners, in line with the draft National Norms for Resourcing an Inclusive Education System (NNRIE).

The presentations were well received at both meetings and recommendations have been reported to the task team on the NNRIE, including the targeting of the twenty-seven (27) districts identified by the Branch for recommendation to provinces to prioritise when resourcing.

g. Development and utilisation of PSS tools

The Psychosocial screening tool that was developed for screening in Bela-Bela has been revised and sent to the Council for Social Services Professions for accreditation. Once accredited, it may be widely distributed for social services professionals and others in the system to utilise. This will complement the SIAS process. Educators can also use it to identify children in need of support.

h. Partnerships in PSS:

The DBE held discussions with the Unit for OVC at USAID regarding sharing information on their partners that work in schools, including the names of schools and number of children reached with various services including Psychosocial Support. The NACCW reaches 297 schools in the country through their child and youth care workers.

The DBE was invited to attend a meeting of the NACCW and the Cyril Ramaphosa Foundation (CRF), held on 07 November 2016 regarding the proposal made by the NACCW for funding to incorporate Child and Youth Care Workers (CYCW) in CRF priority schools, as well as broader requests for support with PSS initiatives in schools. The Foundation had focused on the strengthening of management in schools including school analysis, leadership and teacher development; a need was identified for improving learner achievement, hence the need for PSS through child and youth care workers.

A meeting was held at the UNISA Department of Social Work regarding their plans to place students for service learning nationally. Currently students are placed in Gauteng, KwaZulu-Natal and Western Cape schools. Plans are underway to expand to other provinces as well. At the meeting, the KwaZulu-Natal co-ordinator for UNISA shared their implementation model and it is co-ordinated with the Special Needs Education Services Directorate at KwaZulu-Natal Department of Education. It was noted that this KwaZulu-Natal model can be adapted by UNISA for other provinces.

i. The following recommendations were made to the UNISA team:

- To work through the districts that would assist with the identification of schools and support with challenges experienced in relation to placements. This will ensure that the process is co-ordinated;
- To outline the expectations for the placement in relation to what the student should achieve and what time frames the schools should expect to spend with the students;
- For students to align with activities of the SBST when they begin working at the schools;
- Induction to the education policies and programmes should also be factored in; and
- Second year students can implement systematic prevention programmes - based on existing programmes from Departments.

Non-achievements:

- Presentation of the draft PSS Strategy to the HEDCOM was not achieved and it is anticipated in 2017/18 financial year.
- Hosting of an NGO - Donor Summit on Training Child and Youth Care workers to support schools and the draft submission and concept document were developed. However, it was decided to rather test the model at a smaller scale with existing partners.

Table 75: Strategic Objectives, Performance Indicators, Planned Targets and Actual Achievements

Strategic Objective	Programme Performance Indicator	2015/16		2016/17		Deviation from planned target	Comment on variances
		Actual Achievement	Planned Target	Actual Achievement	Planned Target		
5.1 To monitor the provision of nutritious meals served in identified public schools annually to enhance learning capacity and well-being of learners	5.1.1 Number of schools monitored for the provision of nutritious meals	-	150	151		+1	The additional school was a spot check of one of the schools monitored. This was done to compare the situation between announced and un-announced monitoring visits.
5.2 Promote the participation of learners in enrichment and co-curricular activities in order to make a positive impact on learning	5.2.1 Number of adjudicators, data capturers and farm school conductors trained in SASCE programmes	-	900	1 082		+182	Some provinces exceeded the target of 100 trainees per provinces because of the growing interest, although some provinces trained far less than 100 trainees. The positive deviation is as a result of those provinces that trained more than 100.
	5.2.2 Number of learners participating in social cohesion programmes	5 843	6 000	5 924		+76	The negative deviation is as a result of some signatures that were incorrectly attached, and thus these names were not counted from the onset.
5.3 Monitor the implementation of the NSSF in 185 Hot Spot Schools by 2019/20 in order to attain safe, caring and violence-free school environments	5.3.1 Number of Hot Spot Schools monitored towards implementation of the NSSF	-	46	48		+2	The DBE undertook monitoring in two additional schools.

Table 76: Sub-programme expenditure

Programme 5: Education Enrichment Services						
	2016/17			2015/16		
Detail per sub-programme	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	3 159	3 034	125	2 202	2 190	12
Transfers and subsidies	-	-	-	-	-	-
Payment for capital assets	28	28	-	15		15
Payments for financial assets	-	-	-	-	-	-
5.2 Partnership in Education						
Current payment	22 778	21 860	918	17 848	17 622	226
Transfers and subsidies	114	114	-	2	1	1
Payment for capital assets	40	40	-	174	64	110
Payments for financial assets	-	-	-	-	-	-
5.3 Care and support in Schools						
Current payment	25 953	24 605	1 348	23 300	22 097	1 203
Transfers and subsidies	6 290 562	6 283 900	6 662	5 894 235	5 894 234	1
Payment for capital assets	127	135	(8)	45	39	6
Payments for financial assets	-	6	(6)	214	210	4
Total	6 342 761	6 333 722	9 039	5 938 035	5 936 457	1 578

5. TRANSFER PAYMENTS

5.1. Transfer payments to public entities

Public entities receive sizeable transfer payments from government and are often the front-line providers of services on behalf of government. It is therefore important to understand the impact of these services on the community. Departments are requested to provide information on the services provided by these public entities, transfer payments to the public entities, the actual amount spent from the transfer received by the public entities, strategic achievements of the public entity. Departments must also comment on monthly monitoring systems or the lack thereof to monitor spending on such transfer payments. If such monitoring did take place, departments must provide details of difficulties experienced and what steps (if any) were taken to rectify such difficulties.

Table 77: Transfer payments to public entities

Name of Public Entity	Services rendered by the public entity	Amount transferred to the public entity	Amount spent by the public entity	Achievements of the public entity
Umalusi	Umalusi is responsible for developing and maintaining a sub-framework of qualifications for the General and Further Education and Training Qualifications Sub-framework (NQF Level 1 – 4) and the quality assurance of these qualifications.	R118 678 000	R118 678 000	<ul style="list-style-type: none"> • Over 1 290 749 learner records were certified and 279 289 records were verified. • The review of the NC (V) qualification has been completed. • An appraisal of six (6) technical subjects has been done. • The Mathematical Literacy book has been finalized. • Eight research projects were completed comprising of six reports for 2016/17 and two reports that were outstanding from 2015/16. • Quality assurance of all examinations covering external moderation of 1 084 question papers, external moderation of internal assessment, monitoring the state of readiness to conduct national examinations, monitoring of the conduct, administration and management of examinations, monitoring and verification of the marking process, management of concessions and examination irregularities, statistical moderation of assessment results and approval for the release of examination results. • Accreditation processes for the private institutions and assessment bodies were undertaken. The Seven-year accreditation status was awarded to 140 institutions, while 122 institutions were given provisional accreditation.

5.2. Transfer payments to all organisations other than public entities

This section provides information on transfer payments made to provinces, municipalities, departmental agencies (excl. public entities), higher education institutions, public corporations, private enterprises, foreign governments, non-profit institutions and households. This excludes payments to public entities as it is included in the previous section. In this section information is provided on where funds were budgeted to be transferred but transfers were not made and the reasons for not transferring funds.

Departments are requested to provide the name of the transferee, the purpose for which these funds were transferred, whether the department comply with S38 1(j), the amount transferred, the amount spent from the transfer received by the transferee, (excluding individuals or social grant payments) and the reasons for unspent funds by the transferee. Departments must also comment on monthly monitoring systems or the lack thereof to monitor spending on such transfers. If such monitoring did take place, departments must provide details of difficulties experienced and what steps (if any) were taken to rectify such difficulties.

6. CONDITIONAL GRANTS

6.1. Conditional Grants and Earmarked Funds Paid

The table below describes each of the conditional grants and earmarked funds paid by the department.

Table 78: Conditional Grants Preliminary report as at 28 February 2017

Department/ Municipality to whom the grant has been transferred	Provincial Education Departments (PEDs)
Purpose of the grant	To provide nutritious meals to targeted schools
Expected outputs of the grant	Number of schools that prepare nutritious meals for learners
Actual outputs achieved	19 820
Amount per amended DoRA	R6.006 billion
Amount transferred (R'000)	R6.060 billion
Reasons if amount as per DoRA not transferred	
Amount spent by the department/ municipality (R'000)	R6.060 billion
Reasons for the funds unspent by the entity	
Monitoring mechanism by the transferring department	1. Monitoring through Provincial visits, Districts visits and school visits 2. Quarterly reports (Data verifications)

Table 79: Earmarked Funds: As at 28 February 2017

	Adjusted Budget	Expenditure	Commitments	Total Expenditure	Balance	% Spent
NSNP Earmarked expenditure outcome for the 2016-17 financial year is 98.2% of the allocated R17,214 million budget.						

Table 80: Conditional Grant 2: MST (01 April 2016 - 31 March 2017)

Department/ Municipality to whom the grant has been transferred	All Provincial Departments of Education
Purpose of the grant	To provide support and resources to schools, teachers and learners for the improvement of Mathematics, Sciences and Technology (MST) teaching and learning at selected public schools
Expected outputs of the grant	<ul style="list-style-type: none"> • ICT (a) 719 schools (42: Eastern Cape, 77: Free State, 207: Gauteng, 32: KwaZulu-Natal, 75: Limpopo, 136: Mpumalanga, 27: Northern Cape, 100: North West and 23: Western Cape) were supplied with information, communication and technology (ICT) resources such as laptops, tablets and software for Maths, Science and Technology curriculum to support curriculum and teaching methodology at FET level. • Workshop Equipment, Machinery and Tools (b) 226 schools (10: Eastern Cape, 30: Free State, 42: Gauteng, 32: KwaZulu-Natal, 24: Limpopo, 30: Mpumalanga, 17: Northern Cape, 19: North West and 22: Western Cape) were supplied with equipment, tools and machinery for Technology to support curriculum and practical teaching methodology at FET level. • Laboratories and Workshop Equipment, Apparatus and Consumables (c) 713 schools (70: Eastern Cape, 82: Free State, 173: Gauteng, 74: KwaZulu-Natal, 108: Limpopo, 136: Mpumalanga, 20: Northern Cape and 50: Western Cape) were supplied with consumables and subject related apparatus to support curriculum and practical teaching methodology at FET level. • Learner Support (d) 116,105 learners (20,409: Eastern Cape, 3000: Free State, 1,286: Gauteng, 2,402: KwaZulu-Natal, 30,794: Limpopo, 40,330: Mpumalanga, 1,886: Northern Cape, 4,982: North West and 11,016: Western Cape) were funded to participate in Maths and Science Olympiads including coaching and revision camps to improve learner preparedness for the NSC examinations. • Teacher Support (e) 28,682 Teachers (2,040: Eastern Cape, 3,446: Free State, 694: Gauteng, 3,672: KwaZulu-Natal, 2,531: Limpopo, 5,544: Mpumalanga, 3,145: Northern Cape, 432: North West, 7,178: Western Cape) were trained during 2016/17 financial period.
Actual outputs achieved	All provinces have completed all their outputs for the year 2016/17
Amount per amended DoRA	R362 million
Amount transferred (R'000)	R362 million
Reasons if amount as per DoRA not transferred	R362 million
Amount spent by the department/ municipality (R'000)	R374 million
Reasons for the funds unspent by the entity	Not applicable
Monitoring mechanism by the transferring department	Monthly and quarterly reporting, quarterly budget monitoring meetings, school visits and annual evaluation.

Table 81: Conditional Grant 1: HIV and AIDS Life Skills Education

Department/ Municipality to whom the grant has been transferred	Provincial Education Departments
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"> • 1 200 master trainers trained in the integration of sexual and reproductive health (SRH) and TB programmes into the school curriculum. Specific focus will be on the prevention of learner pregnancy, reduction of the burden of the twin epidemics of HIV and TB. • 19 500 educators trained to implement SRH and TB programmes for learners to be able to protect themselves from HIV and TB, and their associated key drivers including alcohol and drug use, leading to unsafe sex, learner pregnancy and HIV infection, prioritising schools located in peri-mining and coastal areas with a high burden of HIV and TB infections. • 900 school management teams and governing bodies trained to develop policy implementation plans focusing on keeping mainly young girls in school, ensuring that SRH and TB education is implemented for all learners in schools, and ensuring access to SRH and TB services. A component of training will also address multiple sexual partners among boys. • Co-curricular activities on SRH and TB implemented in schools including a focus on prevention of alcohol and drug use, learner pregnancy, targeting 210 950 learners. Priority will be in the 8 education collaboration framework districts as well as schools located near peri-mining and coastal areas. • Care and support programmes implemented to reach 186 500 learners and 19 450 educators. Expand the appointment of Learner Support Agents (LSAs) to support vulnerable learners, with a specific focus on keeping girls in school, using the Care and Support for Teaching and Learning framework. • 550 000 copies of Curriculum and Assessment Policy Statement compliant material, including material for learners with barriers to learning, printed and distributed to schools. • Advocacy and social mobilisation events hosted with 526 250 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, learner pregnancy, inter-generational and transactional sex amongst girls and to advocate for the 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"> • 2 185 master trainers were trained in the integration of sexual and reproductive health (SRH) and TB programmes into the school curriculum, focusing on the prevention of learner pregnancy, reduction of the burden of the twin epidemics of HIV and TB. • 20 511 educators were trained on the implementation of SRH and TB programmes for learners to be able to protect themselves from HIV and TB infection and their associated key drivers including alcohol and drug use, leading to unsafe sex, learner pregnancy and HIV infection. Schools located in peri-mining and coastal areas with a high burden of HIV and TB infections were prioritised. • 9 392 School Management Teams (SMT) and School Governing Bodies (SGBs) were trained to develop policy implementation plans focusing on keeping mainly young girls in school and to ensure that SRH and TB education is implemented for all learners in schools; and to create access to SRH and TB services. A component of training also addressed multiple sexual partners among boys. • Co-curricular activities on SRH and TB prevention were implemented in schools with a focus on the prevention of alcohol and drug use and learner pregnancy, reaching 179 651 learners. • Care and support programmes reached 188 899 learners, 24 641 educators, appointed and placed 1 847 Learner Support Agents in schools to support vulnerable learners. • 657 999 copies of Curriculum and Assessment Policy Statement (CAPS) compliant material, including material for learners with barriers to learning were printed and distributed to schools. • Advocacy and social mobilisation events were hosted with 246 844 learners, educators and school community members to review and change societal norms and values on SRH and TB. Activities included a focus on key risk behaviours such as alcohol and drug use, learner pregnancy, inter-generational and transactional sex amongst girls. <p>Note: The target for advocacy and social mobilisation and co-curricular activities will increase when provinces submit the fourth quarterly reports due to the Department mid-April 2017.</p>
Amount per amended DoRA	R231 million
Amount transferred (R'000)	R224 million
Reasons if amount as per DoRA not transferred	The fourth tranche (R6 662 000) for Limpopo province was withheld due to under-expenditure
Amount spent by the department/ municipality (R'000)	R221 million
Reasons for the funds unspent by the entity	<ul style="list-style-type: none"> • Delayed approval and awarding of bids for training of learners, educators, advocacy and social mobilisation activities and printing of LTSM; • Delayed approval for payment of stipends for Learner Support Agents and their Supervisors by Provincial Treasury (15 February 2017); and • Delayed approval for advertising of 3 DCES posts.
Monitoring mechanism by the transferring department	<ul style="list-style-type: none"> • Regular analysis of provincial expenditure against the allocated budget; • Visit to provinces that are under/over-spending to identify challenges as well as mechanisms to mitigate the risks; • Support provinces during the annual performance evaluation of conditional grants; and • Develop risk management strategy to address current challenges in the next year's financial year business plan.

Table 82: Conditional Grant 3: Education Infrastructure Grant

Department/ Municipality to whom the grant has been transferred	Provincial Education Departments
Purpose of the grant	<ul style="list-style-type: none"> • To help accelerate construction, maintenance, upgrading and rehabilitation of new and existing infrastructure in education including district and circuit accommodation; • To enhance capacity to deliver infrastructure in education; • To address damage to infrastructure; and • To address achievement of the targets set out in the minimum norms and standards for school infrastructure.
Expected outputs of the grant	<ul style="list-style-type: none"> • Number of new schools, additional education spaces, education support spaces and administration facilities constructed as well as equipment and furniture provided; • Number of existing schools' infrastructure upgraded and rehabilitated; • Number of new and existing schools maintained; • Number of work opportunities created; and • Number of new special schools provided and existing special and full service schools upgraded and maintained.
Actual outputs achieved	In 2016/17 financial year a total of 3 237 teaching spaces, 1 214 administrative spaces, 3 533 maintenance or upgrading projects, 368 water, 521 sanitation, 130 electricity, 843 fencing and 32 sports facilities were provided. The sector has provided a total of 63 new and replacement schools in respective provinces.
Amount per amended DoRA	R9.933 billion
Amount transferred (R'000)	R9.933 billion
Reasons if amount as per DoRA not transferred	Not applicable
Amount spent by the department/ municipality (R'000)	R9.826 billion
Reasons for the funds unspent by the entity	<p>Free State:</p> <p>There were delays in finalizing the procurement strategy in 2015/16 which resulted in deferral of implementation of new projects and the programme for the current financial year. Furthermore, implementation was also delayed due to the investigation of irregular procurement practices that commenced at the beginning of the 2016/17 financial year.</p> <p>Mpumalanga:</p> <p>The PED had experienced planning challenges at the beginning of the financial year.</p>
Monitoring mechanism by the transferring department	Monitoring visits after every two quarters of the financial year. Deployment of ASIDI Provincial Co-ordinators to do site inspections on selected projects.

7. DONOR FUNDS

7.1. Donor Funds Received

Table 83: European Union donor funding for the Primary Education Sector Policy Support Programme

Name of donor	European Union donor funding for the Primary Education Sector Policy Support Programme
Full amount of the funding	R1,333 Billion
Period of the commitment	2010-2017
Purpose of the funding	<p>The purpose of the funding is to strengthen fundamental elements of the General Education and Training band in order to ensure quality basic education for all learners.</p> <p>The emphasis of the Primary Education Sector Policy 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 the government priorities and the Minister's agreement:</p> <ul style="list-style-type: none"> • Implementation of CAPS with the emphasis on Technical schools and Inclusive Education; • ECD with the emphasis on Grade R; • Provision of high quality textbooks – and workbooks for 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 for Grades R-9; • The provision of high quality teaching and learning materials (LTSM) to schools; • 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	<p>MIND THE GAP</p> <ul style="list-style-type: none"> • 25 Mind the GAP study guides published as PDF downloads on the DBE website. <p>INCREMENTAL IMPLEMENTATION OF AFRICAN LANGUAGES</p> <ul style="list-style-type: none"> • 1462 teachers are teaching IIAL in 842 schools. <p>INCLUSIVE EDUCATION:</p> <ul style="list-style-type: none"> • SIAS training manual developed. • 15 Teachers trained. • SASL CAPS developed. • 452 Teachers and deaf teacher assistants trained in SASL CAPS. • 328 Teachers trained on Grade 1 Braille and 30 Grade 2 teachers trained on Braille. <p>THREE STREAMS</p> <ul style="list-style-type: none"> • 26 Technical occupational subjects were developed. • 260 Subject Advisors and teachers were oriented in the 26 subjects. • 67 Schools of Skill are piloting the Technical occupational subjects. <p>STATE OWNED TEXTBOOKS</p> <ul style="list-style-type: none"> • A total of 354 Graded readers and Big Books in 11 Languages have been developed.

Amount received in current period (R'000)	R 145 Million
Amount spent by the department (R'000)	R 69,883 Million
Reasons for the funds unspent	Funding for the 2016/17 financial year was released in December 2016.
Monitoring mechanism by the donor	<ul style="list-style-type: none"> • The National Treasury is the custodian of the European Union funding, thus regular quarterly Monitoring Committee Meetings were held with them. • Quarterly Reports were also submitted to the National Treasury. • The Financing Agreement prescribes that an Impact Evaluation be conducted at the end of the contract period. Thus April 2017 marks the commencement of the evaluation.

8. CAPITAL INVESTMENT

8.1. Capital investment, maintenance and asset management plan

Since the inception of the ASIDI programme, 179 schools have been completed to date: Of these, 134 are in the Eastern Cape; twenty-two (22) in the Western Cape; twelve (12) in the Free State, five (5) in Mpumalanga, three (3) in Limpopo, two (2) in the North West and one (1) in the Northern Cape. 207 schools are in various stages of completion. Out of the projects under completion, 110 schools are targeted to be completed in the 2017/18 financial year and the balance in the 2018/19 financial year. The process of closing, mergers and rationalisation of schools in the Eastern Cape led to delays in achieving the targets set for inappropriate structures.

On basic services, a total of 615 water projects, 425 sanitation and 306 electricity projects have been completed to date. Currently 474 water projects are at planning and 461 under construction, 450 sanitation projects at planning and fifty-one (51) at construction and thirty-one (31) electricity projects are under construction.

Table 84: Infrastructure Projects

Infrastructure projects	2016/2017			2015/2016		
	Final Appropriation R'000	Actual Expenditure R'000	(Over)/Under Expenditure R'000	Final Appropriation R'000	Actual Expenditure R'000	(Over)/Under Expenditure R'000
New and replacement assets	1 661 853	772 683	889 170	2 046 186	1 622 420	571 292
Existing infrastructure assets	518 728	543 152	(24 424)	-	-	(147 527)
Upgrades and additions	-	-	-	-	-	-
Rehabilitation, renovations and refurbishments	-	-	-	-	-	-
Maintenance and repairs	-	-	-	-	-	-
Infrastructure transfer	-	-	-	-	-	-
Current	-	-	-	-	-	-
Capital	9 933 282	9 933 282	0	9 354 443	9 354 443	0
Total	12 113 863	11 249 117	864 746	11 400 629	10 976 863	423 765



PART C: GOVERNANCE



1. INTRODUCTION

The Department is committed to maintain the highest standards of governance and uphold good practices as these are fundamental to the management of public finances and resources. The Department has governance structures in place to monitor the utilization of state resources.

2. RISK MANAGEMENT

The Department has an approved risk management policy and strategy. Although the Risk Committee met during the financial year although sufficient meetings were not held. The Department has appointed an independent Risk Committee Chairperson during the year to enhance effectiveness of risk management in the Department. The Risk Management Sub-Directorate is now fully capacitated as posts were filled towards the end of the financial year.

3. FRAUD AND CORRUPTION

The Department works in accordance with the approved Fraud Prevention Plan and Whistle-Blowing Policy. Mechanisms are in place to report fraud through a dedicated National Anti-Corruption Hotline (NACH). Cases submitted through the hotline are investigated on a continuous basis and feedback reported to both the Public Service Commission and the Audit Committee.

4. MINIMISING CONFLICT OF INTEREST

The Department makes determined efforts to minimise conflicts of interest. Appointment letters of new recruits to the Department request that employees disclose all business interests and remunerative work that they engage in outside the Department. Internal circulars are placed on the intranet of the Department reminding all officials to declare any remunerative work outside the Department.

The DBE ensures that all financial disclosures of interest of senior managers are submitted on time. These financial disclosures of interest are analysed and submitted to the Director-General. In cases where permission from the Director-General was not sought, letters are sent requesting officials to account for the non-declaration.

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.

During the interview process, members of the interview panel are also requested to declare if any candidate is related to them. If there is any relationship, members are requested to recuse themselves from the interview process.

5. CODE OF CONDUCT

The DBE does not have a special policy regarding the Code of Conduct of Employees. The Department uses Resolution 1 of 2003 (Code of Conduct for Employees appointed under Public Service Act), Chapter 2 of the Public Service Regulations (Code of Conduct) as well as the Code entailed in the Employment of Educators Act for officials appointed under the Employment of Educators Act. In order to ensure that all employees of the Department are *au fait* with the Code(s), the Directorate Labour Relations conducts training for newly appointed officials during Orientation Sessions organised by the Sub-Directorate: Training and employees are subjected to the labour relations process if there is a breach of the Code of Conduct.

6. HEALTH, SAFETY AND ENVIRONMENTAL ISSUES

The health, safety and environmental issues are included in every PPP agreement with a private party. The DBE places a high premium on a safe and healthy working environment for all its employees and their visitors.

Occupational Health and Safety (OHS) representatives, made up of OHS supervisors, Safety, Health and Environmental (SHE) Officers, First Aiders and Fire Wardens, were appointed and trained. Each floor and wing has been allocated an OHS team which comprises an OHS supervisor, Safety, Health and Environmental (SHE) Officer, First Aider and Fire Warden. These OHS representatives will be responsible for all OHS related activities in their allocated areas.

The OHS structure, with the ID photos and extension numbers of the OHS representatives, is on the intranet: quick link and click on OHS structure to contact them in case of an emergency. The OHS is a shared and collective responsibility between the DBE and the Private Party.

A planned emergency evacuation drill was conducted on 21 April 2017, as is compulsory as stipulated in the OHS Act. This is an important exercise as it assesses the DBE's readiness for a real emergency evacuation. The DBE has managed to recruit additional OHS representatives in 2017 in order to ensure that sufficient numbers of OHS representatives are available during an emergency evacuation.

The DBE also prioritises the safety of the physically disabled officials and therefore trained officials in evacuation chair training in order to assist them during an emergency evacuation. SHE representatives are responsible to conduct a monthly inspection in their areas of responsibility and report to the SHE supervisors if there any health or safety hazards. First Aiders alert the OHS supervisors in advance if there is a need to supply them with first aid material.

One of the DBE's challenges is the time it takes for an ambulance to arrive in case of an official who needs urgent medical attention. First Aiders only received Level 1 training which is the basic training.

7. PORTFOLIO COMMITTEES

Table 85: Portfolio Committee Meetings on Basic Education

DBE Committee Meetings 2016/17				
Date	Committee	Topic for Discussion	Matters Raised by the Committee	How the Department addressed the matters raised
05 April 2016	PC on Basic Education	Strategic Plan and APP review & Budget	Some targets not included.	Clarity provided that those were provincial targets which should appear in APPs of PEDs.
7 April 2016	PC on Basic Education	SACE and Umalusi: Budget Review	Targets for SACE were not clear and not measurable.	Directorate Planning and Reporting should assist SACE.
13 April 2016	Select Committee on Education & Recreation	Strategic Plan and APP	Some targets not included.	Clarity provided that those were provincial targets which should appear in APPs of PEDs.
19 April 2016	PC on Basic Education	Matters of concerns in Education	Update meeting on competency tests for markers.	Update meeting on competency tests for markers.
04 May 2016	Standing Committee on Appropriations	3 rd quarter Expenditure for 2015/16 Financial Year.		
24 May 2016	PC on Basic Education	Vuwani Curriculum and Infrastructure Recovery Plan	What was being done to bring stability in the area and secure teaching and learning?	Engagements of all stakeholders were ongoing.
24 May 2016	Standing Committee on Appropriations	Quarter 3 & 4 Provincial Conditional Grants expenditure in 2015/16 Financial Year	Low spending on the MST and ASIDI grants	Spending is being monitored and is likely to increase when all invoicing is completed.
27 May 2016	PC on Basic Education	Jobs for sale	The Department should in the near future provide progress report as well as update on the cases referred for forensic investigation.	Progress report will be presented after August 2016.
23 August 2016	PC on Basic Education	4 th Quarterly Report 2015/16 1 st Quarterly Report of 2016/17 Supplementary Exam and 2 ND Chance Programme	Many school principals had not met their target of being assessed for competency.	There was no policy, therefore no uniformity between provinces, so the DBE needed to establish one, which it did on 18 March 2016.
30 August 2016	PC on Basic Education	Progress in the implementation of the (WSA) Whole School Approach Progress on 2 nd chance programme Vuwani Update	The Second Chance programme was piloted in seven subjects.	That was a pilot in preparation for the full scale implementation.

DBE Committee Meetings 2016/17				
Date	Committee	Topic for Discussion	Matters Raised by the Committee	How the Department addressed the matters raised
30 Aug – 02 Sept 2016	Select Committee on Education and Recreation	Oversight visit and monitoring to Vuwani	Progress in the implementation of the catch-up programmes for all the Grades.	Schools were working on extended hours except the Foundation Phase. Teaching and learning would also take place during the spring school holiday.
06 September 2016	PC on Basic Education	ECD Programmes, joint presentation with Social Development	Curriculum for the Grades 0 – 4 years.	The curriculum has been finalised.
13 September 2017	PC on Basic Education	SACMEQ III & IV Study Report NSC Exam Preparations	Drop in the standards of teacher performance, and this was questioned since it seemed to be at odds with increased learner performance.	Teacher training and development was a priority issue and would be further investigated.
19-23 September 2916	SC on Sport & Recreation	Oversight and monitoring visit to Free State	Report prepared and available	Report prepared and available
20 – 23 Sept 2016	PC on Basic Education	Oversight and monitoring visit to Limpopo – ANA, NSC Readiness and Vuwani	Report prepared and available	Report prepared and available
11 Oct 2016	PC on Basic Education	Annual Report 2015/16 Financial Year	More focus on Inclusive Education	Held a conference dealing particularly with mentally disabled learners.
12 Oct 2016	PC on Basic Education	Briefing by SACE & Umalusi on Annual Report Auditor-General Report: Annual Reports	DBE observer	DBE observer
19 Oct 2016	SC on Education and Recreation	Annual Report 2015/16 Financial Year		
25 October 2017	PC on Basic Education	Quality Learning & Teaching Campaign (QLTC) National Education Evaluation Development Unit (NEEDU)	Lack of awareness of QLTC.	Review of the programme was underway.
01 Nov 2016	PC on Basic Education	Briefing by DBE & DHET on: Initial Teacher Education programmes and Continuing Professional Teacher Development (CPTD)	What DBE was doing to repair disconnect between theory and practice.	Teacher education has been reviewed extensively since 2007. These reviews have highlighted several issues which are being addressed.

DBE Committee Meetings 2016/17				
Date	Committee	Topic for Discussion	Matters Raised by the Committee	How the Department addressed the matters raised
8 Nov 2017	PC on Basic Education	2 nd Quarter Report	Underperformance of ASIDI and requested that DBE provide them with a holistic and comprehensive report on the performance of the programme in the next year.	Programme and interventions would be submitted.
09 Nov 2016	Standing Committee on Public Account	Annual Reports 2015/16	Fruitless and wasteful expenditure on Kha Ri Gude.	Department working on recovering the money claimed by practitioners and warning letters were issued to the managers of the programme.
14 – 18 th Nov 2016	TPTTT	Taking Parliament to People: Eastern Cape Province	Report prepared and available	Report prepared and available
23 Nov 2016	PC on Basic Education	Report on Jobs for Cash Kha Ri Gude Programme	Whether provinces would implement the recommendations effectively.	The DBE had institutionalised the recommendations, informed Cabinet, engaged with the Council of Education Ministers (CEM), and highlighted the need for provinces to adhere to the requirements and regulations regarding the recruitment of teachers
29 Nov 2016	PC on Basic Education	School Readiness for 2017	The provincial commitment of supplying textbooks to schools needs attention from the DBE and there needs to be a plan of assistance from the national Department.	Textbook retrieval was an issue that was prevalent in the system where textbooks were not returned and schools were faced with low supply the following year. DBE will support provinces in enforcing the retrieval policy.
30 Nov 2016	PC on Basic Education	Responses by Stakeholders on: Jobs for Cash	DBE observer status	DBE observer status
14 Feb 2017	PC on Basic Education	Matric Results +NSLA Roll-Out of the Three-Stream Curriculum Model	Clarity on the publicised 20% pass mark for Mathematics.	The 20% progression rule which was sent out in circulars emanated from instances in which learners passed all subjects but failed Mathematics. The rule is only applicable in instances where learners achieved high grades in other subjects but had no inclination to enrol for pure Mathematics and instead enrolled for Mathematical Literacy or any of the three stream models.

DBE Committee Meetings 2016/17				
Date	Committee	Topic for Discussion	Matters Raised by the Committee	How the Department addressed the matters raised
21 Feb 2017	PC on Basic Education	TIMMS Report Status Report on Schools Re-opening for 2017 (admissions, curriculum delivery plan, LTSM, text books and workbooks, support for progressed learners Progress Report on Vuwani	The TIMMS findings must inform classroom practice and help raise standards in Mathematics and Science	A round table discussion on the diagnostic analysis would take place in the first quarter of 2017. Inputs would be used in provincial training workshops on the utilisation of TIMSS diagnostic information. The TIMSS-released items would be packaged for release to schools.
28 Feb 2017	PC on Basic Education	CAPS Evaluation implementation IIAL	Members expressed a particular interest in the discussion on decolonisation as colonisation.	A report on decolonising the curriculum and how DBE is going to go about decolonisation in the medium and long term will be presented to the Committee.
07 March 2017	PC on Basic Education	Infrastructure & Rationalisation Reporting system	The Committee strongly supported the rationalisation of schools, but requested for the number of schools to be rationalised in Gauteng and the Western Cape Provinces.	The Gauteng and the Western Cape number of schools to be rationalised will be provided to the Committee.
14 March 2017	PC on Basic Education	Rural Education: Recruitment Strategies and Rural Allowances and Incentives Kha Ri Gude Programme – Inception to finality	On Kha Ri Gude, there was an uncertainty on the amount that the Office of the Auditor-General reported as fruitless and wasteful expenditure.	A full scale investigation is being done
14 March 2017	PC on JCS	Regulations pertaining to the Child Justice Act, 2008 (Act No 75 of 2008)		
15 March 2017	Select Committee on Education & Recreation	Briefing By DBE & Umalusi on: National Senior Certificate Briefing by DBE & DSR on: Implementation of School Sports and challenges thereof.		

8. SCOPA RESOLUTIONS

The DBE appeared before the Standing Committee on Public Accounts (SCOPA) to present on the irregular, fruitless and wasteful expenditure, as per the 2015/16 Annual Report of the Department. The meeting took place on 09 November 2016.

The SCOPA resolutions are yet to be adopted by the Committee.

9. PRIOR MODIFICATIONS TO AUDIT REPORTS

Table 86: Prior Modifications to Audit Reports

Nature of qualification, disclaimer, adverse opinion and matters of non-compliance	Financial year in which it first arose	Progress made in clearing / resolving the matter
Programme 2: Disclaimer	2015/16	Evidence has been monitored throughout the quarters of the financial year and quality assured.
Programme 3: Qualified	2015/16	Evidence has been collated and submitted on the shared drive to monitor progress throughout the year.
Programme 4: Adverse	2015/16	Information was monitored on a quarterly basis throughout the financial year supporting documents were tracked and information is available.

10. INTERNAL CONTROL UNIT

There is no Internal Control Unit in the Department of Basic Education. In the absence of the unit, managers as delegated are responsible for implementing and monitoring controls in their areas of responsibility.

11. INTERNAL AUDIT AND AUDIT COMMITTEES

During the year under review the Department had an Internal Audit Unit under the control and direction of the Audit Committee complying with and operating in accordance with regulations and instruction prescribed in terms of Section 76 and 77 of the Public Finance Management Act.

- **Key activities and objectives of the Internal Audit:**
 - Internal Audit role in the Department is to provide independent and objective assurance and a consulting service to management by evaluating the adequacy and effectiveness of the internal control system; risk management and governance process and to provide value adding recommendations.
 - Internal Audit has contributed to an extent in the high risk areas to the improvement of internal controls and financial management in the department.
 - Several audits were conducted relating to Supply Chain Management (SCM), Human Resource Management, Kha Ri Gude and Accelerated School Infrastructure Development Initiative (ASIDI) and Performance of Information audits.
- **Key activities and objectives of the Audit Committee:-**
 - The Audit Committee is established in terms of Section 76 and 77 of the Public Finance Management Act, Act 1 of 1999 (as amended by Act 29 of 1999)
 - The Audit Committee serves as an independent governance structure whose function is to provide an oversight role on the system of internal control, risk management and governance.
 - The Audit Committee assists the Accounting Officer in the effective execution of his/her responsibilities as an oversight structure in the achievement of the departmental objectives.
 - The Audit Committee comprises three (3) external and two (2) internal members listed hereunder and should meet four (4) times per annum as per its approved terms of reference. During the year under review four (4) meetings were held. The Department has appointed a new Audit Committee during the year.

Table 87: Relevant information on the audit committee members for the period 01 April – 30 November 2016

Name	Qualifications	Internal or external	If internal, position in the department	Date appointed	Date Resigned	No. of Meetings attended
Mr S Sithole	B Com B. Accounting Postgraduate Diploma in Business Management CA (SA)	Chairperson (External)	N/A	19 May 2010, contract renewed on 28 May 2013; renewed 1 June 2016	31 September 2016	3
Mr HM Mveli	B.Ed BA (Hons) B Administration Industrial Relations (Hons) Masters in Public Administration in Development	Ex – officio member	Director - General	1 August 2015	N/A	1
Mr F Froneman	National Diploma in Finance	External Member	N/A	19 May 2010, contract renewed on 28 May 2013; Renewed on 1 June 2016	31 September	3
Ms K Kleynhans	B Com (Hons) M Com (Computer Science) CA (SA)	External Member	N/A	14 November 2013, contract renewed 1 June 2015	N/A	2
Mr B Mpanza	Senior Teachers Diploma B Pead Degree B A Honours in Economics Masters in Business Administration	Internal Member	Chief Director	2012	N/A	2
Ms G Modise	B Com (Hons) in Financial Management	Internal Member	Director	28 May 2013	31 September 2016	1

Table 88: Relevant information on the audit committee members for the period 01 December 2016 – 31 March 2017

Name	Qualifications	Internal or external	If internal, position in the department	Date appointed	Date Resigned	No. of Meetings attended
Prof DP van der Nest	B Com (Hons) M Com D Tech	Chairperson (External)	N/A	1 December 2016	N/A	1
Mr S Simelane	B Com B Com (Hons) Masters in Business Administration	External Member	N/A	1 December 2017	N/A	1
Ms K Kleynhans	B Com (Hons) M Com (Computer Science) CA (SA)	External Member	N/A	Re appointed 1 December 2016	N/A	1
Mr B Mpanza	Senior Teachers Diploma B Pead Degree B A Honours in Economics Masters in Business Administration	Internal Member	Chief Director	Re appointed 1 December 2016	N/A	1
Mr S Govender	BA B A (Hons) Master in Education Masters in Social Antropology Special Diploma in School Library Science	Internal Member	Chief Director	1 December 2016	N/A	0

12. AUDIT COMMITTEE REPORT

We are pleased to present our report for the financial year ended 31 March 2017.

12.1. Audit Committee Responsibility

The Audit Committee has complied with its responsibilities arising from Section 38 (1) (a) (ii) of the Public Finance Management Act and Treasury Regulation 3.1.13. The Audit Committee also reports that it has adopted appropriate formal terms of reference as its Audit Committee Charter, and it has regulated its affairs in compliance with this charter and has discharged all its responsibilities as contained therein.

12.2. The Effectiveness of Internal Control

The system of internal control is designed to provide cost-effective assurance that assets are safeguarded and that liabilities and working capital are effectively managed. In line with the PFMA requirements, Internal Audit and the Auditor-General South Africa (AGSA) provide the Audit Committee and management with assurance on the effectiveness of internal controls in the department. This is achieved by means of evaluating the effectiveness of the management in risk identification and mitigation strategy, as well as the identification of corrective actions and suggested enhancements to improve internal controls.

Through the reports from the different assurance providers, it was identified that the system of internal control was not entirely effective during the year under review, as several instances of non-compliance with internal controls were reported by both Internal Audit and the AGSA. Weaknesses in the Accelerated School Infrastructure Development Initiative (ASIDI) and Kha Ri Gude were raised by the AGSA findings from one or more previous years, this is a concern for the Audit Committee. The Audit Committee will continue to monitor progress against the corrective action plan implemented by management. Although in the year under review management did implement some measures to improve the internal control environment. The Audit Committee will also monitor progress with consequence management in cases of non-compliance. The Department will have to improve controls to prevent further irregular expenditure.

The following internal audit work was completed during the year under review:

Assurance review in Supply Chain Management, Performance Information, Kha Ri Gude, Assets Management, Human Resource Management, and Accelerated School Infrastructure Development Initiative (ASIDI).

Consulting audit reviews in relation to MPAT that were also conducted and management was given value adding recommendations to improve internal control systems.

The following were areas of concern:

During the year under review areas of concern were to improve weaknesses for the ASIDI project management, documentation and performance Information.

12.3. In-Year Management and Monthly/Quarterly Report

The Department has monthly and quarterly reporting systems to National Treasury as required by the Public Finance Management Act (PFMA). In spite of the slight improvement noted in the current year, the system of control over performance information needs to further improve.

12.4. Risk Management

A risk management strategy as well as a Risk Management Committee is in place. Risk Management is still not totally effective in the Department. There should be an improvement in monitoring of risks within the Department and the updating of the operational risk register.

12.5. Evaluation of Financial Statements

We have reviewed the annual financial statements prepared by the Department.

- Reviewed and discussed the audited annual financial statements to be included in the annual report, with the Auditor-General South Africa and the Accounting Officer;
- Reviewed the Auditor-General South Africa's management report and management's response thereto;
- Noted that there were no changes in accounting policies and practices;
- Reviewed the department's compliance with legal and regulatory provisions;
- Reviewed the report on the pre-determined objectives to be included in the annual reports; and
- Reviewed significant adjustments resulting from the audit.

We concur with and accept the Auditor-General South Africa's report on the annual financial statements, and are of the opinion that the audited annual financial statements should be accepted read together with the report of the Auditor-General South Africa.

12.6. Auditor-General South Africa

The Audit Committee has met with the Auditor-General South Africa to ensure that there are no unresolved issues. The Audit Committee wishes to express its appreciation to the Office of the Auditor-General, for the work performed by the team as an assurance provider, which has contributed to the improvement in the control environment in the department.

12.7. Conclusion

The Audit Committee wishes to acknowledge the commitment from management and staff to improve the audit opinion, to sustain the unqualified opinion and working towards clean audit. The stability in terms of leadership of the department has contributed to this improvement.



Prof. DP van der Nest
Chairperson of the Audit Committee
Department of Basic Education
July 2017



PART D: HUMAN RESOURCE MANAGEMENT



1. INTRODUCTION

The statistics and information published in this part of the Annual Report have been prescribed by the Minister for the Public Service and Administration for all departments in the public service.

The statistical tables provide high-level information on key human resource issues. The information aims to empower legislatures, the media, the public and other key stakeholders to monitor whether the Department is exercising powers granted under the Public Service and Public Finance legislation in a responsible manner.

2. OVERVIEW OF HUMAN RESOURCES

The Department ensures that there is alignment between its broad strategic objectives and human resource planning within the Department, such that:

- Sufficient posts and human resources are available at all times for the Department to achieve its strategic and operational objectives;
- Personnel are employed at the correct salary levels;
- Employment equity targets are met;
- Active steps are taken to ensure that suitable persons are recruited and retained as far as possible, and that personnel with talent are identified and nurtured within the Department;
- The required funding for human resources is made available within the Medium Term Expenditure Framework;
- A system of performance management is utilised to ensure optimal utilisation of human resources for effective service delivery, training, development and recognition of achievements;
- Human resources and financial planning are integrated; and
- Human resource planning and management become an integral part of the responsibility of all managers.

The following were the human resource priorities for the year under review:

- Reconfiguration of the organisational structure in terms of new priorities of the Department.
- Ensuring adequate human resources for the attainment of outcomes for Action Plan to 2019: *Towards the Realisation of Schooling 2030*.
- Addressing the issue of gender equity in the Department.
- Identifying and addressing competency skills gaps.
- Ensuring continued implementation of the reviewed PMDS policy.
- Providing a comprehensive Employee Assistance Programme.
- Improving the management of leave in the Department.
- Improving the management and implementation of the overtime policy.
- Addressing areas in MPAT that received a score of below three (3).

The Department made tremendous progress in addressing these priorities. The Director-General has established a Task Team to review inputs for the finalisation of the organisational structure. The Task Team has reviewed inputs from all Branches and Unions and is in the process of costing the proposed structure to ensure that the DBE is within the Compensation of Employees (CoE) budget for the MTEF period, taking into consideration the financial constraints as a result of cuts in the CoE budget.

To ensure adequate human resources for the attainment of outcomes for Action Plan to 2019: *Towards the Realisation of Schooling 2030*, the following key posts were filled:

- Deputy Director-General: Curriculum Policy Support and Monitoring;
- Director: Curriculum Implementation and Quality Improvement (FET);
- Director: Research Co-ordination, Monitoring and Evaluation;
- Director: Strategic Planning and Reporting;
- Director: Office of the Director-General; and
- Director: Internal Audit.

With regard to addressing gender equity at Senior Management level, the DBE has made good progress appointing five (5) females and one (1) male. The Department staff complement consists of 51% women of all racial groups and 49% of males of all racial groups at MMS level. The SMS ratio has improved to 39% female and 61% male. However, the overall ratio in the Department is 57% female to 43% male staff. In this regard the Department has exceeded the 50:50 ratio. The Department Recruitment Policy has been revised to require equity statistics to be reported on at the interviews as well as in the submission to the Minister and Director-General.

To address competency skills gaps, 242 employees attended skills development and training programmes during the year. This is an ongoing process which is dependent on quarterly and annual PMDS evaluations and assessments. The Department also prepared a comprehensive questionnaire for the Department database to gauge the success of courses attended.

The DBE has revised the PMDS policy which was approved on 07 March 2017 and is being implemented. Assessments and moderation thereof take place every quarter. The Director-General instructed Branch Heads to monitor and report on poor performance.

The Department provides a comprehensive health and wellness programme which is well received by the staff. An Employee Health and Wellness campaign was held on 07-08 December 2016.

The following activities were offered:

- 210 officials tested for HIV;
- 297 officials were screened for TB;
- 480 officials were screened for non-communicable diseases; and
- 102 males attended the Men's Forum.

The Department improved the management of leave and the implementation of the overtime policy. Leave registers were in place and signed for by secretaries on submission of leave forms. Non-compliance with the leave policy was addressed and managers were requested to account for discrepancies during reconciliations.

In terms of the MPAT, the DBE has made significant progress. Scores have been improved across most areas for Human Resource Management. Meetings were held with all responsible officials to ensure that the DBE improves further on its scores. In terms of the MPAT standard for equity, the target set by the Department for the attainment of equity as far as SMS posts is concerned, is a long term target according to the DBE Equity Plan. The DBE is making determined efforts to achieve the targets set.

Challenges

The finalisation of the organisational structure is taking longer than anticipated.

The Department has done exceptionally well in terms of gender representivity and has exceeded the equity target on gender in terms of the overall workforce. While the Department has made progress addressing the gender imbalance as far as SMS positions (61% male: 39% female) are concerned, it is difficult to achieve a relatively young SMS workforce. In the SMS echelon, the majority of males are not in the retirement category. Therefore it is likely that more females will only fill positions at the SMS level in a few years' time, when there have been corresponding male retirements.

The Department however takes this problem into consideration in pursuing the policy of succession planning. Capable females from the MMS echelon are given every opportunity to equip themselves with the skills and competencies required for SMS positions. The Department has arranged for courses to create proficiency in various areas such as financial planning, project management and advanced management and leadership courses.

3. HUMAN RESOURCES OVERSIGHT STATISTICS

3.1. Personnel related expenditure

The following tables summarises the final audited personnel related expenditure by programme and by salary bands. In particular, it provides an indication of the following:

- amount spent on personnel; and
- amount spent on salaries, overtime, homeowner's allowances and medical aid.

Table 89: Personnel expenditure by programme for the period 01 April 2016 and 31 March 2017

Programme	Total expenditure (R'000)	Personnel expenditure (R'000)	Training expenditure (R'000)	Professional and special services expenditure (R'000)	Personnel expenditure as a % of total expenditure	Average personnel cost per employee (R'000)
Programme 1	419 981	149 667	532	2 696	35.64	509
Programme 2	1 854 049	65 380	154	11 063	3.53	696
Programme 3	1 214 934	70 980	67	3 912	5.84	555
Programme 4	11 709 185	98 831	354	184 577	0.84	588
Programme 5	6 334 768	33 140	85	1 181	0.52	603
Total	21 532 917	417 998	1 192	203 429	1.94	566

The total for personnel expenditure does not take into consideration remuneration of Examiners and Moderators, Systemic Evaluation and remuneration for Workbooks and Interns.

Table 90: Personnel costs by salary band for the period 01 April 2016 and 31 March 2017

Salary band	Personnel expenditure (R'000)	% of total personnel cost	No. of employees	Average personnel cost per employee (R'000)
Lower skilled (Levels 1-2)	0	0.00	0	0
Skilled (level 3-5)	12 266	2.93	43	285
Highly skilled production (levels 6-8)	83 758	20.04	277	302
Highly skilled supervision (levels 9-12)	232 827	55.70	343	679
Senior and Top management (levels 13-16)	89 147	21.33	76	1 173
Total	417 998	100.00	739	566

Table 91: Salaries, Overtime, Home Owners Allowance and Medical Aid by programme for the period 01 April 2016 and 31 March 2017

Programme	Salaries		Overtime		Home Owners Allowance		Medical Aid	
	Amount (R'000)	Salaries as a % of personnel costs	Amount (R'000)	Overtime as a % of personnel costs	Amount (R'000)	HOA as a % of personnel costs	Amount (R'000)	Medical aid as a % of personnel costs
Programme 1	112 181	74.95	3 494	2.33	2 968	1.98	4 492	3.00
Programme 2	57 787	88.39	128	0.20	986	1.51	1 425	2.18
Programme 3	57 291	80.71	11	0.02	701	0.99	1 527	2.15
Programme 4	76 297	77.20	1 384	1.40	1 324	1.34	2 263	2.29
Programme 5	26 427	79.74	1	0.00	517	1.56	772	2.33
Total	329 983	78.94	5 018	1.20	6 496	1.55	10 479	2.51

Table 92: Salaries, Overtime, Home Owners Allowance and Medical Aid by salary band for the period 01 April 2016 and 31 March 2017

Salary band	Salaries		Overtime		Home Owners Allowance		Medical Aid	
	Amount (R'000)	Salaries as a % of personnel costs	Amount (R'000)	Overtime as a % of personnel costs	Amount (R'000)	HOA as a % of personnel costs	Amount (R'000)	Medical aid as a % of personnel costs
Skilled (level 1-2)	0	0.00	0	0.00	0	0.00	0	0.00
Skilled (level 3-5)	7 259	59.18	2 353	19.18	567	4.62	598	4.88
Highly skilled production (levels 6-8)	60 574	72.32	1 225	1.46	2 969	3.54	4 916	5.87
Highly skilled supervision (levels 9-12)	188 524	80.97	1 440	0.62	2 175	0.93	4 168	1.79
Senior management (level 13-16)	73 518	82.47	0	0.00	785	0.88	797	0.89
Total	329 875	78.92	5 018	1.20	6 496	1.55	10 479	2.51

3.2. Employment and Vacancies

The tables in this section summarise the position with regard to employment and vacancies.

The following tables summarise the number of posts on the establishment, the number of employees, the vacancy rate, and whether there are any staff that are additional to the establishment.

This information is presented in terms of three key variables:

- programme;
- salary band; and
- critical occupations (see definition in notes).

The Department has identified critical occupations that need to be monitored. In terms of current regulations, it is possible to

create a post on the establishment that can be occupied by more than one employee. Therefore, the vacancy rate reflects the percentage of posts that are not filled.

Table 93: Employment and vacancies by programme as at 31 March 2017

Programme	Number of posts on approved establishment	Number of posts filled	Vacancy Rate	Number of employees additional to the establishment
Programme 1	299	294	1.67	4
Programme 2	95	94	1.05	0
Programme 3	152	128	15.79	0
Programme 4	182	168	7.69	0
Programme 5	68	55	19.12	0
Total	796	739	7.16	4

Table 94: Employment and vacancies by salary band as on 31 March 2017

Salary band	Number of posts on approved establishment	Number of posts filled	Vacancy Rate	Number of employees additional to the establishment
Lower skilled (1-2)	0	0	0.00	0
Skilled (3-5)	43	43	0.00	2
Highly skilled production (6-8)	287	277	3.48	0
Highly skilled supervision (9-12)	375	343	8.53	0
Senior management (13-16)	91	76	16.48	2
Total	796	739	7.16	4

Table 95: Employment and vacancies by critical occupations as on 31 March 2017

Critical occupation	Number of posts on approved establishment	Number of posts filled	Vacancy Rate	Number of employees additional to the establishment
Deputy Chief Education Specialist (DCES)	15	15	0.00	0
Chief Education Specialist (CES)	68	62	8.82	0
Total	83	77	7.23	0

3.3. Filling of SMS Posts

The tables in this section provide information on employment and vacancies as it relates to members of the Senior Management Service by salary level. It also provides information on advertising and filling of SMS posts, reasons for not complying with prescribed timeframes and disciplinary steps taken.

Table 96: SMS post information as on 31 March 2017

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	8	80.00	2	20.00
Salary Level 14	26	16	61.54	10	38.46
Salary Level 13	54	51	94.44	3	5.56
Total	91	76	83.52	15	16.48

Table 97: SMS post information as on 30 September 2016

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	16	61.54	10	38.46
Salary Level 13	54	49	90.74	5	9.26
Total	91	75	82.42	16	17.58

Table 98: Advertising and filling of SMS posts for the period 01 April 2016 and 31 March 2017

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	8	80.00	2	20.00
Salary Level 14	26	16	61.54	10	38.46
Salary Level 13	54	51	94.44	3	5.56
Total	91	76	83.52	15	16.48

Table 99: Reasons for not having complied with the filling of funded vacant SMS - Advertised within 6 months and filled within 12 months after becoming vacant for the period 01 April 2016 and 31 March 2017

Reasons for vacancies not advertised within six months
The Department is in the process of restructuring Budgetary constraints

Table 100: Disciplinary steps taken for not complying with the prescribed timeframes for filling SMS posts within 12 months for the period 01 April 2016 and 31 March 2017

Reasons for vacancies not advertised within six months
The Department is in the process of restructuring Budgetary constraints

3.4. Job Evaluation

Within a nationally determined framework, executing authorities may evaluate or re-evaluate any job in his or her organisation. In terms of the Regulations, all vacancies on salary levels 9 and higher must be evaluated before they are filled. The following table summarises the number of jobs that were evaluated during the year under review. The table also provides statistics on the number of posts that were upgraded or downgraded.

Table 101: Job Evaluation by Salary band for the period 01 April 2016 and 31 March 2017

Salary band	Number of Jobs evaluated	% of posts evaluated by salary bands	Posts Upgraded		Posts downgraded	
			Number	% of posts evaluated	Number	% of posts evaluated
Nil						

The following table provides a summary of the number of employees whose positions were upgraded due to their post being upgraded. The number of employees might differ from the number of posts upgraded since not all employees are automatically absorbed into the new posts and some of the posts upgraded could also be vacant.

Table 102: Profile of employees whose positions were upgraded due to their posts being upgraded for the period 01 April 2016 and 31 March 2017

Gender	African	Asian	Coloured	White	Total
Nil					

Employees with a disability	0
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The following table summarises the number of cases where remuneration bands exceeded the grade determined by job evaluation. Reasons for the deviation are provided in each case.

Table 103: Employees with salary levels higher than those determined by job evaluation by occupation for the period 01 April 2016 and 31 March 2017

Occupation	Number of employees	Job evaluation level	Remuneration level	Reason for deviation
Nil				

The following table summarises the beneficiaries of the above in terms of race, gender, and disability.

Table 104: Profile of employees who have salary levels higher than those determined by job evaluation for the period 01 April 2016 and 31 March 2017

Gender	African	Asian	Coloured	White	Total
Nil					

Employees with a disability	0	0	0	0	0
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Total number of Employees whose salaries exceeded the grades determine by job evaluation	None
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3.5. Employment Changes

This section provides information on changes in employment over the financial year. Turnover rates provide an indication of trends in the employment profile of the Department. The following tables provide a summary of turnover rates by salary band and critical occupations (see definition in notes below).

Table 105: Annual turnover rates by salary band for the period 01 April 2016 and 31 March 2017

Salary band	Number of employees at beginning of period-1 April 2016	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 (Levels3-5)	43	7	2	4.65
Highly skilled production (Levels 6-8)	273	10	12	4.40
Highly skilled supervision (Levels 9-12)	356	21	29	8.15
Senior Management Service Bands A	52	2	6	11.54
Senior Management Service Bands B	16	0	1	6.25
Senior Management Service Bands C	7	2	1	14.29
Senior Management Service Bands D	1	0		0.00
Total	748	42	51	6.82

Table 106: Annual turnover rates by critical occupation for the period 1 April 2016 and 31 March 2017

Critical occupation	Number of employees at beginning of period-April 2016	Appointments and transfers into the department	Terminations and transfers out of the department	Turnover rate
DCES	15	1	1	6.67%
CES	61	5	4	5.88%
Total	76	6	5	6.02%

The table below identifies the major reasons why staff left the Department.

Table 107: Reasons why staff left the Department for the period 01 April 2016 and 31 March 2017

Termination Type	Number	% of Total
Death	1	1.96
Resignation	18	35.29
Expiry of contract	22	43.14
Dismissal – operational changes	0	0.00
Dismissal – misconduct	0	0.00
Dismissal – inefficiency	0	0.00
Discharged due to ill-health	1	1.96
Retirement	3	5.88
Transfer to other Public Service Departments	6	11.77
Other	0	0.00
Total	51	100.00
Total number of employees who left as a % of total employment	6.90	

Table 108: Promotions by critical occupation for the period 01 April 2016 and 31 March 2017

Occupation	Employees 1 April 2016	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	1.32	15	19.74
CES	61	0	0.00	61	80.26
Total	76	1	1.32	76	100.00

Table 109: Promotions by salary band for the period 01 April 2016 and 31 March 2017

Salary Band	Employees 1 April 2016	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 (Levels3-5)	43	0	0.00	28	65.12
Highly skilled production (Levels 6-8)	270	1	0.74	214	79.26
Highly skilled supervision (Levels 9-12)	353	5	0.28	228	64.59
Senior Management (Level 13-16)	82	2	1.22	53	64.63
Total	748	8	0.53	523	69.92

3.6. Employment Equity

Table 110: Total number of employees (including employees with disabilities) in each of the following occupational categories as on 31 March 2017

Occupational category	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Legislators, senior officials and managers	31	3	6	6	19	4	3	4	76
Professionals	130	10	8	21	124	3	14	33	343
Technicians and associate professionals	73	1	1	2	177	5	2	16	277
Clerks	21	1	0	1	20	0	0	0	43
Service and sales workers	0	0	0	0	0	0	0	0	0
Skilled agriculture and fishery workers	0	0	0	0	0	0	0	0	0
Craft and related trades workers	0	0	0	0	0	0	0	0	0
Plant and machine operators and assemblers	0	0	0	0	0	0	0	0	0
Elementary occupations	0	0	0	0	0	0	0	0	0
Total	255	15	15	30	340	12	19	53	739
Employees with disabilities	5	0	0	2	2	0	0	2	11

Table 111: Total number of employees (including employees with disabilities) in each of the following occupational bands as on 31 March 2017

Occupational band	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management	2	1	1	1	2	1	0	1	9
Senior Management	29	2	5	5	17	3	3	3	67
Professionally qualified and experienced specialists and mid-management	130	10	8	21	124	3	14	33	343
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	73	1	1	2	177	5	2	16	277
Semi-skilled and discretionary decision making	21	1	0	1	20	0	0	0	43
Unskilled and defined decision making	0	0	0	0	0	0	0	0	0
Total	255	15	15	30	340	12	19	53	739

Table 112: Recruitment for the period 01 April 2016 to 31 March 2017

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	0	0	0	1	4	1	0	0	6
Professionally qualified and experienced specialists and mid-management	12	2	0	1	12	0	1	3	31
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	2	0	0	0	10	0	0	0	12
Semi-skilled and discretionary decision making	0	0	0	0	2	0	0	0	2
Unskilled and defined decision making	0	0	0	0	0	0	0	0	0
Total	14	2	0	2	28	1	1	3	51
Employees with disabilities	0	0	0	0	0	0	0	0	0

Table 113: Promotions for the period 01 April 2016 to 31 March 2017

Occupational band	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
<i>Top Management</i>	0	0	0	0	0	0	0	0	0
Senior Management	0	0	0	0	1	1	0	0	2
Professionally qualified and experienced specialists and mid-management	2	0	0	0	2	0	0	1	5
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	0	0	0	0	1	0	0	0	1
Semi-skilled and discretionary decision making	0	0	0	0	0	0	0	0	0
Unskilled and defined decision making	0	0	0	0	0	0	0	0	0
Total	2	0	0	0	4	1	0	1	8
Employees with disabilities	0	0	0	0	0	0	0	0	0

Table 114: Terminations for the period 01 April 2016 to 31 March 2017

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	2	1	0	0	3	0	1	1	8
Professionally qualified and experienced specialists and mid-management	9	0	3	2	8	1	1	3	27
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	3	0	0	0	9	0	0	2	14
Semi-skilled and discretionary decision making	1	0	0	0	1	0	0	0	2
Unskilled and defined decision making	0	0	0	0	0	0	0	0	0
Total	15	1	3	2	21	1	2	6	51
Employees with Disabilities	0	0	0	0	0	0	0	0	0

Table 115: Disciplinary action for the period 01 April 2016 to 31 March 2017

Disciplinary action	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Misconduct	2	0	0	0	1	0	1	1	5
Total	2	0	0	0	1	0	1	1	5

Table 116: Skills development for the period 01 April 2016 to 31 March 2017

Occupational category	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Legislators, senior officials and managers	8	1	2	1	3	0	1	1	17
Professionals	37	1	2	5	51	1	3	11	111
Technicians and associate professionals	9	0	0	1	12	0	1	0	23
Clerks	29	0	0	1	72	0	0	2	104
Service and sales workers	15	1	0	0	7	0	0	0	23
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	98	3	4	8	145	1	5	14	278
Employees with disabilities	1	0	0	0	0	0	0	0	1

3.7. Signing of Performance Agreements by SMS Members

All members of the SMS must conclude and sign performance agreements within specific timeframes. Information regarding the signing of performance agreements by SMS members, the reasons for not complying within the prescribed timeframes and disciplinary steps taken is presented here.

Table 117: Signing of Performance Agreements by SMS members as on 31 May 2016

SMS Level	Total number of funded SMS posts	Total number of SMS members	Total number of signed performance agreements	Signed performance agreements as % of total number of SMS members
Director-General/ Head of Department	1	1	1	100.00
Salary Level 16	0	0	0	0.00
Salary Level 15	10	8	8	100.00
Salary Level 14	26	16	16	100.00
Salary Level 13	54	51	51	100.00
Total	91	76	76	100.00

Table 118: Reasons for not having concluded Performance agreements for all SMS members as on 31 March 2017

Reasons
N/A

Table 119: Disciplinary steps taken against SMS members for not having concluded Performance agreements as on 31 March 2017

Reasons
N/A

3.8. Performance Rewards

To encourage good performance, the Department has granted the following performance rewards during the year under review. The information is presented in terms of race, gender, disability, salary bands and critical occupations (see definition in notes below).

Table 120: Performance Rewards by race, gender and disability for the period 01 April 2016 to 31 March 2017

Race and Gender	Beneficiary Profile			Cost	
	Number of beneficiaries	Number of employees	% of total within group	Cost (R'000)	Average cost per employee (R'000)
African					
Male	65	255	25.49	2 704	42
Female	102	340	30.00	2 852	28
Asian					
Male	6	15	40.00	386	64
Female	6	19	31.58	298	50
Coloured					
Male	6	15	40.00	279	47
Female	3	12	25.00	161	54
White					
Male	8	30	26.67	455	57
Female	22	53	41.51	750	34
Total	218	739	29.50	7 885	36

Table 121: Performance Rewards by salary band for personnel below Senior Management Service for the period 01 April 2016 to 31 March 2017

Salary band	Beneficiary Profile			Cost		Total cost as a % of the total personnel expenditure
	Number of beneficiaries	Number of employees	% of total within salary bands	Total Cost (R'000)	Average cost per employee	
Lower Skilled (Levels 1-2)	0	0	0.00	0	0	0.00
Skilled (level 3-5)	4	43	9.30	51	13	0.42
Highly skilled production (level 6-8)	110	277	39.71	2045	19	2.44
Highly skilled supervision (level 9-12)	65	343	18.95	3101	48	1.33
Total	179	663	27.00	5197	29	1.58

Table 122: Performance Rewards by critical occupation for the period 01 April 2016 to 31 March 2017

Critical occupation	Beneficiary Profile			Cost	
	Number of beneficiaries	Number of employees	% of total within occupation	Total Cost (R'000)	Average cost per employee
Nil					

Table 123: Performance related rewards (cash bonus), by salary band for Senior Management Service for the period 01 April 2016 to 31 March 2017

Salary band	Beneficiary Profile			Cost		Total cost as a % of the total personnel expenditure
	Number of beneficiaries	Number of employees	% of total within salary bands	Total Cost (R'000)	Average cost per employee	
Band A	23	51	45.10	1421	62	2.61
Band B	9	16	56.25	647	72	3.16
Band C	7	8	87.50	620	89	5.06
Band D	0	1	0.00	0	0	0.00
Total	39	76	51.32	2688	69	3.02

3.9. Foreign Workers

The tables below summarise the employment of foreign nationals in the Department in terms of salary band and major occupation.

Table 124: Foreign workers by salary band for the period 01 April 2016 and 31 March 2017

Salary band	01 April 2016		31 March 2017		Change	
	Number	% of total	Number	% of total	Number	% Change
Lower skilled	0	0.00	0	0.00	0	0.00
Highly skilled production (Lev. 6-8)	0	0.00	0	0.00	0	0.00
Highly skilled supervision (Lev. 9-12)	3	100.00	2	100.00	1	33.33
Contract (Lev. 9-12)	3	100.00	2	100.00	1	0.00
Highly skilled supervision (Lev. 13-16)	0	0.00	0	0.00	0	0.00
Total	3	100.00	2	100.00	1	33.33

Table 125: Foreign workers by major occupation for the period 01 April 2016 and 31 March 2017

Major occupation	01 April 2016		31 March 2017		Change	
	Number	% of total	Number	% of total	Number	% Change
Nil						

3.10. Leave Utilisation

The Public Service Commission identified the need for careful monitoring of sick leave within the public service. The following tables provide an indication of the use of sick leave and disability leave. In both cases, the estimated cost of the leave is also provided.

Table 126: Sick leave for the period 01 January 2016 to 31 December 2016

Salary band	Total days	% Days with Medical certification	Number of Employees using sick leave	% of total Employees using sick leave	Average days per Employee	Estimated Cost (R'000)
Lower Skills (Level 1-2)	0	0.00	0	0.00	0	0
Skilled (levels 3-5)	318	52.20	43	100.00	7	238
Highly skilled production (levels 6-8)	1 896	52.08	233	84.12	8	2 079
Highly skilled supervision (levels 9 -12)	1 946	63.98	236	68.80	8	5 058
Top and Senior management (levels 13-16)	425	64.94	50	65.79	9	1 762
Total	4 585	58.32	562	76.05	8	9 137

Table 127: Disability leave (temporary and permanent) for the period 01 January 2016 to 31 December 2016

Salary band	Total days	% Days with Medical certification	Number of Employees using disability leave	% of total Employees using disability leave	Average days per Employee	Estimated Cost (R'000)
Lower skilled (Levels 1-2)		0.00	0	0.00	0	0
Skilled (Levels 3-5)	0	0.00	0	0.00	0	0
Highly skilled production (Levels 6-8)	149	86.58%	5	1.81	30	127
Highly skilled supervision (Levels 9-12)	303	100.00%	10	2.92	30	773
Senior management (Levels 13-16)	263	100.00%	3	3.95	88	1292
Total	715	97.20%	18	2.44	40	2192

The table below summarises the utilisation of annual leave. The wage agreement concluded with trade unions in the PSCBC in 2000 requires management of annual leave to prevent high levels of accrued leave being paid at the time of termination of service.

Table 128: Annual Leave for the period 01 January 2016 to 31 December 2016

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)	903	43	21
Highly skilled production (Levels 6-8)	5 866	277	21
Highly skilled supervision(Levels 9-12)	7 446	343	22

Salary band	Total days taken	Number of Employees using annual leave	Average per Employee
Senior management (Levels 13-16)	1 520	76	20
Total	15 735	739	21

Table 129: Capped leave for the period 01 January 2016 to 31 December 2016

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 2017
Lower skilled (Levels 1-2)	0	0	0	0
Skilled Levels 3-5)	0	0	0	59
Highly skilled production (Levels 6-8)	0	0	0	33
Highly skilled supervision (Levels 9-12)	38	5	8	56
Senior management (Levels 13-16)	13	3	4	76
Total	51	8	6	55

The following table summarise payments made to employees as a result of leave that was not taken.

Table 130: Leave payouts for the period 01 April 2016 and 31 March 2017

Reason	Total amount (R'000)	Number of Employees	Average per Employee (R'000)
Leave payout for 2016/17 due to non-utilisation of leave for the previous cycle	0	0	0
Capped leave payouts on termination of service for 2016/17.	181	3	60
Current leave payout on termination of service for 2016/17.	1 308	52	25
Total	1 489	55	27

3.11. HIV/AIDS and Health Promotion Programmes

Table 131: 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	<p>The primary objectives of DBE HIV/AIDS Wellness Programme are to:</p> <ul style="list-style-type: none"> • bring the reality of HIV and AIDS to all employees; • to create awareness about the effects of HIV/AIDS on employees and the Department; • inform staff of the care and support structures that are available to infected employees and their families, both within the Department and outside; • provide counseling services to employees and employee families infected or affected by HIV/AIDS; and • provide pre-test and post-test counseling sessions.

Table 132: 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		To assist employees with: <ul style="list-style-type: none"> • task related and personal problems. • work related and personal problems • substance abuse (drugs and alcohol) • incapacity counselling • employees with financial difficulties • traumatic events
4. Has the Department established (a) committee(s) as contemplated in Part VI E.5 (e) of Chapter 1 of the Public Service Regulations, 2001? If so, please provide the names of the members of the committee and the stakeholder(s) that they represent.			Employee Health and Wellness is one of the functions of the Employment Equity Committee and are as follows: <ol style="list-style-type: none"> 1. Ms T Khoza (Acting Chairperson) 2. Ms H Nyalungu (Branch A) 3. Ms H Mokgatlhe (Branch A) 4. Ms L Maje (Branch P) 5. Mr N Maifadi (Branch P) 6. Ms M Mautjana (Branch T) 7. Mr R Faulmann (Branch C) 8. Ms K Maroba (Branch S) 9. Ms M Schoeman (Branch C) 10. Ms B Corke (Branch P) 11. Mr J Hlakula (SADTU) 12. Ms D Pillay (Branch T) 13. Mr D Kruger (Branch A) 14. Mr J Matjeni (NEHAWU) 15. Mr David Maphoto (PSA) Representative 16. Ms M Moshooliba (PSA) Representative 17. Mr Hlakula J (SADTU) 18. Ms K Mashinini (Secretariat) 19. Ms J Mashapa (Secretariat) 20. Dr PN Langa (Branch C) 21. Ms M Fuzile (PDOU) 22. Ms P Garbharran (Branch PDOU)

Question	Yes	No	Details, if yes
			23. Ms N Metula (Branch A) 24. Ms E Khembo (Branch C) 25. Ms Z Zungu (Office of the DG) 26. Mr J Ngcobo (PDOU) 27. Ms N Rakwena (Branch S) 28. Ms L Tshambula (Branch T) 29. Ms Y Holden (Branch R)
5. Has the Department reviewed its employment policies and practices to ensure that these do not unfairly discriminate against employees on the basis of their HIV status? If so, list the employment policies/practices so reviewed.	Yes		Leave Policy Employee Assistance Programme Policy Recruitment Policy Bereavement Policy
6. Has the Department introduced measures to protect HIV-positive employees or those perceived to be HIV-positive from discrimination? If so, list the key elements of these measures.	Yes		HIV and AIDS Policy HIV and AIDS Workplace programme Condom 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		Through information sharing, pre-test counselling and HTC Campaign.
8. Has the Department developed measures/indicators to monitor & evaluate the impact of its health promotion programme? If so, list these measures/indicators.	Yes		<ul style="list-style-type: none"> Statistics of people who attended Voluntary counselling and testing Campaign Number of people who attended Health Screening Number of people who attended support group Number of people who attended Post Test Counselling, Information session and Distribution of booklets and pamphlets on HIV and Aids

3.12. Labour Relations

Table 133: Collective agreements for the period 01 April 2016 and 31 March 2017

Subject matter	Date
Total number of Collective agreements	None

The following table summarises the outcome of disciplinary hearings conducted within the Department.

Table 134: Misconduct and disciplinary hearings finalised for the period 01 April 2016 and 31 March 2017

Outcomes of disciplinary hearings	Number	% of total
Correctional counselling	0	0.00
Verbal warning	0	0.00
Written warning	0	0.00

Outcomes of disciplinary hearings	Number	% of total
Final written warning	8	80.00
Suspended without pay	0	0.00
Fine	0	0.00
Demotion	0	0.00
Dismissal	0	0.00
Not guilty	1	10.00
Case withdrawn	1	10.00
Total	10	100.00

Total number of Disciplinary hearings finalised	None
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Table 135: Types of misconduct addressed at disciplinary hearings for the period 01 April 2016 and 31 March 2017

Type of misconduct	Number	% of total
1. Financial misconduct	6	60.00
2. Disrespect/ abusive or insolent behaviour	1	10.00
3. Conduct self in improper/ unacceptable manner	1	10.00
4. Possesses or wrongfully uses property of state	1	10.00
5. Failure to carry out order or instruction	1	10.00
Total	10	100.00

Table 136: Grievances logged for the period 01 April 2016 and 31 March 2017

Grievances	Number	% of Total
Number of grievances resolved	5	50.00
Number of grievances not resolved	5	50.00
Total number of grievances lodged	10	100.00

Table 137: Disputes logged with Councils for the period 01 April 2016 and 31 March 2017

Disputes	Number	% of Total
Number of disputes upheld	0	0.00
Number of disputes dismissed	1	100.00
Total number of disputes lodged	1	100.00

Table 138: Strike actions for the period 01 April 2016 and 31 March 2017

Total number of persons working days lost	N/A
Total costs working days lost	N/A
Amount recovered as a result of no work no pay (R'000)	N/A

Table 139: Precautionary suspensions for the period 01 April 2016 and 31 March 2017

Number of people suspended	0
Number of people whose suspension exceeded 30 days	0
Average number of days suspended	N/A
Cost of suspension(R'000)	N/A

3.13. Skills Development

This section highlights the efforts of the Department with regard to skills development.

Table 140: Training needs identified for the period 01 April 2016 and 31 March 2017

Occupational category	Gender	Number of employees as at 1 April 2016	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	30	0	3	0	3
	Male	46	0	3	0	3
Professionals	Female	174	0	20	0	20
	Male	169	0	20	0	20
Technicians and associate professionals	Female	200	0	8	0	8
	Male	77	0	10	0	10
Clerks	Female	20	0	12	0	12
	Male	23	0	9	0	9
Service and sales workers	Female	0	0	0	0	0
	Male	0	0	0	0	0
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	424	0	43	0	43
	Male	315	0	42	0	42
Total		739	0	85	0	85

Table 141: Training provided for the period 01 April 2016 and 31 March 2017

Occupational category	Gender	Number of employees as at 1 April 2016	Training provided within the reporting period			
			Learnerships	Skills Programmes & other short courses	Other forms of training	Total
Legislators, senior officials and managers	Female	30	0	2	0	2
	Male	46	0	1	0	1
Professionals	Female	174	0	12	0	12
	Male	169	0	11	0	11
Technicians and associate professionals	Female	200	0	5	0	5
	Male	77	0	6	0	6
Clerks	Female	20	0	9	0	9
	Male	23	0	14	0	14
Service and sales workers	Female	0	0	0	0	0
	Male	0	0	0	0	0
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	424	0	0	0	0
	Male	315	0	0	0	0
Total		739	0	60	0	60

3.14. Injury on Duty

The following tables provide basic information on injury on duty.

Table 142: Injury on duty for the period 01 April 2016 and 31 March 2017

Nature of injury on duty	Number	% of total
Nil		

3.15. Utilisation of Consultants

The following tables relate information on the utilisation of consultants in the Department. In terms of the Public Service Regulations “consultant” means a natural or juristic person or a partnership who or which provides in terms of a specific contract on an ad hoc basis on any of the following professional services to a Department against remuneration received from any source:

- The rendering of expert advice;
- The drafting of proposals for the execution of specific tasks; and

- The execution of a specific task which is of a technical or intellectual nature, but excludes an employee of a department.

Table 143: Report on consultant appointments using appropriated funds for the period 01 April 2016 and 31 March 2017

Project title	Total number of consultants that worked on project	Duration (work days)	Contract value in Rand
Technical Assistance	1	11	857 per hour

Total number of projects	Total individual consultants	Total duration Work days	Total contract value in Rand
1	1	11	75 416

Table 144: Analysis of consultant appointments using appropriated funds, in terms of Historically Disadvantaged Individuals (HDIs) for the period 01 April 2016 and 31 March 2017

Project title	Percentage ownership by HDI groups	Percentage management by HDI groups	Number of consultants from HDI groups that work on the project
Nil			

Table 145: Report on consultant appointments using Donor funds for the period 01 April 2016 and 31 March 2017

Project title	Total Number of consultants that worked on project	Duration (Work days)	Donor and contract value in Rand
Nil			

Total number of projects	Total individual consultants	Total duration Work days	Total contract value in Rand
Nil			

Table 146: Analysis of consultant appointments using Donor funds, in terms of Historically Disadvantaged Individuals (HDIs) for the period 01 April 2016 and 31 March 2017

Project title	Percentage ownership by HDI groups	Percentage management by HDI groups	Number of consultants from HDI groups that work on the project
Nil			

3.16. Severance Packages

Table 147: Granting of employee initiated severance packages for the period 01 April 2016 and 31 March 2017

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
Nil				



PART E: FINANCIAL INFORMATION



REPORT OF THE AUDITOR-GENERAL SOUTH AFRICA

Report on the audit of the financial statements

Opinion

1. I have audited the annual financial statements of the Department of Basic Education (DBE) as set out on pages 245 to 341, which comprise the appropriation statement, the statement of financial position as at 31 March 2017, and the statement of financial performance, statement of changes in net assets and the cash flow statement for the year then ended, as well as the notes to the annual financial statements, including a summary of significant accounting policies.
2. In my opinion, the financial statements present fairly, in all material respects, the financial position of the DBE as at 31 March 2017, 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 Public Finance Management Act of South Africa, 1999 (Act No. 1 of 1999) (PFMA) and the Division of Revenue Act of South Africa, 2015 (Act No. 1 of 2015) (DoRA).

Basis for opinion

3. I conducted my audit in accordance with the International Standards on Auditing (ISAs). My responsibilities under those standards are further described in the auditor-general's responsibilities for the audit of the financial statements section of my report.
4. I am independent of the Department in accordance with the International Ethics Standards Board for Accountants' *Code of ethics for professional accountants* (IESBA code) together with the ethical requirements that are relevant to my audit in South Africa. I have fulfilled my other ethical responsibilities in accordance with these requirements and the IESBA code.
5. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.

Emphasis of matter

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

Restatement of corresponding figures

7. As disclosed in note 10.5, note 14.1, note 25.4, note 26.1 and note 33.2 to the financial statements, the corresponding figures for 31 March 2016 have been restated as a result of an error in the financial statements of the Department at, and for the year ended, 31 March 2017.

Material underspending of the budget

8. As disclosed in the appropriation statement, the department has materially underspent the budget on programme 4 to the amount of R874 753 000.

Irregular expenditure

9. As disclosed in note 25.1 to the financial statements, irregular expenditure to the amount of R621 314 000 was incurred in the current year as result of supply chain processes not being followed.
10. As disclosed in note 25.3 to the financial statements, irregular expenditure to the amount of R351 701 000 that was incurred in the previous years was still under investigation.

Fruitless and wasteful expenditure

11. As disclosed in note 26.3 to the financial statements, fruitless and wasteful expenditure to the amount of R11 157 000 was incurred in the current year as expenditure incurred that did not yield the intended value.
12. As disclosed in note 26.4 to the financial statements, fruitless and wasteful expenditure to the amount of R49 564 000 that was incurred in the previous years was still under investigation.

Responsibilities of the Accounting Officer for the financial statements

13. The accounting officer is responsible for the preparation and fair presentation of the financial statements in accordance with modified cash standard and the requirements of the PFMA and for such internal control as the accounting officer determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.
14. In preparing the financial statements, the accounting officer is responsible for assessing the department's ability to continue as a going concern, disclosing, as applicable, matters relating to going concern and using the going concern basis of accounting unless there is an intention either to liquidate the department or to cease operations, or there is no realistic alternative but to do so.

Auditor-general's responsibilities for the audit of the financial statements

15. My objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.
16. A further description of my responsibilities for the audit of the annual financial statements is included in the annexure to the auditor's report.

Report on the audit of the annual performance report

Introduction and scope

17. In accordance with the Public Audit Act of South Africa, 2004 (Act No. 25 of 2004) (PAA) and the general notice issued in terms thereof I have a responsibility to report material findings on the reported performance information against predetermined objectives for selected programmes presented in the annual performance report. I performed procedures to identify findings but not to gather evidence to express assurance.
18. My procedures address the reported performance information, which must be based on the approved performance planning documents of the department. I have not evaluated the completeness and appropriateness of the performance indicators included in the planning documents. My procedures also did not extend to any disclosures or assertions relating to planned performance strategies and information in respect of future periods that may be included as part of the reported performance information. Accordingly, my findings do not extend to these matters.
19. I evaluated the usefulness and reliability of the reported performance information in accordance with the criteria developed from the performance management and reporting framework, as defined in the general notice, for the following selected programmes presented in the annual performance report of the department for the year ended 31 March 2017:

Programmes	Pages in annual performance report
Programme 2 – Curriculum policy, Support and Monitoring	78 – 95
Programme 4 – Planning, Information and Assessment	135 – 161
Programme 5 – Educational Enrichment Services	162 – 191

20. I performed procedures to determine whether the reported performance information was properly presented and whether performance was consistent with the approved performance planning documents. I performed further procedures to determine whether the indicators and related targets were measurable and relevant, and assessed the reliability of the reported performance information to determine whether it was valid, accurate and complete.
21. The material findings in respect of the reliability of the selected programmes are as follows:

Programme 4 – Planning, Information and Assessment

Indicator 4.4.2: Percentage of learners from public schools that are successfully uploaded on to LURITS

22. Through our audit process we identified significant weaknesses in the internal controls relating to the recording of learner numbers on LURITS database. Due to this we were unable to determine accurate learner numbers which forms the basis for this performance indicator reported. This then resulted in misstatements in the performance report which could not be quantified. In addition, the source information and method of calculation for the achievement of the indicator was not consistent with the source information and method of calculation per the annual performance report and what was required in terms of Framework for managing programme performance information (FMPPI). Therefore I was unable to confirm whether the reported achievement of this indicator was reliable by alternative means and furthermore I was unable to determine whether any adjustments were required to the reported indicator.
23. I did not identify any material findings on the usefulness and reliability of the reported performance information for the following programmes:
- Programme 2 – Curriculum policy, Support and Monitoring
 - Programme 5 – Educational Enrichment Services

Other matters

I draw attention to the matters below:

Achievement of planned targets

24. Refer to the annual performance report on pages 35 to 200 for information on the achievement of planned targets for the year and explanations provided for the under/overachievement of a number of targets.

Adjustment of material misstatements

25. I identified material misstatements in the annual performance report submitted for auditing. These material misstatements were on the reported performance information of Programme 2: Curriculum policy, Support and Monitoring and Programme 4: Planning, Information and Assessment. As management subsequently corrected only some of the misstatements, I raised material findings on the reliability of the reported performance information.

Report on the audit of compliance with legislation

Introduction and scope

26. In accordance with the PAA and the general notice issued in terms thereof I have a responsibility to report material findings on the compliance of the department with specific matters in key legislation. I performed procedures to identify findings but not to gather evidence to express assurance.
27. The material findings in respect of the compliance criteria for the applicable subject matters are as follows:

Expenditure management

28. The accounting officer did not take effective steps to prevent irregular expenditure amounting to R621 million as disclosed in note 25 of the financial statements as required by section 38(1)(c)(ii) of the PFMA and treasury regulation 9.1.1.
29. The accounting officer did not take effective steps to prevent fruitless and wasteful expenditure amounting to R11 million as disclosed in note 26 of the financial statements as required by section 38(1)(c)(ii) of the PFMA and treasury regulation 9.1.1.

Annual financial statements

30. 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 and commitments 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.

Other information

31. The department is responsible for the other information. The other information comprises the information included in the annual report which includes the executive authority report, accounting officer report and the audit committee's report. The other information does not include the annual financial statements, the auditor's report thereon and those selected programmes presented in the annual performance report that have been specifically reported on in the auditor's report.
32. My opinion on the financial statements and findings on the reported performance information and compliance with legislation do not cover the other information and I do not express an audit opinion or any form of assurance conclusion thereon.

33. In connection with my audit, my responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the annual financial statements and the selected programmes presented in the annual performance report, or my knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on the work I have performed on the other information obtained prior to the date of this auditor's report, I conclude that there is a material misstatement of this other information, I am required to report that fact. I have nothing to report in this regard.

Internal control deficiencies

34. I considered internal control relevant to my audit of the annual financial statements, reported performance information and compliance with applicable legislation; however, my objective was not to express any form of assurance thereon. The matters reported below are limited to the significant internal control deficiencies that resulted in the findings on the annual performance report and findings on compliance with legislation included in this report.

Leadership

35. 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 four financial years, were not adequately addressed.
36. Oversight and monitoring over financial and performance reporting of infrastructure projects was inadequate. As a result, areas of non-compliance by implementing agents were not detected. Furthermore there was ineffective oversight over performance reporting in the annual performance report resulting in performance reporting which is not reliable and credible. As a result, there were still a number of repeat findings on areas of financial reporting, performance reporting and compliance with laws and regulations.
37. Documented policies and procedures relevant to the environment for key areas of the department were not adequate to guide the operations of the department to comply with relevant legislation and regulations.

Financial and performance management

38. The misstatements that were identified in the financial statements and annual performance report were mainly due to daily controls not being adequate and effective, specifically relating to financial and performance reporting on the infrastructure programme.
39. Deficiencies identified in the financial statements and performance reports were as a result of the monthly, quarterly and year-end processes, including responsibilities to collate and review or verify financial information for infrastructure projects and performance information, not being effective.

Governance

40. Internal audit was not fully involved in the review and monitoring of financial and performance information. This then had an impact on the effectiveness of the audit committee during the year under review. It should be noted that internal audit improved during the last quarter of the financial year.
41. Risk management activities performed at the department were not effective due to inadequate capacity to attend to all risk management functions. This resulted in risk management not being prioritised to direct internal audit efforts. Furthermore, skills requirements of managers and staff in the risk unit were not prioritised to ensure that the unit is able to carry out its responsibilities effectively.

Other reports

42. I draw attention to the following engagements conducted by various parties that had, or could have, an impact on the matters reported in the Department's financial statements, reported performance information, compliance with applicable legislation and other related matters. These reports did not form part of my opinion on the financial statements or my findings on the reported performance information or compliance with legislation.
43. As at 31 March 2017, ten projects were under investigation by the special investigation unit. These investigations related mainly to allegations of procurement of, or contracting of goods and services by or on behalf of an implementing agent appointed by the department to build schools. The investigations were still in progress at year-end and are expected to be finalised during the 2017-18 financial year.

Auditor-General.

Pretoria

31 July 2017



AUDITOR - GENERAL
SOUTH AFRICA

Auditing to build public confidence

Annexure A – Auditor-general’s responsibility for the audit

1. As part of an audit in accordance with the ISAs, I exercise professional judgement and maintain professional scepticism throughout my audit of the financial statements, and the procedures performed on reported performance information for selected programmes and on the department’s compliance with respect to the selected subject matters.

Financial statements

2. In addition to my responsibility for the audit of the financial statements as described in the auditor’s report, I also:
 - identify and assess the risks of material misstatement of the financial statements whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
 - obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the department’s internal control.
 - evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the accounting officer.
 - conclude on the appropriateness of the accounting officer’s use of the going concern basis of accounting in the preparation of the financial statements. I also conclude, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Department of Higher Education and Training’s ability to continue as a going concern. If I conclude that a material uncertainty exists, I am required to draw attention in my auditor’s report to the related disclosures in the financial statements about the material uncertainty or, if such disclosures are inadequate, to modify the opinion on the financial statements. My conclusions are based on the information available to me at the date of the auditor’s report. However, future events or conditions may cause a department to cease to continue as a going concern.
 - evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

Communication with those charged with governance

3. I communicate with the accounting officer regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during my audit.
4. I also confirm to the accounting officer that I have complied with relevant ethical requirements regarding independence, and communicate all relationships and other matters that may reasonably be thought to have a bearing on my independence and here applicable, related safeguards.

DEPARTMENT OF BASIC EDUCATION VOTE 14
APPROPRIATION STATEMENT
for the year ended 31 March 2017

Appropriation per programme									
Programme	2016/17					2015/16			
	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
1. Administration	388 393	-	30 607	419 000	418 301	699	99.8%	386 645	386 477
2. Curriculum Policy, Support and Monitoring	1 902 207	-	(24 253)	1 877 954	1 826 691	51 263	97.3%	1 837 965	1 797 740
3. Teachers, Education Human Resources and Institutional Development	1 160 042	-	18 988	1 179 040	1 177 397	1 643	99.9%	1 164 017	1 163 547
4. Planning, Information and Assessment	12 621 392	-	(26 686)	12 594 706	11 719 953	874 753	93.1%	11 959 764	11 511 904
5. Educational Enrichment Services	6 341 427	-	1 334	6 342 761	6 333 722	9 039	99.9%	5 938 035	5 936 457
TOTAL	22 413 461	-	-	22 413 461	21 476 064	937 397	95.8%	21 286 426	20 796 125

DEPARTMENT OF BASIC EDUCATION VOTE 14
APPROPRIATION STATEMENT
for the year ended 31 March 2017

	2016/17		2015/16	
	Final Appropriation	Actual Expenditure	Final Appropriation	Actual Expenditure
TOTAL (brought forward)	22 413 461	21 476 064	21 286 426	20 796 126
Reconciliation with statement of financial performance				
ADD				
Departmental receipts	15 521		18 254	
NRF Receipts	-		-	
Aid assistance	145 000		150 000	
Actual amounts per statement of financial performance (total revenue)	22 573 982		21 454 680	
ADD				
Aid assistance		69 884		189 439
Prior year unauthorised expenditure approved without funding				
Actual amounts per statement of financial performance (total expenditure)		21 545 948		20 985 564

DEPARTMENT OF BASIC EDUCATION VOTE 14
APPROPRIATION STATEMENT
for the year ended 31 March 2017

Appropriation per economic classification									
	2016/17					2015/16			
	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	2 580 720	(4 327)	(16 342)	2 560 051	2 561 407	(1 356)	100.1%	2 524 690	2 589 311
Compensation of employees	471 235	488	(3 033)	468 690	454 375	14 315	96.9%	439 640	439 472
Salaries and wages	422 650	2 399	(844)	424 205	411 846	12 359	97.1%	396 633	398 933
Social contributions	48 585	(1 911)	(2 189)	44 485	42 529	1 956	95.6%	43 007	40 539
Goods and services	2 063 164	(4 815)	(13 309)	2 045 040	2 060 711	(15 671)	100.8%	2 037 526	2 102 315
Administrative fees	22 686	3 365	(1 121)	24 930	24 576	354	98.6%	32 965	33 525
Advertising	14 477	(5 938)	10 450	18 989	18 280	709	96.3%	1 870	2 032
Minor assets	1 058	301	(474)	885	801	84	90.5%	614	425
Audit costs: External	18 815	(254)	(2 367)	20 928	20 513	415	98.0%	17 590	17 062
Bursaries: Employees	324	-	-	324	364	(40)	112.3%	392	392
Catering: Departmental activities	19 623	4 635	4 061	28 319	27 743	576	98.0%	18 975	18 837
Communication	7 962	4 395	(2 884)	9 473	9 334	139	98.5%	4 901	4 755
Computer services	76 927	4 459	(1 780)	79 606	74 785	4 821	93.9%	47 413	65 654
Consultants: Business and advisory services	111 590	(913)	1 259	111 936	171 664	(59 728)	153.4%	88 357	123 576
Infrastructure and planning services	-	-	-	-	-	-	-	-	-
Laboratory services	-	-	-	-	-	-	-	-	-
Scientific and technological services	-	-	-	-	-	-	-	-	-
Legal services	2 510	(28)	(7)	2 475	2 475	-	100.0%	1 965	1 964
Contractors	2 098	144	299	2 541	1 858	683	73.1%	365	348
Agency and support / outsourced services	31 467	5 641	(7 395)	29 713	31 764	(2 051)	106.9%	126 384	60 477
Entertainment	3 974	-	(230)	3 744	-	3 744	-	-	-
Fleet services	982	330	1 020	2 332	2 335	(3)	100.1%	1 762	1 778
Housing	-	-	-	-	-	-	-	-	-
Inventory: Clothing material and supplies	60	(3)	(23)	34	-	34	-	-	-
Inventory: Farming supplies	40	(40)	-	-	34	(34)	-	-	-
Inventory: Food and food supplies	-	-	-	-	-	-	-	-	-

DEPARTMENT OF BASIC EDUCATION VOTE 14
APPROPRIATION STATEMENT
for the year ended 31 March 2017

Appropriation per economic classification									
	2016/17					2015/16			
	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: Fuel, oil and gas	-	-	-	-	-	-	-	-	-
Inventory: Learner and teacher support materials	986 256	(5 236)	2 326	983 346	981 781	1 565	99.8%	968 721	968 725
Inventory: Materials and supplies	35	(35)	-	-	-	-	-	1	-
Inventory: Medical supplies	-	-	-	-	-	-	-	-	-
Inventory: Medicine	-	-	-	-	-	-	-	-	-
Medasas Inventory Interface	-	-	-	-	-	-	-	-	-
Inventory: Other supplies	54 007	11 401	2 459	67 867	73 032	(5 165)	107.6%	20 909	107 261
Consumable supplies	1 471	(129)	(488)	854	1 254	(400)	197.7%	2 118	1 953
Consumable: Stationery, printing and office supplies	106 946	(6 849)	(32 462)	67 635	58 767	8 868	86.9%	82 557	48 309
Operating leases	2 317	(519)	(34)	1 764	1 203	561	68.2%	1 926	11 951
Property payments	119 133	(119)	1	119 015	119 012	3	100.0%	102 282	102 277
Transport provided: Departmental activity	-	-	-	-	-	-	-	-	-
Travel and subsistence	107 839	(8 412)	22 272	121 699	117 634	4 065	96.7%	84 361	93 089
Training and development	2 072	(234)	(845)	993	938	55	94.5%	1 876	1 883
Operating payments	354 136	(9 038)	(16 406)	328 692	304 414	24 278	92.6%	410 049	416 481
Venues and facilities	11 940	(4 051)	2 885	10 774	10 004	770	92.9%	15 661	16 077
Rental and hiring	2 419	2 312	1 441	6 172	6 146	26	99.6%	3 512	3 484
Interest and rent on land	46 321	-	-	46 321	46 321	-	100.0%	47 524	47 524
Interest	46 321	-	-	46 321	46 321	-	100.0%	47 524	47 524
Rent on land	-	-	-	-	-	-	-	-	-

DEPARTMENT OF BASIC EDUCATION VOTE 14
APPROPRIATION STATEMENT
for the year ended 31 March 2017

Appropriation per economic classification									
	2016/17					2015/16			
	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	17 839 114	4 007	9 292	17 852 413	17 845 763	6 650	100.0%	16 813 584	16 818 562
Provinces and municipalities	16 586 230	-	-	16 586 230	16 579 568	6 662	100.0%	15 631 771	15 631 771
Provinces	16 586 230	-	-	16 586 230	16 579 568	6 662	100.0%	15 631 771	15 631 771
Provincial Revenue Funds	16 586 230	-	-	16 586 230	16 579 568	6 662	100.0%	15 631 771	15 631 771
Provincial agencies and funds	-	-	-	-	-	-	-	-	-
Municipalities	-	-	-	-	-	-	-	-	-
Municipal bank accounts	-	-	-	-	-	-	-	-	-
Municipal agencies and funds	-	-	-	-	-	-	-	-	-
Departmental agencies and accounts	1 162 484	-	5 000	1 167 484	1 167 459	25	100.0%	1 103 974	1 104 391
Social security funds	-	-	-	-	-	-	-	-	-
Departmental agencies and accounts(non – business entities)	1 162 484	-	5 000	1 167 484	1 167 459	25	100.0%	1 103 974	1 104 391
Higher education institutions	-	-	-	-	-	-	-	-	-
Foreign governments and international organisations	17 314	-	1 814	19 128	19 196	(68)	100.4%	16 478	20 998
Public corporations and private enterprises	125	-	9	134	-	134	-	-	-
Public corporations	125	-	9	134	-	134	-	-	-
Subsidies on products and production	125	-	9	134	-	134	-	-	-
Other transfers to public corporations	-	-	-	-	-	-	-	-	-
Private enterprises	-	-	-	-	-	-	-	-	-
Subsidies on products and production	-	-	-	-	-	-	-	-	-
Other transfers to private enterprises	-	-	-	-	-	-	-	-	-
Non-profit institutions	72 178	4 000	-	76 178	76 178	-	100.0%	60 055	60 055
Households	783	7	2 469	3 259	3 362	(103)	103.2%	1 306	1 347
Social benefits	783	7	569	1 359	1 489	(130)	109.6%	1 306	1 341
Other transfers to households	-	-	1 900	1 900	1 873	27	98.6%	-	6

DEPARTMENT OF BASIC EDUCATION VOTE 14
APPROPRIATION STATEMENT
for the year ended 31 March 2017

Appropriation per economic classification									
2016/17						2015/16			
	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	1 993 627	22	2 013	1 995 662	1 063 496	932 169	53.3%	1 947 645	1 387 738
Buildings and other fixed structures	1 987 023	-	-	1 987 023	1 056 751	930 272	53.2%	1 932 786	1 374 762
Buildings	1 669 069	-	-	1 669 069	779 899	889 170	46.7%	1 932 786	1 227 235
Other fixed structures	317 954	-	-	317 954	276 852	41 102	87.1%	-	147 527
Machinery and equipment	6 594	22	2 013	8 629	6 742	1 887	78.1%	14 779	12 976
Transport equipment	-	-	1 010	1 010	1 010	-	100.0%	681	681
Other machinery and equipment	6 549	22	1 003	7 619	5 732	1 887	75.2%	14 098	12 295
Heritage assets	-	-	-	-	-	-	-	-	-
Specialised military assets	-	-	-	-	-	-	-	-	-
Biological assets	-	-	-	-	-	-	-	-	-
Land and subsoil assets	-	-	-	-	-	-	-	-	-
Intangible assets	-	-	-	-	-	-	-	-	-
Software and other intangible assets	10	-	-	10	-	10	-	78	61
Payments for financial assets	-	298	5 037	5 335	5 401	(66)	101.2%	507	514
	22 413 461	-	-	22 413 461	21 467 064	937 397	95.8%	21 286 426	20 796 125

Programme 1: Administration									
2016/17							2015/16		
	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. Ministry	28 163	-	3 327	31 490	31 439	51	99.8%	28 203	28 156
2. Departmental Management	65 556	-	14 721	80 277	79 872	405	99.5%	65 637	65 089
3. Corporate Services	57 727	-	6 186	63 913	63 853	60	99.9%	55 148	55 729
4. Office of the Chief Financial Officer	56 948	-	5 863	62 811	62 723	88	99.9%	64 237	64 177
5. Internal Audit	5 077	-	770	5 847	5 775	72	98.8%	8 182	8 083
6. Office Accommodation	174 922	-	(260)	174 662	174 639	23	100.0%	165 238	165 243
Total for sub programmes	388 393	-	30 607	419 000	418 301	699	99.8%	386 645	386 477

DEPARTMENT OF BASIC EDUCATION VOTE 14
APPROPRIATION STATEMENT
for the year ended 31 March 2017

Programme 1: Administration									
2016/17					2015/16				
	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	377 516	-	27 028	404 544	404 293	251	99.9%	367 782	367 341
Compensation of employees	145 568	320	6 018	151 906	151 227	679	99.6%	144 095	143 760
Salaries and wages	129 584	1 128	4 815	135 527	134 929	598	99.6%	128 645	128 647
Social contributions	15 984	(808)	1 203	16 379	16 298	81	99.5%	15 450	15 113
Goods and services	185 627	(320)	21 010	206 317	206 745	(428)	100.2%	176 163	176 057
Administrative fees	590	84	1 511	2 185	2 095	90	95.9%	3 661	3 635
Advertising	679	(26)	1 808	2 461	2 460	1	100.0%	787	851
Minor assets	874	(237)	(486)	151	109	42	72.2%	350	327
Audit costs: External	13 298	16	2 667	15 981	15 995	(14)	100.1%	17 064	17 062
Bursaries: Employees	324	-	-	324	364	(40)	112.3%	392	392
Catering: Departmental activities	1 026	759	7 457	9 242	9 258	(16)	100.2%	1 346	1 332
Communication	2 298	742	19	3 059	3 033	26	99.2%	2 737	2 723
Computer services	18 182	33	3 384	21 599	21 577	22	99.9%	17 140	17 416
Consultants: Business and advisory services	368	(5)	356	719	1 026	(307)	142.7%	522	522
Infrastructure and planning services	-	-	-	-	-	-	-	-	-
Laboratory services	-	-	-	-	-	-	-	-	-
Scientific and technological services	-	-	-	-	-	-	-	-	-
Legal services	2 510	(28)	(7)	2 475	2 475	-	100.0%	1 965	1 964
Contractors	271	379	(11)	639	631	8	98.7%	105	69
Agency and support / outsourced services	463	180	1 126	1 769	1 670	99	94.4%	3 874	3 812
Entertainment	392	-	(392)	-	-	-	-	-	-
Fleet services	882	284	1 034	2 200	2 204	(4)	100.2%	1 596	1 664
Housing	-	-	-	-	-	-	-	-	-
Inventory: Clothing material and supplies	60	(3)	(23)	34	-	34	-	-	-
Inventory: Farming supplies	40	(40)	-	-	34	(34)	-	-	-
Inventory: Food and food supplies	-	-	-	-	-	-	-	-	-

DEPARTMENT OF BASIC EDUCATION VOTE 14
APPROPRIATION STATEMENT
for the year ended 31 March 2017

Programme 1: Administration									
	2016/17					2015/16			
	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: Fuel, oil and gas	-	-	-	-	-	-	-	-	-
Inventory: Learner and teacher support materials	-	-	-	-	-	-	-	-	-
Inventory: Materials and supplies	35	(35)	-	-	-	-	-	-	-
Inventory: Medical supplies	-	-	-	-	-	-	-	-	-
Inventory: Medicine	-	-	-	-	-	-	-	-	-
Medasas Inventory Interface	-	-	-	-	-	-	-	-	-
Inventory: Other supplies	7	(7)	15	15	14	1	93.3%	11	11
Consumable supplies	597	(94)	(212)	291	699	(408)	240.2%	739	757
Consumable: Stationery, printing and office supplies	2 680	40	(231)	2 489	2 516	(27)	101.1%	1 982	2 316
Operating leases	1 508	(757)	2	753	613	140	81.4%	982	761
Property payments	118 998	16	-	119 014	119 011	3	100.0%	102 216	102 211
Transport provided: Departmental activity	-	-	-	-	-	-	-	-	-
Travel and subsistence	16 019	(1 763)	848	15 104	15 137	(33)	100.2%	14 701	14 519
Training and development	1 034	-	(67)	967	912	55	94.3%	1 727	1 799
Operating payments	1 807	(274)	(265)	1 288	1 337	(69)	105.45%	1 265	933
Venues and facilities	401	10	1 449	1 860	1 860	-	100.0%	624	608
Rental and hiring	284	406	1 028	1 718	1 715	3	99.8%	377	373
Interest and rent on land	46 321	-	-	46 321	46 321	-	100.0%	47 524	47 524
Interest	46 321	-	-	46 321	46 321	-	100.0%	47 524	47 524
Rent on land	-	-	-	-	-	-	-	-	-

DEPARTMENT OF BASIC EDUCATION VOTE 14
APPROPRIATION STATEMENT
for the year ended 31 March 2017

Programme 1: Administration									
	2016/17					2015/16			
	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	423	-	1 995	2 418	2 364	54	97.8%	604	1 014
Provinces and municipalities	-	-	-	-	-	-	-	-	-
Provinces	-	-	-	-	-	-	-	-	-
Provincial Revenue Funds	-	-	-	-	-	-	-	-	-
Provincial agencies and funds	-	-	-	-	-	-	-	-	-
Municipalities	-	-	-	-	-	-	-	-	-
Municipal bank accounts	-	-	-	-	-	-	-	-	-
Municipal agencies and funds	-	-	-	-	-	-	-	-	-
Departmental agencies and accounts	195	-	-	195	170	25	87.2%	185	602
Social security funds	-	-	-	-	-	-	-	-	-
Departmental agencies	195	-	-	195	170	25	87.2%	185	602
Higher education institutions	-	-	-	-	-	-	-	-	-
Foreign governments and international organisations	-	-	-	-	-	-	-	-	-
Public corporations and private enterprises	-	-	-	-	-	-	-	-	-
Public corporations	-	-	-	-	-	-	-	-	-
Subsidies on products and production	-	-	-	-	-	-	-	-	-
Other transfers to public corporations	-	-	-	-	-	-	-	-	-
Private enterprises	-	-	-	-	-	-	-	-	-
Subsidies on products and production	-	-	-	-	-	-	-	-	-
Other transfers to private enterprises	-	-	-	-	-	-	-	-	-
Non-profit institutions	-	-	-	-	-	-	-	-	-
Households	228	-	1 995	2 233	2 194	29	98.7%	419	412
Social benefits	228	-	95	323	321	2	99.4%	419	412
Other transfers to households	-	-	1 900	1 900	1 873	27	98.6%	-	-

Programme 1: Administration									
	2016/17					2015/16			
	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	10 454	-	1 584	12 038	11 583	455	96.2%	18 137	18 000
Buildings and other fixed structures	7 216	-	-	7 216	7 216	-	100.0%	6 476	6 477
Buildings	7 216	-	-	7 216	7 216	-	100.0%	6 476	6 477
Other fixed structures	-	-	-	-	-	-	-	-	-
Machinery and equipment	3 238	-	1 584	4 822	4 367	455	90.68%	11 581	11 523
Transport equipment	-	-	1 010	1 010	1 010	-	100.0%	681	681
Other machinery and equipment	3 238	-	574	3 812	3 357	455	88.1.0%	10 900	10 842
Heritage assets	-	-	-	-	-	-	-	-	-
Specialised military assets	-	-	-	-	-	-	-	-	-
Biological assets	-	-	-	-	-	-	-	-	-
Land and subsoil assets	-	-	-	-	-	-	-	-	-
Intangible assets	-	-	-	-	-	-	-	-	-
Payments for financial assets	-	-	-	-	61	(61)	-	122	122
	388 393	-	30 607	419 000	418 307	699	99.8%	386 645	386 477

Programme 2: Curriculum Policy, Support and Monitoring									
2016/17							2015/16		
	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: Curriculum Policy, Support and monitoring	3 170	-	317	3 487	3 447	40	98.9%	2 472	2 435
2. Curriculum Implementation and Monitoring	91 386	-	1 317	92 703	81 276	11 427	87.7%	40 604	40 395
3. Kha Ri Gude Literate Project	415 545	-	(31 204)	384 341	358 995	25 346	93.4%	503 018	467 177
4. Curriculum and Quality Enhancement Programmes	1 392 106	-	5 317	1 397 423	1 382 973	14 450	99.0%	1 291 871	1 287 733
Total for sub programmes	1 902 207	-	(24 253)	1 877 954	1 826 691	51 263	97.3%	1 837 965	1 797 740

DEPARTMENT OF BASIC EDUCATION VOTE 14
APPROPRIATION STATEMENT
for the year ended 31 March 2017

Programme 2: Curriculum Policy, Support and Monitoring									
2016/17					2015/16				
	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	1 538 396	(6)	(24 540)	1 513 850	1 463 445	50 405	96.7%	1 519 689	1 479 752
Compensation of employees	84 923	120	690	85 733	72 019	13 714	84.0%	81 754	76 078
Salaries and wages	77 304	(121)	1 407	78 590	64 911	13 679	82.6%	73 348	69 061
Social contributions	7 619	241	(717)	7 143	7 108	35	99.5%	8 406	7 017
Goods and services	1 453 473	(126)	(25 230)	1 428 117	1 391 426	36 691	97.4%	1 437 935	1 403 674
Administrative fees	19 531	14	(2 353)	17 192	17 147	45	99.7%	25 157	25 208
Advertising	7 822	9 902	4 075	10 995	10 570	425	96.1%	322	403
Minor assets	37	620	-	657	631	26	96.0%	29	39
Audit costs: External	1 517	269	(300)	1 486	1 058	428	71.2%	526	-
Bursaries: Employees	-	-	-	-	-	-	-	-	-
Catering: Departmental activities	3 355	785	(1 481)	2 659	2 229	430	83.8%	5 224	5 182
Communication	3 479	193	(3 030)	642	609	33	94.9%	580	572
Computer services	5 087	3 072	(1 259)	6 900	2 177	4 723	31.6%	207	78
Consultants: Business and advisory services	1 743	(107)	933	2 569	2 554	15	99.4%	1 829	1 492
Infrastructure and planning services	-	-	-	-	-	-	-	-	-
Laboratory services	-	-	-	-	-	-	-	-	-
Scientific and technological services	-	-	-	-	-	-	-	-	-
Legal services	-	-	-	-	-	-	-	-	-
Contractors	628	7	(11)	624	9	615	1.4%	3	15
Agency and support / outsourced services	1 868	3 715	81	5 664	8 509	(2 845)	150.2%	5 527	5 506
Entertainment	3 582	-	162	3 744	-	3 744	-	-	-
Fleet services	-	-	-	-	-	-	-	-	-
Housing	-	-	-	-	-	-	-	-	-
Inventory: Clothing material and supplies	-	-	-	-	-	-	-	-	-
Inventory: Farming supplies	-	-	-	-	-	-	-	-	-
Inventory: Food and food supplies	-	-	-	-	-	-	-	-	-

DEPARTMENT OF BASIC EDUCATION VOTE 14
APPROPRIATION STATEMENT
for the year ended 31 March 2017

Programme 2: Curriculum Policy, Support and Monitoring									
2016/17					2015/16				
	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: Fuel, oil and gas	-	-	-	-	-	-	-	-	-
Inventory: Learner and teacher support materials	986 256	(5 236)	2 076	983 096	981 531	1 565	99.8%	968 721	968 725
Inventory: Materials and supplies	-	-	-	-	-	-	-	-	-
Inventory: Medical supplies	-	-	-	-	-	-	-	-	-
Inventory: Medicine	-	-	-	-	-	-	-	-	-
Medsas Inventory Interface	-	-	-	-	-	-	-	-	-
Inventory: Other supplies	-	(43)	1 960	1 917	2 622	(705)	136.8%	-	-
Consumable supplies	212	116	(131)	197	157	40	79.7%	792	829
Consumable: Stationery, printing and office supplies	54 800	4 193	(4 514)	54 479	52 460	2 019	96.3%	23 174	23 114
Operating leases	90	63	-	153	65	88	42.5%	74	70
Property payments	-	-	-	-	-	-	-	-	-
Transport provided: Departmental activity	-	-	-	-	-	-	-	-	-
Travel and subsistence	13 200	645	(603)	13 242	10 586	2 656	79.9%	8 247	10 279
Training and development	53	(36)	(7)	10	9	1	90.0%	62	74
Operating payments	347 360	(7 843)	919 327	320 190	296 815	23 375	92.7%	384 829	349 126
Venues and facilities	2 155	613	(1 622)	1 146	1 152	(6)	100.5%	10 592	10 918
Rental and hiring	698	(264)	121	555	536	19	96.6%	2 040	2 044
Interest and rent on land	-	-	-	-	-	-	-	-	-
Interest	-	-	-	-	-	-	-	-	-
Rent on land	-	-	-	-	-	-	-	-	-

Programme 2: Curriculum Policy, Support and Monitoring									
	2016/17					2015/16			
	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	362 717	-	94	362 811	362 818	(7)	100.0%	317 173	317 210
Provinces and municipalities	362 444	-	-	362 444	362 444	-	100.0%	316 942	316 942
Provinces	362 444	-	-	362 444	362 444	-	100.0%	316 942	316 942
Provincial Revenue Funds	362 444	-	-	362 444	362 444	-	100.0%	316 942	316 942
Provincial agencies and funds	-	-	-	-	-	-	-	-	-
Municipalities	-	-	-	-	-	-	-	-	-
Municipal bank accounts	-	-	-	-	-	-	-	-	-
Municipal agencies and funds	-	-	-	-	-	-	-	-	-
Departmental agencies and accounts	-	-	-	-	-	-	-	-	-
Social security funds	-	-	-	-	-	-	-	-	-
Departmental agencies	-	-	-	-	-	-	-	-	-
Higher education institutions	-	-	-	-	-	-	-	-	-
Foreign governments and international organisations	124	-	-	124	131	(7)	105.6%	118	157
Public corporations and private enterprises	125	-	9	134	-	134	-	-	-
Public corporations	125	-	9	134	-	134	-	-	-
Subsidies on products and production	125	-	9	134	-	134	-	-	-
Other transfers to public corporations	-	-	-	-	-	-	-	-	-
Private enterprises	-	-	-	-	-	-	-	-	-
Subsidies on products and production	-	-	-	-	-	-	-	-	-
Other transfers to private enterprises	-	-	-	-	-	-	-	-	-
Non-profit institutions	-	-	-	-	-	-	-	-	-
Households	24	-	85	109	243	(134)	222.9%	113	111
Social benefits	24	-	85	109	243	(134)	222.9%	113	111
Other transfers to households	-	-	-	-	-	-	-	30	15

Programme 2: Curriculum Policy, Support and Monitoring									
2016/17					2015/16				
	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	1 094	-	193	1 287	423	864	32.8%	1 070	745
Buildings and other fixed structures	-	-	-	-	-	-	-	-	-
Buildings	-	-	-	-	-	-	-	-	-
Other fixed structures	-	-	-	-	-	-	-	-	-
Machinery and equipment	1 084	-	193	1 277	423	854	33.1%	1 070	745
Transport equipment	-	-	-	-	-	-	-	-	-
Other machinery and equipment	1 084	-	193	1 277	423	854	33.1%	1 070	745
Heritage assets	-	-	-	-	-	-	-	-	-
Specialised military assets	-	-	-	-	-	-	-	-	-
Biological assets	-	-	-	-	-	-	-	-	-
Land and subsoil assets	-	-	-	-	-	-	-	-	-
Intangible assets	10	-	-	10	-	10	-	-	-
Payments for financial assets	-	6	-	6	5	1	83.3%	33	33
	1 902 207	-	(24 253)	1 877 954	1 826 691	51 263	97.3%	1 837 965	1 797 740

Programme 3: Teachers, Education Human Resources and Institutional Development									
2016/17							2015/16		
	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	3 097	-	(634)	2 463	2 428	35	98.6%	2 519	2 508
2. Education Human Resource Management	74 672	-	1 397	76 069	75 790	279	99.6	71 088	70 973
3. Education Human Resource Development	1 068 841	232	21 851	1 090 924	1 089 931	993	99.9%	1 078 581	1 078 371
4. Curriculum and Professional Development Unit	13 432	(232)	(3 616)	9 584	9 248	336	96.5%	11 829	11 695
Total for sub programmes	1 160 042	-	18 998	1 179 040	1 177 397	1 643	99.9%	1 164 017	1 163 547

DEPARTMENT OF BASIC EDUCATION VOTE 14
APPROPRIATION STATEMENT
for the year ended 31 March 2017

Programme 3: Teachers, Education Human Resources and Institutional Development									
2016/17							2015/16		
	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	102 046	(179)	12 046	113 913	112 298	1 615	98.6%	92 749	87 876
Compensation of employees	77 308	(7)	(5 394)	71 907	71 411	496	99.3%	69 100	62 074
Salaries and wages	68 636	426	(3 955)	65 107	64 739	368	99.4%	62 457	62 419
Social contributions	8 672	(433)	(1 439)	6 800	6 672	128	98.1%	6 643	6 597
Goods and services	24 738	(172)	17 440	42 006	40 887	1 119	97.3%	23 649	18 860
Administrative fees	788	(455)	(40)	293	267	26	91.1%	543	422
Advertising	100	(609)	4 406	3 897	3 894	3	99.9%	-	-
Minor assets	38	(9)	(3)	26	18	8	69.2%	13	12
Audit costs: External	-	-	-	-	-	-	-	-	-
Bursaries: Employees	-	-	-	-	-	-	-	-	-
Catering: Departmental activities	3 046	(21)	(2 055)	970	957	13	98.7%	4 113	4 017
Communication	342	3 565	568	4 475	4 465	10	99.8%	399	359
Computer services	300	(3)	51	348	341	7	98.05	312	285
Consultants: Business and advisory services	-	-	-	-	-	-	-	935	900
Infrastructure and planning services	-	-	-	-	-	-	-	-	-
Laboratory services	-	-	-	-	-	-	-	-	-
Scientific and technological services	-	-	-	-	-	-	-	-	-
Legal services	-	-	-	-	-	-	-	-	-
Contractors	45	106	340	491	491	-	100.0%	31	29
Agency and support / outsourced services	533	128	3 263	3 924	3 911	13	99.7%	2 531	2 638
Entertainment	-	-	-	-	-	-	-	-	-
Fleet services	-	-	-	-	-	-	-	-	-
Housing	-	-	-	-	-	-	-	-	-
Inventory: Clothing material and supplies	-	-	-	-	-	-	-	-	-
Inventory: Farming supplies	-	-	-	-	-	-	-	-	-
Inventory: Food and food supplies	-	-	-	-	-	-	-	-	-

DEPARTMENT OF BASIC EDUCATION VOTE 14
APPROPRIATION STATEMENT
for the year ended 31 March 2017

Programme 3: Teachers, Education Human Resources and Institutional Development									
2016/17							2015/16		
	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: Fuel, oil and gas	-	-	-	-	-	-	-	-	-
Inventory: Learner and teacher support materials	-	-	-	-	-	-	-	-	-
Inventory: Materials and supplies	-	-	-	-	-	-	-	-	-
Inventory: Medical supplies	-	-	-	-	-	-	-	-	-
Inventory: Medicine	-	-	-	-	-	-	-	-	-
Medsas Inventory Interface	-	-	-	-	-	-	-	-	-
Inventory: Other supplies	-	177	-	177	176	1	99.4%	-	-
Consumable supplies	35	31	46	112	103	9	92.0%	9	8
Consumable: Stationery, printing and office supplies	2 736	(624)	(1 525)	587	575	12	98.0%	1 856	819
Operating leases	115	(17)	-	98	109	(11)	111.2%	195	113
Property payments	-	-	-	-	-	-	-	-	-
Transport provided: Departmental activity	-	-	-	-	-	-	-	-	-
Travel and subsistence	14 180	(293)	6 070	19 957	19 756	201	99.0%	12 334	8 929
Training and development	745	(116)	(629)	-	-	-	-	10	10
Operating payments	117	(790)	2 887	2 214	2 142	72	96.7%	99	50
Venues and facilities	1 428	(1 134)	3 926	4 220	3 466	754	82.1%	208	208
Rental and hiring	190	(108)	135	217	216	1	99.5%	61	61
Interest and rent on land									
Interest									
Rent on land									

Programme 3: Teachers, Education Human Resources and Institutional Development									
2016/17							2015/16		
	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	1 057 625	7	7 078	1 064 710	1 064 685	25	100.0%	1 070 801	1 075 280
Provinces and municipalities	-	-	-	-	-	-	-	66 275	66 275
Provinces	-	-	-	-	-	-	-	66 275	66 275
Provincial Revenue Funds	-	-	-	-	-	-	-	66 275	66 275
Provincial agencies and funds									
Municipalities									
Municipal bank accounts									
Municipal agencies and funds									
Departmental agencies and accounts	1 043 611	-	5 000	1 048 611	1 048 611	-	100.0%	991 084	991 084
Social security funds	-	-	-	-	-	-	-	-	-
Departmental agencies	1 043 611	-	5 000	1 048 611	1 048 611	-	100.0%	991 084	991 084
Higher education institutions	-	-	-	-	-	-	-	-	-
Foreign governments and international organisations	13 925	-	1 814	15 739	15 717	22	99.9%	13 224	17 706
Public corporations and private enterprises	-	-	-	-	-	-	-	-	-
Public corporations	-	-	-	-	-	-	-	-	-
Subsidies on products and production	-	-	-	-	-	-	-	-	-
Other transfers to public corporations	-	-	-	-	-	-	-	-	-
Private enterprises	-	-	-	-	-	-	-	-	-
Subsidies on products and production	-	-	-	-	-	-	-	-	-
Other transfers to private enterprises	-	-	-	-	-	-	-	-	-
Non-profit institutions	-	-	-	-	-	-	-	-	-
Households	89	7	264	360	357	3	99.2%	218	215
Social benefits	89	7	264	360	357	3	99.2%	218	215
Other transfers to households	-	-	-	-	-	-	-	457	456

Programme 3: Teachers, Education Human Resources and Institutional Development									
2016/17							2015/16		
	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	371	(20)	(126)	225	223	2	99.1%	356	281
Buildings and other fixed structures	-	-	-	-	-	-	-	-	-
Buildings	-	-	-	-	-	-	-	-	-
Other fixed structures	-	-	-	-	-	-	-	-	-
Machinery and equipment	371	(20)	(126)	225	223	2	99.1%	356	281
Transport equipment	-	-	-	-	-	-	-	-	-
Other machinery and equipment	371	(20)	(126)	225	223	2	99.1%	356	281
Heritage assets	-	-	-	-	-	-	-	-	-
Specialised military assets	-	-	-	-	-	-	-	-	-
Biological assets	-	-	-	-	-	-	-	-	-
Land and subsoil assets	-	-	-	-	-	-	-	-	-
Intangible assets	-	-	-	-	-	-	-	-	-
Payments for financial assets	-	192	-	192	191	1	99.5%	111	110
	1 160 042	-	18 998	1 179 040	1 177 397	1 643	99.9%	1 164 017	1 163 547

Programme 4: Planning, Information and Assessment									
2016/17							2015/16		
	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	3 564	-	34	3 598	2 963	635	82.4%	3 124	3 100
2. Financial Planning, Information and Management Systems	42 406	-	5 279	47 685	47 068	617	98.7%	37 841	39 704
3. School Infrastructure	12 123 145	-	(338)	12 122 807	11 257 963	864 844	92.9%	11 409 062	10 985 280
4. National Assessment and Public Examination	335 399	(4 484)	(31 661)	299 254	289 205	10 049	96.6%	405 909	377 131
5. National Education Evaluation and Development Unit	22 330	-	-	22 330	26 185	(3 855)	117.3%	22 345	25 579
6. Planning and Delivery Oversight Unit	94 548	4 484	-	99 032	96 569	2 463	97.5%	81 483	81 110
Total for sub programmes	12 621 392	-	(26 686)	12 594 706	11 719 953	874 753	93.1%	11 959 764	11 511 904

DEPARTMENT OF BASIC EDUCATION VOTE 14
APPROPRIATION STATEMENT
for the year ended 31 March 2017

Programme 4: Planning, Information and Assessment									
2016/17					2015/16				
	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	512 300	(4 100)	(32 346)	475 854	531 872	(56 018)	111.8%	501 120	612 433
Compensation of employees	127 362	55	(4 387)	123 030	126 111	(3 081)	102.5%	113 348	119 782
Salaries and wages	115 656	726	(3 424)	112 958	116 906	(3 948)	103.5%	104 030	111 126
Social contributions	11 706	(671)	(963)	10 072	9 205	867	91.4%	9 318	8 656
Goods and services	384 938	(4 155)	(27 959)	352 824	405 761	(52 937)	115.0%	387 772	492 651
Administrative fees	1 428	3 665	(137)	4 956	4 770	186	96.2%	3 285	3 950
Advertising	5 753	(4 673)	168	1 248	969	279	77.6%	464	462
Minor assets	89	(60)	14	43	35	8	81.4%	187	41
Audit costs: External	4 000	(539)	-	3 461	3 460	1	100.0%	-	-
Bursaries: Employees	-	-	-	-	-	-	-	-	-
Catering: Departmental activities	11 281	1 996	(304)	12 973	12 809	164	98.7%	7 730	7 739
Communication	1 499	(19)	(430)	1 050	980	70	93.3%	883	806
Computer services	53 347	1 349	(3 954)	50 742	50 675	67	99.9%	29 744	47 865
Consultants: Business and advisory services	109 479	(1 257)	(2)	108 220	167 2667	(59 447)	154.9%	84 696	120 287
Infrastructure and planning services	-	-	-	-	-	-	-	-	-
Laboratory services	-	-	-	-	-	-	-	-	-
Scientific and technological services	-	-	-	-	-	-	-	-	-
Legal services	-	-	-	-	-	-	-	-	-
Contractors	1 017	(3860)	8	639	582	57	91.1%	226	235
Agency and support / outsourced services	28 168	1 353	(11 931)	17 590	16 910	680	96.1%	114 064	48 259
Entertainment	-	-	-	-	-	-	-	-	-
Fleet services	100	46	(14)	132	131	1	99.2%	166	114
Housing	-	-	-	-	-	-	-	-	-
Inventory: Clothing material and supplies	-	-	-	-	-	-	-	-	-
Inventory: Farming supplies	-	-	-	-	-	-	-	-	-

DEPARTMENT OF BASIC EDUCATION VOTE 14
APPROPRIATION STATEMENT
for the year ended 31 March 2017

Programme 4: Planning, Information and Assessment									
	2016/17					2015/16			
	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: Food and food supplies	-	-	-	-	-	-	-	-	-
Inventory: Fuel, oil and gas	-	-	-	-	-	-	-	-	-
Inventory: Learner and teacher support materials	-	-	-	-	-	-	-	-	-
Inventory: Materials and supplies	-	-	-	-	-	-	-	-	-
Inventory: Medical supplies	-	-	-	-	-	-	-	-	-
Inventory: Medicine	-	-	-	-	-	-	-	-	-
Medsas Inventory Interface	-	-	-	-	-	-	-	-	-
Inventory: Other supplies	54 000	10 674	497	65 171	69 334	(4 163)	106.4%	20 800	107 153
Consumable supplies	296	107	(188)	215	263	(48)	122.3%	195	84
Consumable: Stationery, printing and office supplies	44 559	(9 438)	(25 807)	9 314	2 458	6 856	26.4%	54 980	21 531
Operating leases	488	164	(35)	617	304	313	49.3%	584	10 887
Property payments	135	(135)	-	-	-	-	-	66	66
Transport provided: Departmental activity	-	-	-	-	-	-	-	-	-
Travel and subsistence	57 235	(6 421)	14 850	65 664	64 428	1 236	98.1%	42 211	53 166
Training and development	240	(82)	(142)	16	17	(1)	106.3%	77	-
Operating payments	3 792	289	81	4 162	3 352	810	80.5%	23 027	65 553
Venues and facilities	6 965	(2 881)	(747)	3 337	3 345	(8)	100.2%	3 365	3 458
Rental and hiring	1 067	2 093	114	3 274	3 272	2	99.9%	1 022	995
Interest and rent on land	-	-	-	-	-	-	-	-	-
Interest	-	-	-	-	-	-	-	-	-
Rent on land	-	-	-	-	-	-	-	-	-

Programme 4: Planning, Information and Assessment									
	2016/17					2015/16			
	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	10 127 687	4 000	111	10 131 798	10 131 882	(84)	100.0%	9 530 769	9 530 823
Provinces and municipalities	9 933 282	-	-	9 933 282	9 933 282	-	100.0%	9 354 443	9 354 443
Provinces	9 933 282	-	-	9 933 282	9 933 282	-	100.0%	9 354 443	9 354 443
Provincial Revenue Funds	-	-	-	-	-	-	-	-	7 326 584
Provincial agencies and funds	-	-	-	-	-	-	-	-	-
Municipalities	-	-	-	-	-	-	-	-	-
Municipal bank accounts	-	-	-	-	-	-	-	-	-
Municipal agencies and funds	-	-	-	-	-	-	-	-	-
Departmental agencies and accounts	118 678	-	-	118 678	118 678	-	100.0%	112 705	112 705
Social security funds	-	-	-	-	-	-	-	-	-
Departmental agencies	118 678	-	-	118 678	118 678	-	100.0%	112 705	112 705
Higher education institutions	-	-	-	-	-	-	-	-	-
Foreign governments and international organisations	3 265	-	-	3 265	3 348	(83)	102.5%	3 136	3 135
Public corporations and private enterprises	-	-	-	-	-	-	-	-	-
Public corporations	-	-	-	-	-	-	-	-	-
Subsidies on products and production	-	-	-	-	-	-	-	-	-
Other transfers to public corporations	-	-	-	-	-	-	-	-	-
Private enterprises	-	-	-	-	-	-	-	-	-
Subsidies on products and production	-	-	-	-	-	-	-	-	-
Other transfers to private enterprises	-	-	-	-	-	-	-	-	-
Non-profit institutions	72 120	4 000	-	76 120	76 120	-	100.0%	60 000	60 000
Households	342	-	111	453	454	(1)	100.2%	485	540
Social benefits	342	-	111	453	454	(1)	100.2%	485	540
Other transfers to households	-	-	-	-	-	-	-	-	-

DEPARTMENT OF BASIC EDUCATION VOTE 14
APPROPRIATION STATEMENT
for the year ended 31 March 2017

Programme 4: Planning, Information and Assessment									
2016/17					2015/16				
	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	1 981 405	-	512	1 981 917	1 051 061	930 856	53.0%	1 292 784	1 368 609
Buildings and other fixed structures	1 979 807	-	-	1 979 807	1 049 535	930 272	53.0%	1 926 310	1 368 285
Buildings	1 661 853	-	-	1 661 853	772 683	889 170	46.5%	1 926 310	1 220 758
Other fixed structures	317 954	-	-	317 954	276 852	41 102	87.1%	-	147 527
Machinery and equipment	1 598	-	512	2 110	1 526	584	72.3%	1 538	324
Transport equipment	-	-	-	-	-	-	-	-	-
Other machinery and equipment	1 598	-	512	2 110	1 526	584	72.3%	1 538	324
Heritage assets	-	-	-	-	-	-	-	-	-
Specialised military assets	-	-	-	-	-	-	-	-	-
Biological assets	-	-	-	-	-	-	-	-	-
Land and subsoil assets	-	-	-	-	-	-	-	-	-
Intangible assets	-	-	-	-	-	-	-	-	-
Payments for financial assets	-	100	5 037	5 137	5 138	(1)	100.0%	27	39
	12 621 392	-	(26 686)	12 594 706	11 719 953	874 753	93.1%	11 959 764	11 511 904

Programme 5: Educational Enrichment Services									
2016/17							2015/16		
	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	3 003	-	184	3 187	3 062	125	96.1%	2 217	2 190
2. Partnerships in Education	21 905	-	1 027	22 932	22 014	918	96.0%	18 024	17 687
3. Care and Support in Schools	6 316 519	-	123	6 316 642	6 308 646	7 996	99.9%	5 917 794	5 916 580
Total for sub programmes	6 341 427	-	1 334	6 342 761	6 333 722	9 039	99.9%	5 938 035	5 936 457

DEPARTMENT OF BASIC EDUCATION VOTE 14
APPROPRIATION STATEMENT
for the year ended 31 March 2017

Programme 5: Educational Enrichment Services									
	2016/17					2015/16			
	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	50 462	(42)	1 470	51 890	49 499	2 391	95.4%	43 350	41 909
Compensation of employees	36 074	-	40	36 114	33 607	2 507	93.1%	31 434	30 836
Salaries and wages	31 470	240	313	32 023	30 361	1 662	94.8%	28 153	27 680
Social contributions	4 604	(240)	(273)	4 091	3 246	845	79.3%	3 190	3 156
Goods and services	14 388	(42)	1 430	15 776	15 892	(116)	100.7%	12 007	11 073
Administrative fees	349	57	(102)	304	297	7	97.7%	319	310
Advertising	123	272	(7)	388	387	1	99.7%	297	316
Minor assets	20	(13)	1	8	8	-	100.0%	35	6
Audit costs: External	-	-	-	-	-	-	-	-	-
Bursaries: Employees	-	-	-	-	-	-	-	-	-
Catering: Departmental activities	915	1 116	444	2 475	2 490	(15)	100.6%	562	567
Communication	344	(86)	(11)	247	247	-	100.0%	302	295
Computer services	11	8	(2)	17	15	2	88.2%	10	10
Consultants: Business and advisory services	-	456	(28)	428	417	11	97.4%	375	375
Infrastructure and planning services	-	-	-	-	-	-	-	-	-
Laboratory services	-	-	-	-	-	-	-	-	-
Scientific and technological services	-	-	-	-	-	-	-	-	-
Legal services	-	-	-	-	-	-	-	-	-
Contractors	137	38	(27)	148	145	3	98.0%	-	-
Agency and support / outsourced services	435	265	66	766	764	2	99.7%	388	262
Entertainment	-	-	-	-	-	-	-	-	-
Fleet services	-	-	-	-	-	-	-	-	-
Housing	-	-	-	-	-	-	-	-	-
Inventory: Clothing material and supplies	-	-	-	-	-	-	-	-	-
Inventory: Farming supplies	-	-	-	-	-	-	-	130	130
Inventory: Food and food supplies	-	-	-	-	-	-	-	-	-

Programme 5: Educational Enrichment Services									
	2016/17					2015/16			
	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: Fuel, oil and gas	-	-	-	-	-	-	-	-	-
Inventory: Learner and teacher support materials	-	-	250	250	250	-	100.0%	-	-
Inventory: Materials and supplies	-	-	-	-	-	-	-	1	-
Inventory: Medical supplies	-	-	-	-	-	-	-	-	-
Inventory: Medicine	-	-	-	-	-	-	-	-	-
Medsas Inventory Interface	-	-	-	-	-	-	-	-	-
Inventory: Other supplies	-	600	(13)	587	886	(299)	150.9%	98	97
Consumable supplies	331	(289)	(3)	39	32	7	82.1%	383	275
Consumable: Stationery, printing and office supplies	2 171	(1 020)	(385)	766	758	8	99.0%	565	529
Operating leases	116	28	(1)	143	112	31	78.3%	91	120
Property payments	-	-	1	1	1	-	100.0%	-	-
Transport provided: Departmental activity	-	-	-	-	-	-	-	-	-
Travel and subsistence	7 205	(580)	1 107	7 732	7 727	5	99.9%	6 868	6 196
Training and development	-	-	-	-	-	-	-	-	-
Operating payments	1 060	(420)	218	858	768	90	89.5%	829	819
Venues and facilities	991	(659)	(121)	211	181	30	85.8%	872	885
Rental and hiring	180	185	43	408	407	1	99.8%	12	11
Interest and rent on land	-	-	-	-	-	-	-	-	-
Interest	-	-	-	-	-	-	-	-	-
Rent on land	-	-	-	-	-	-	-	-	-

Programme 5: Educational Enrichment Services									
	2016/17					2015/16			
	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	6 290 662	-	14	6 290 676	6 284 014	6 662	99.9%	5 894 237	5 894 235
Provinces and municipalities	6 290 504	-	-	6 290 504	6 283 842	6 662	99.9%	5 894 111	5 894 111
Provinces	6 290 504	-	-	6 290 504	6 283 842	6 662	99.9%	5 894 111	5 894 111
Provincial Revenue Funds	6 290 504	-	-	6 290 504	6 283 842	6 662	99.9%	5 894 111	5 894 111
Provincial agencies and funds	-	-	-	-	-	-	-	-	-
Municipalities	-	-	-	-	-	-	-	-	-
Municipal bank accounts	-	-	-	-	-	-	-	-	-
Municipal agencies and funds	-	-	-	-	-	-	-	-	-
Departmental agencies and accounts	-	-	-	-	-	-	-	-	-
Social security funds	-	-	-	-	-	-	-	-	-
Departmental agencies	-	-	-	-	-	-	-	-	-
Higher education institutions	-	-	-	-	-	-	-	-	-
Foreign governments and international organisations	-	-	-	-	-	-	-	-	-
Public corporations and private enterprises	-	-	-	-	-	-	-	-	-
Public corporations	-	-	-	-	-	-	-	-	-
Subsidies on products and production	-	-	-	-	-	-	-	-	-
Other transfers to public corporations	-	-	-	-	-	-	-	-	-
Private enterprises	-	-	-	-	-	-	-	-	-
Subsidies on products and production	-	-	-	-	-	-	-	-	-
Other transfers to private enterprises	-	-	-	-	-	-	-	-	-
Non-profit institutions	58	-	-	58	58	-	100.0%	55	55
Households	100	-	14	114	114	-	100.0%	71	69
Social benefits	100	-	14	114	114	-	100.0%	71	63
Other transfers to households	-	-	-	-	-	-	-	-	6

Programme 5: Educational Enrichment Services										
2016/17							2015/16			
	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
Payments for capital assets	303	42	(150)	195	203	(8)	104.1%	234	103	
Buildings and other fixed structures	-	-	-	-	-	-	-	-	-	-
Buildings	-	-	-	-	-	-	-	-	-	-
Other fixed structures	-	-	-	-	-	-	-	-	-	-
Machinery and equipment	303	42	(150)	195	203	(8)	104.1%	234	103	
Transport equipment	-	-	-	-	-	-	-	-	-	-
Other machinery and equipment	303	42	(150)	165	203	(8)	104.1%	234	103	
Heritage assets	-	-	-	-	-	-	-	-	-	-
Specialised military assets	-	-	-	-	-	-	-	-	-	-
Biological assets	-	-	-	-	-	-	-	-	-	-
Land and subsoil assets	-	-	-	-	-	-	-	-	-	-
Intangible assets	-	-	-	-	-	-	-	-	52	
Payments for financial assets	-	-	-	-	6	(6)	-	214	210	
	6 341 427	-	1 334	6 342 761	6 333 722	9 039	99.9%	5 938 035	5 936 457	

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	419 000	418 306	699	0.17
There were no material variances on this programme.				
2: Curriculum Policy, Support and Monitoring	1 877 954	1 826 691	51 263	2.73
The underspending on the programme is due to the Expanded Public Works Programme (EPWP) Kha Ri Gude and the Second Chance Programme. With regard to EPWP there was a significant under performance of cumulative total number of volunteers on the EPWP on the Kha Ri Gude Programme. The Second Chance Programme allocation catered for payment of teacher participating in the programme and centre managers. The Northern Cape teacher and centre managers were paid by the Provincial Department and did not submit the claim to the Department.				
3: Teachers, Education Human Resources and Institutional	1 179 040	1 177 397	1 643	0.14
There were no material variances on this programme.				
4. Planning, Information and Assessment	12 594 706	11 719 953	874 753	6.95
The deviation is due to payments in respect of ASIDI projects. The process of rationalisation for schools had an impact on the spending trends for the ASIDI project.				
5. Educational Enrichment Services	6 342 761	6 333 722	9 039	0.14
There were no material variances on this programme.				

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	468 690	454 375	14 315	3.05
Goods and services	2 045 040	2 060 711	(15 671)	-0.77
Interest and rent on land	46 321	46 321	-	0.00
Transfers and subsidies				
Provinces and municipalities	16 586 230	16 579 568	6 662	0.04
Departmental agencies and accounts	1 167 484	1 167 459	25	0.00
Foreign governments and international organisations	19 128	19 196	(68)	-0.36
Non-profit institutions	76 178	76 178	-	0.00
Households	3 259	3 362	(103)	-3.16
Payments for capital assets				
Buildings and other fixed structures	1 987 023	1 056 751	930 272	46.82
Machinery and equipment	8 629	6 742	1 887	21.87
Intangible assets	10	-	10	100.00
Payments for financial assets	5 335	5 401	(66)	-1.24

The underspending on Compensation of Employees (CoE) is due to the allocation of Workbooks and IQMS. With regard to IQMS, some of the personnel of the IQMS project were transferred to NEEDU project. The workbooks allocation include CoE for development, due to the development that was done in previous years, there was a savings realised. Both NEEDU and Workbooks were earmarked. In the new year these funds will be reprioritised to critical position within the Department. The payment for households is for officials who exit in Government. This item is not budgeted for in the Baseline. The deviation on machinery and equipment is due to non-procurement of these items that was not done as projected.

4.3 Per conditional grant	Final Appropriation	Actual Expenditure	Variance	Variance as a % of Final Appropriation
	R'000	R'000	R'000	R'000
<i>Basic Education</i>				
Maths, Science and Technology	362 444	362 444	-	0.00
Education Infrastructure Grant	9 933 282	9 933 282	-	0.00
HIV and Aids (Life Skills Education) Grant	230 849	224 187	6 662	2.89
National School Nutrition Programme Grant	6 059 655	6 059 655	-	0.00

The variance on the HIV and Aids conditional grant is due to funds withheld to the Limpopo Province due to low spending.

DEPARTMENT OF BASIC EDUCATION VOTE 14
STATEMENT OF FINANCIAL PERFORMANCE
for the year ended 31 March 2017

	Note	2016/17 R'000	2015/16 R'000
REVENUE			
Annual appropriation	<u>1</u>	22 413 461	21 286 426
Departmental revenue	<u>2</u>	15 521	18 254
Aid assistance	<u>3</u>	145 000	150 000
TOTAL REVENUE		22 573 982	21 454 680
EXPENDITURE			
Current expenditure			
Compensation of employees	<u>4</u>	454 375	439 472
Goods and services	<u>5</u>	2 060 711	2 102 315
Interest and rent on land	<u>6</u>	46 321	47 524
Aid assistance	<u>3</u>	69 698	118 549
Total current expenditure		2 631 105	2 707 860
Transfers and subsidies			
Transfers and subsidies	<u>8</u>	17 845 763	16 818 563
Aid assistance	<u>3</u>	-	70 884
Total transfers and subsidies		17 845 763	16 889 447
Expenditure for capital assets			
Tangible assets	<u>9</u>	1 063 679	1 387 743
Intangible assets	<u>9</u>	-	-
Total expenditure for capital assets		1 063 679	1 387 743
Payments for financial assets	<u>7</u>	5 401	514
TOTAL EXPENDITURE		21 545 948	20 985 564
SURPLUS/(DEFICIT) FOR THE YEAR		1 028 034	469 116
Reconciliation of Net Surplus/(Deficit) for the year			
Voted funds		937 397	490 301
Annual appropriation		937 397	490 301
Departmental revenue and NRF Receipts	<u>15</u>	15 521	18 254
Aid assistance	<u>3</u>	75 116	(39 439)
SURPLUS/(DEFICIT) FOR THE YEAR		1 028 034	469 116

DEPARTMENT OF BASIC EDUCATION VOTE 14
STATEMENT OF FINANCIAL POSITION
for the year ended 31 March 2017

	Note	2016/17	2015/16
		R'000	R'000
ASSETS			
Current assets			
		662 213	567 046
Unauthorised expenditure	<u>10</u>	6 488	160 365
Cash and cash equivalents	<u>11</u>	421 925	173 159
Prepayments and advances	<u>12</u>	154 404	158 352
Receivables	<u>13</u>	79 396	35 731
Aid assistance receivables	<u>3</u>	-	39 439
Non-current assets			
		76 542	84 270
Receivables	<u>13</u>	76 542	84 270
TOTAL ASSETS		738 755	651 316
LIABILITIES			
Current liabilities			
		738 710	651 300
Voted funds to be surrendered to the Revenue Fund	<u>14</u>	694 717	644 178
Departmental revenue and NRF Receipts to be surrendered to the Revenue Fund	<u>15</u>	1 288	5 992
Payables	<u>16</u>	7 028	1 130
Aid assistance repayable	<u>3</u>	35 677	-
Non-current liabilities			
Payables	<u>16</u>	-	-
TOTAL LIABILITIES		738 710	651 300
NET ASSETS		45	16
	Note	2016/17	2015/16
		R'000	R'000
Represented by:			
Recoverable revenue		45	16
TOTAL		45	16

DEPARTMENT OF BASIC EDUCATION VOTE 14
STATEMENT OF CHANGES IN NET ASSETS
for the year ended 31 March 2017

	Note	2016/17	2015/16
		R'000	R'000
Recoverable revenue			
Opening balance		16	17
Transfers:			
Irrecoverable amounts written off	<u>7.1</u>	-	-
Debts revised			
Debts recovered (included in departmental receipts)		29	(1)
Debts raised			
Closing balance		45	16
TOTAL		45	16

DEPARTMENT OF BASIC EDUCATION VOTE 14
CASH FLOW STATEMENT
for the year ended 31 March 2017

	Note	2016/17	2015/16
		R'000	R'000
CASH FLOWS FROM OPERATING ACTIVITIES			
Receipts		22 485 164	21 454 658
Annual appropriated funds received	<u>1.1</u>	22 324 658	21 286 426
Departmental revenue received	<u>2</u>	5 124	8 111
Interest received	<u>2.2</u>	10 382	10 121
Aid assistance received	<u>3</u>	145 000	150 000
Net (increase)/decrease in working capital		127 786	(275 573)
Surrendered to Revenue Fund		(664 403)	(180 717)
Surrendered to RDP Fund/Donor		-	(2 680)
Current payments		(2 585 784)	(2 506 459)
Interest paid	<u>6</u>	(46 321)	(47 524)
Payments for financial assets		(5 401)	(514)
Transfers and subsidies paid		(17 845 763)	(16 889 447)
Net cash flow available from operating activities	<u>17</u>	1 466 278	1 551 744
CASH FLOWS FROM INVESTING ACTIVITIES			
Payments for capital assets	<u>9</u>	(1 063 679)	(1 387 743)
Proceeds from sale of capital assets	<u>2.3</u>	15	22
Net cash flows from investing activities		(1 063 664)	(1 387 721)
CASH FLOWS FROM FINANCING ACTIVITIES			
Increase/(decrease) in net assets		29	(1)
Net cash flows from financing activities		29	(1)
Net increase/(decrease) in cash and cash equivalents		402 643	164 022
Cash and cash equivalents at beginning of period		173 159	9 137
Unrealised gains and losses within cash and cash equivalents		(153 877)	
Cash and cash equivalents at end of period	<u>11</u>	421 925	173 159

The financial statements have been prepared in accordance with the following policies, which have been applied consistently in all material aspects, unless otherwise indicated. Management has concluded that the financial statements present fairly the Department's primary and secondary information.

The historical cost convention has been used, except where otherwise indicated. Management has used assessments and estimates in preparing the annual financial statements. These are based on the available information at the time of the preparation.

Where appropriate and meaningful, additional information has been disclosed to enhance the usefulness of the financial statements and to comply with the statutory requirements of the Public Finance Management Act (PFMA), Act 1 of 1999 (as amended by Act 29 of 1999), and the Treasury Regulations issued in terms of the PFMA and the annual Division of Revenue Act.

1. Presentation of the Financial Statements

1.1 Basis of preparation

The financial statements have been prepared in accordance with the Modified Cash Standard.

Under this standard, the effects of transactions and other events are recognised in the financial records when cash is received or paid. The modification results from inflow and outflow of cash.

Additional information is disclosed in the disclosure notes to emphasise the usefulness of the financial statements.

1.2 Going concern

The financial statements have been prepared on a going concern basis.

1.3 Presentation currency

Amounts have been presented in the currency of the South African Rand (R) which is also the functional currency of the Department.

1.4 Rounding

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

1.5 Foreign currency translation

Cash flows arising from foreign currency transactions are translated into South African Rands using the spot exchange rates prevailing at the date of payment / receipt.

1.6 Comparative information

1.6.1 Prior period comparative information

Prior period comparative information has been presented in the current year's financial statements. Where necessary figures included in the prior period financial statements have been reclassified to ensure that the format in which the information is presented is consistent with the format of the current year's financial statements.

1.6.2 Current year comparison with budget

A comparison between the approved, final budget and actual amounts for each programme and economic classification is included in the appropriation statement.

2 Revenue

2.1 Appropriated funds

Appropriated funds comprises departmental allocations as well as direct charges against the revenue fund (i.e. statutory appropriation).

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

The net amount of any appropriated funds due to / from the relevant revenue fund at the reporting date is recognised as a payable / receivable in the statement of financial position.

2.2 Departmental revenue

Departmental revenue is recognised in the statement of financial performance when received and is subsequently paid into the relevant revenue fund, unless stated otherwise.

Any amount owing to the relevant revenue fund at the reporting date is recognised as a payable in the statement of financial position.

2.3 Accrued departmental revenue

Accruals in respect of departmental revenue (excluding tax revenue) are recorded in the notes to the financial statements when:

- it is probable that the economic benefits or service potential associated with the transaction will flow to the Department; and
- the amount of revenue can be measured reliably.

The accrued revenue is measured at the fair value of the consideration receivable.

Accrued tax revenue (and related interest and/penalties) is measured at amounts receivable from collecting agents.

3 Expenditure

3.1 Compensation of employees

3.1.1 Salaries and wages

Salaries and wages are recognised in the statement of financial performance on the date of payment.

3.1.2 Social contributions

Social contributions made by the Department in respect of current employees are recognised in the statement of financial performance on the date of payment.

Social contributions made by the Department in respect of ex-employees are classified as transfers to households in the statement of financial performance on the date of payment.

3.2 Other expenditure

Other expenditure (such as goods and services, transfers and subsidies and payments for capital assets) is recognised in the statement of financial performance on the date of payment. The expense is classified as a capital expense if the total consideration paid is more than the capitalisation threshold.

3.3 Accrued expenditure payable

Accrued expenditure 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 or in the case of transfers and subsidies when they are due and payable. Accrued expenditure payable is measured at cost and disclosed based on the invoice receipt date stamp.

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

Aid assistance paid is recognised in the statement of financial performance on the date of payment.

Aid assistance payments made prior to the receipt of funds are recognised as a receivable in the statement of financial position.

5 Cash and cash equivalents

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

Bank overdrafts are shown separately on the face of the statement of financial position as a current liability.

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

6 Prepayments and advances

The Department recognised advances in the statement of financial position when the department receives or disburses the cash.

Advances to all Departments' Implementing Agencies managing the projects of the Department are disbursed as and when a request has been received.

7 Loans and receivables

Loans and receivables are recognised in the statement of financial position at cost plus accrued interest, where interest is charged, less amounts already settled or written-off.

Write-offs are made according to the Departments write-off policy.

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

8 Financial assets

8.1 Financial assets (not covered elsewhere)

A financial asset is recognised initially at its cost plus transaction costs that are directly attributable to the acquisition or issue of the financial.

At the reporting date, a department shall measure its financial assets at cost, less amounts already settled or written-off, except for recognised loans and receivables, which are measured at cost plus accrued interest, where interest is charged, less amounts already settled or written-off.

8.2 Impairment of financial assets

Where there is an indication of impairment of a financial asset, an estimation of the reduction in the recorded carrying value, to reflect the best estimate of the amount of the future economic benefits expected to be received from that asset, is recorded in the notes to the financial statements.

9 Payables

Loans and payables are recognised in the statement of financial position at cost.

10 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 reliably, 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) may be 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

Movable capital assets are initially recorded in the notes to the financial statements at cost. Movable capital assets acquired through a non-exchange transaction is measured at fair value as at the date of acquisition.

Where the cost of movable capital assets cannot be determined reliably, the movable capital assets are measured at fair value and where fair value cannot be determined; the movable assets are measured at R1.

All assets acquired prior to 1 April 2002 (or a later date as approved by the OAG) may be recorded at R1.

Movable capital assets are subsequently carried at cost and are not subject to depreciation or impairment.

Subsequent expenditure that is of a capital nature is added to the cost of the 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.

10.3 Intangible assets

Intangible assets are initially recorded in the notes to the financial statements at cost. Intangible assets acquired through a non-exchange transaction are measured at fair value as at the date of acquisition. Internally generated intangible assets are recorded in the notes to the financial statements when the Department commences the development phase of the project.

Where the cost of intangible assets cannot be determined reliably, the intangible capital assets are measured at fair value and where fair value cannot be determined; the intangible assets are measured at R1.

All assets acquired prior to 01 April 2002 (or a later date as approved by the OAG) may be recorded at R1.

Intangible assets are subsequently carried at cost and are not subject to depreciation or impairment.

Subsequent expenditure that is of a capital nature is added to the cost of the asset at the end of the capital project unless the intangible asset is recorded by another Department/entity in which case the completed project costs are transferred to that Department.

Maintenance is expensed as current "goods and services" in the 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 a possible obligation that arises from past events, and whose existence will be confirmed only by the occurrence or non-occurrence of one or more uncertain future events not within the control of the Department or when there is a present obligation that is not recognised because it is not probable that an outflow of resources will be required to settle the obligation or the amount of the obligation cannot be measured reliably.

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 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 value of the irregular expenditure incurred unless it is impracticable to determine, in which case reasons therefor are provided in the note.

Irregular expenditure is removed from the note when it is either condoned by the relevant authority, transferred to receivables for recovery or not condoned and is not recoverable.

Irregular expenditure receivables are measured at the amount that is expected to be recoverable and are de-recognised when settled or subsequently written-off as irrecoverable.

16 Changes in accounting policies, accounting estimates and errors

Changes in accounting policies that are effected by management have been applied retrospectively in accordance with MCS requirements, except to the extent that it is impracticable to determine the period-specific effects or the cumulative effect of the change in policy. In such instances the Department shall restate the opening balances of assets, liabilities and net assets for the earliest period for which retrospective restatement is practicable.

Changes in accounting estimates are applied prospectively in accordance with MCS requirements.

Correction of errors is applied retrospectively in the period in which the error has occurred in accordance with MCS requirements, except to the extent that it is impracticable to determine the period-specific effects or the cumulative effect of the error. In such cases the Department shall restate the opening balances of assets, liabilities and net assets for the earliest period for which retrospective restatement is practicable.

17 Events after the reporting date

Events after the reporting date that are classified as adjusting events have been accounted for in the financial statements. The events after the reporting date that are classified as non-adjusting events after the reporting date have been disclosed in the notes to the financial statements.

18 Principal-Agent arrangements

The Department is party to a principal-agent arrangement for the development of the National Catalogue. In terms of the arrangement the Department is the agent and is responsible for developing common prescribed textbooks. There are no financial implications from the provinces to procure from the National Catalogue developed.

The Implementing Agencies are party to agent arrangement for implementing departmental projects. In terms of the principal-agent arrangement, the Department is a principal agent and the Implementing Agencies are responsible for managing the projects.

All related revenues, expenditures, assets and liabilities have been recognised or recorded in terms of the relevant policies listed herein.

19 Departures from the MCS requirements

The Department considers MCS requirement applicable to the Department. The management has concluded that the financial statements present fairly the Department's primary and secondary information; that the Department complied with the Standard.

20 Recoverable revenue

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

21 Related party transactions

A related party transaction is a transfer of resources, services or obligations between the reporting entity and a related party. Related party transactions within the Minister's portfolio are recorded in the notes to the financial statements when the transaction is not at arm's length.

Key management personnel are those persons having the authority and responsibility for planning, directing and controlling the activities of the Department. The number of individuals and their full compensation is recorded in the notes to the financial statements

22 Inventories

Inventories that qualify for recognition must be initially reflected at cost. Where inventories are acquired at no cost, or for nominal consideration, their cost shall be their fair value at the date of acquisition.

All inventory items at year-end are reflected using the weighted average cost formula.

23 Public-Private Partnerships

A description of the Public-Private Partnerships (PPP) arrangement, the contract fees and current and capital expenditure as well as finance lease commitment relating to 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:

	2016/17			2015/16	
	Final Appropriation	Actual Funds Received	Funds not requested/ not received	Final Appropriation	Appropriation received
	R'000	R'000	R'000	R'000	R'000
Administration	419 000	394 723	24 277	386 645	386 645
Curriculum Policy, Support and Monitoring	1 877 954	1 859 243	18 711	1 837 965	1 837 965
Teachers, Education Human Resources and Institutional	1 179 040	1 172 074	6 966	1 164 017	1 164 017
	12 594 706	12 558 115	36 591	11 959 764	11 959 764
Educational Enrichment Services	6 342 761	6 340 503	2 258	5 938 035	5 938 035
Total	22 413 461	22 324 658	88 803	21 286 426	21 286 426

2. Departmental revenue

	Note	2016/17	2015/16
		R'000	R'000
Sales of goods and services other than capital assets	2.1	2 489	2 686
Interest, dividends and rent on land	2.2	10 382	10 121
Sales of capital assets	2.3	15	22
Transactions in financial assets and liabilities	2.4	2 635	5 425
Transfer received	2.5	-	-
Total revenue collected		15 521	18 254
Departmental revenue collected		15 521	18 254

2.1 Sales of goods and services other than capital assets

	Note	2016/17	2015/16
		R'000	R'000
Sales of goods and services produced by the Department		2 489	2 686
Sales by market establishment		105	107
Other sales		2 384	2 579
Sales of scrap, waste and other used current goods		-	-
Total		2 489	2 686

2.2 Interest, dividends and rent on land

	Note	2016/17	2015/16
	2	R'000	R'000
Interest		10 382	10 121
Total		10 382	10 121

2.3 Sale of capital assets

	Note	2016/17	2015/16
	2	R'000	R'000
Tangible assets		15	22
Machinery and equipment	31	15	22
Total		15	22

2.4 Transactions in financial assets and liabilities

	Note	2016/17	2015/16
	2	R'000	R'000
Receivables		2 635	5 425
Total		2 635	5 425

3. Aid assistance

	Note	2016/17	2015/16
		R'000	R'000
Opening Balance		(39 439)	2 680
Transferred from statement of financial performance		75 116	(39 439)
Paid during the year		-	(2 680)
Closing Balance		35 677	(39 439)

3.1 Analysis of balance by source

		2016/17	2015/16
	Note	R'000	R'000
Aid assistance from RDP	3	35 677	(39 439)
Aid assistance from other sources		-	-
Closing balance		35 677	(39 439)

3.2 Analysis of balance

		2016/17	2015/16
	Note	R'000	R'000
Aid assistance receivable	3	-	(39 439)
Aid assistance repayable		35 677	-
Closing balance		35 677	(39 439)

4. Compensation of employees

4.1 Salaries and Wages

	<i>Note</i>	2016/17	2015/16
		R'000	R'000
Basic salary		286 696	275 053
Performance award		7 908	5 773
Service Based		393	596
Compensative/circumstantial		36 661	35 712
Periodic payments		10 451	15 991
Other non-pensionable allowances		69 737	65 808
Total		411 846	398 933

4.2 Social contributions

	<i>Note</i>	2016/17	2015/16
		R'000	R'000
Employer contributions			
Pension		31 988	30 374
Medical		10 479	10 106
Bargaining council		58	55
Official unions and associations		4	4
Total		42 529	40 539
Total compensation of employees		454 375	439 472
Average number of employees		738	753

5. Goods and services

	Note	2016/17 R'000	2015/16 R'000
Administrative fees		24 576	33 525
Advertising		18 280	2 032
Minor assets	5.1	801	425
Bursaries (employees)		364	392
Catering		27 743	18 837
Communication		9 334	4 755
Computer services	5.2	74 785	65 654
Consultants: Business and advisory services		171 664	123 575
Infrastructure and planning services		-	-
Laboratory services		-	-
Scientific and technological services		-	-
Legal services		2 475	1 964
Contractors		1 858	349
Agency and support / outsourced services		31 764	60 477
Entertainment		-	-
Audit cost – external	5.3	20 513	17 062
Fleet services		2 335	1 778
Inventory	5.4	1 054 847	1 075 986
Consumables	5.5	60 021	50 261
Housing		-	-
Operating leases		1 203	11 951
Property payments	5.6	119 012	102 277
Rental and hiring		6 146	3 484
Transport provided as part of the departmental activities		-	-
Travel and subsistence	5.7	117 634	93 089
Venues and facilities		10 004	16 077
Training and development		938	1 884
Other operating expenditure	5.8	304 414	416 481
Total		2 060 711	2 102 315

5.1 Minor assets

	Note	2016/17 R'000	2015/16 R'000
Tangible assets	5	801	416
Buildings and other fixed structures		-	-
Machinery and equipment		801	416
Transport assets		-	-
Intangible assets		-	9
Software		-	-
Patent, licences, copyright, brand names, trademarks		-	9
Total		801	425

5.2 Computer services

	Note	2016/17	2015/16
	5	R'000	R'000
SITA computer services		70 831	58 841
External computer service providers		3 954	6 813
Total		74 785	65 654

5.3 Audit cost – External

	Note	2016/17	2015/16
	5	R'000	R'000
Regularity audits		18 866	14 058
Performance audits		407	1 549
Computer audits		1 240	1 455
Total		20 513	17 062

5.4 Inventory

	Note	2016/17	2015/16
	5	R'000	R'000
Clothing material and accessories		34	-
Farming supplies		-	-
Food and food supplies		-	-
Learning, teaching and support material		981 781	968 725
Materials and supplies		-	-
Medicine		-	-
Other supplies	5.4.1	73 032	107 261
Total		1 054 847	1 075 986

5.4.1 Other supplies

	Note	2016/17	2015/16
	5.4	R'000	R'000
Assets for distribution		73 032	107 261
School furniture		70 971	107 190
Sports and recreation		10	57
Library material		2 051	14
Total		73 032	107 261

5.5 Consumables

	Note	2016/17	2015/16
	5	R'000	R'000
Consumable supplies		1 254	1 953
Uniform and clothing		-	116
Household supplies		65	22
Building material and supplies		289	477
Communication accessories		48	2
IT consumables		519	254
Other consumables		333	1 082
Stationery, printing and office supplies		58 767	48 308
Total		60 021	50 261

5.6 Property payments

	Note	2016/17	2015/16
	5	R'000	R'000
Municipal services		4 032	3 099
Property management fees		-	97 922
Property maintenance and repairs		114 298	-
Other		682	1 256
Total		119 012	102 277

5.7 Travel and subsistence

	Note	2015/16	2015/16
	5	R'000	R'000
Local		113 698	88 013
Foreign		3 936	5 076
Total		117 634	93 089

5.8 Other operating expenditure

	Note	2016/17	2015/16
	5	R'000	R'000
Professional bodies, membership and subscription fees		170	192
Resettlement costs		506	44
Other		303 738	416 245
Total		304 414	416 481

6. Interest and rent on land

	Note	2016/17	2015/16
		R'000	R'000
Interest paid		46 321	47 524
Total		46 321	47 524

7. Payments for financial assets

	Note	2016/17 R'000	2015/16 R'000
Debts written off	7.1	5 401	514
Total		5 401	514

7.1 Debts written off

	Note	2016/17 R'000	2015/16 R'000
Recoverable revenue written off	7		
Postal Orders		-	10
Total		-	10
Other debt written off			
Ex-employee		-	-
Employee (Car Damages and No-shows)		401	110
Department of Education – Eastern Cape		5 000	-
Fever Tree Consulting		-	87
Former Department of Education		-	307
Total		5 401	504
Total debt written off		5 401	514

9. Transfers and subsidies

	Note	2016/17 R'000	2015/16 R'000
Provinces and municipalities	35	16 579 568	15 631 771
Departmental agencies and accounts	Annex 1A	1 167 459	1 104 391
Foreign governments and international organisations	Annex 1B	19 196	20 998
Non-profit institutions	Annex 1C	76 178	60 055
Households	Annex 1D	3 362	1 347
Total		17 845 763	16 818 562

Expenditure for capital assets

	Note	2016/17 R'000	2015/16 R'000
Tangible assets		1 063 679	1 387 743
Buildings and other fixed structures	33	1 056 751	1 374 762
Machinery and equipment	33	6 928	12 981
Intangible assets		-	-
Software	32	-	-
Patents, licences, copyright, brand names, trademarks	32	-	-
Total		1 063 679	1 387 743

9.1 Analysis of funds utilised to acquire capital assets – 2016/17

	Voted funds	Aid assistance	Total
	R'000	R'000	R'000
Tangible assets	1 063 493	186	1 063 679
Buildings and other fixed structures	1 056 751	-	1 056 751
Machinery and equipment	6 742	186	6 928
Intangible assets			
Patents, licences, copyright, brand names, trademarks	-	-	-
Total	1 063 493	186	1 063 679

9.2 Analysis of funds utilised to acquire capital assets – 2015/16

	Voted funds	Aid assistance	Total
	R'000	R'000	R'000
Tangible assets	1 387 737	6	1 387 743
Buildings and other fixed structures	1 374 762	-	1 374 762
Machinery and equipment	12 975	6	12 981
Intangible assets	-	-	-
Patents, licences, copyright, brand names, trademarks	-	-	-
Total	1 387 737	6	1 387 743

9.3 Finance lease expenditure included in Expenditure for capital assets

	Note	2016/17	2015/16
		R'000	R'000
Tangible assets			
Buildings and other fixed structures		7 216	6 477
Machinery and equipment		-	7 752
Total		7 216	14 229

11. Unauthorised Expenditure

10.1. Reconciliation of unauthorised expenditure

	Note	2016/17	2015/16
		R'000	R'000
Opening balance		160 365	6 488
Prior period error	11.5	(153 877)	-
As restated		6 488	6 488
Unauthorised expenditure – discovered in the current year(as restated)		-	153 877
Total		6 488	160 365

The unauthorised expenditure is with regard to the amount paid for the National Teacher Awards amounting to R6.488 million in the 2014/15 financial year. The Department wrote a letter to National Treasury and requested the approval by Parliament; the Department is awaiting the response.

10.2. Analysis of unauthorised expenditure awaiting authorisation per economic classification

	2016/17	2015/16
	R'000	R'000
Current	6 488	128 839
Capital	-	32 026
Total	6 488	160 365

10.3. Analysis of unauthorised expenditure awaiting authorisation per type

	2016/17	2015/16
	R'000	R'000
Unauthorised expenditure relating to overspending of the vote or a main division within the vote	6 488	6 488
Unauthorised expenditure incurred not in accordance with the purpose of the vote or main division	-	153 877
Total	6 488	160 365

10.4. Details of unauthorised expenditure – current year

Incident	Disciplinary steps taken/ criminal proceedings	2016/17 R'000
		-
Total		-

10.5. Prior period error

	Note	2015/16 R'000
Nature of prior period error		
Relating to 2015/16		(153 877)
Procuring of school furniture was previously disclosed as Unauthorised expenditure, however decision was reversed in 2016/17 by National treasury to disclose it as Irregular expenditure		(153 877)
Total prior period errors		(153 877)

11. Cash and cash equivalents

	Note	2016/17 R'000	2015/16 R'000
Consolidated Paymaster General Account		421 907	173 141
Cash on hand		18	18
Total		421 925	173 159

12. Prepayments and advances

	Note	2016/17	2015/16
		R'000	R'000
Travel and subsistence		4	46
Advances paid	12.1	154 400	158 306
Total		154 404	158 352

12.1 Advances paid

	Note	2016/17	2015/16
	11	R'000	R'000
National Departments		679	1 480
Provincial Departments		11 112	1 722
Other entities		142 609	155 104
Total		154 400	158 306

13. Receivables

		2016/17				2015/16	
		Current	Non-Current	Total	Current	Non-Current	Total
	Note	R'000	R'000	R'000	R'000	R'000	R'000
Claims recoverable	13.1	50 379	74 926	125 345	34 429	83 606	118 035
	Annex 3						
Recoverable expenditure	13.2	28 668	1 515	30 183	1 259	628	1 887
Staff debt	13.3	40	88	128	43	30	73
Fruitless and wasteful expenditure	13.4		282	282			
Other debtors	13.4	-	-	-	-	6	6
Total		79 396	76 542	155 938	35 731	84 270	120 001

13.1 Claims recoverable

	Note	2016/17	2015/16
	13	R'000	R'000
National Departments		3 576	3 604
Provincial Departments		57 723	62 853
Public entities		7 687	4 431
Private enterprises		56 359	47 147
Total		125 345	118 035

13.2 Recoverable expenditure (disallowance accounts)

	Note	2016/17	2015/16
	13	R'000	R'000
Disallowances Miscellaneous		28 298	-
Salary Disallowances		136	115
Salary Deduction		-	-
Disallowance Damage & Losses (Recover)		1 749	1 772
Total		30 183	1 887

13.3 Staff debt

	Note	2016/17	2015/16
	13	R'000	R'000
Bursaries		36	8
Employee		85	6
Ex-employee		-	20
Other debts		7	39
Total		128	73

13.4 Other debtors

	Note	2016/17	2015/16
	13	R'000	R'000
Dishonoured Cheques		-	6
Total		-	6

13.4 Fruitless and wasteful expenditure

	Note	2016/17	2015/16
	13	R'000	R'000
Transfer from note 32 Fruitless and wasteful expenditure		282	-
Total		282	-

14. Voted funds to be surrendered to the Revenue Fund

	Note	2016/17	2015/16
		R'000	R'000
Opening balance		644 178	167 458
Prior period error	14.1	(153 877)	-
As restated		490 301	167 458
Transfer from statement of financial performance		937 397	490 301
Add: Unauthorised expenditure for current year	10	-	153 877
Voted funds not requested/not received		(88 803)	-
Paid during the year		(644 178)	(167 458)
Closing balance		694 717	644 178

14.1 Prior period error

	Note	2015/16
		R'000
Nature of prior period error		
Relating to 2015/16		(153 877)
Procuring of school furniture was previously disclosed as Unauthorised expenditure, however decision was reversed in 2016/17 by National Treasury to disclose it as Irregular expenditure		(153 877)
Total		(153 877)

15. Departmental revenue and NRF Receipts to be surrendered to the Revenue Fund

	Note	2016/17	2015/16
		R'000	R'000
Opening balance		5 992	997
Transfer from Statement of Financial Performance		15 521	18 254
Paid during the year		(20 225)	(13 259)
Closing balance		1 288	5 992

16. Payables – current

	Note	2016/17	2015/16
		R'000	R'000
Advances received	16.1	3 039	983
Clearing accounts	16.2	176	140
Other payables	16.3	3 813	7
Total		7 028	1 130

16.1 Advances received

	Note	2016/17	2015/16
		R'000	R'000
Other institutions	Annex6B	3 039	983
Total		3 039	983

16.2 Clearing accounts

	Note	2016/17	2015/16
		R'000	R'000
South African Revenue Services		180	127
Government Pension Funds		(3)	12
Bargaining Council		-	1
Medical Aid		-	(1)
Insurance Deductions		-	1
Rent non recoverable		(1)	-
Total		176	140

16.3 Other payables

	Note	2016/17	2015/16
		R'000	R'000
Conditional Grant of 2014/15 surrendered by DoE KZN		-	1
Conditional Grant of 2015/16 surrendered by DoE NC		-	6
Unallocated receipts: Payment from DOE GP		3 549	-
Unallocated receipts: SAB&T		264	-
Total		3 813	7

17. Net cash flow available from operating activities

	Note	2016/17	2015/16
		R'000	R'000
Net surplus/(deficit) as per Statement of Financial Performance		1 028 034	469 116
Add back non-cash/cash movements not deemed operating activities		438 244	1 082 628
(Increase)/decrease in receivables – current		(35 937)	20 303
(Increase)/decrease in prepayments and advances		3 948	(37 086)
(Increase)/decrease in other current assets		153 877	-
Increase/(decrease) in payables – current		5 898	(104 913)
Proceeds from sale of capital assets		(15)	(22)
Expenditure on capital assets		1 063 679	1 387 743
Surrenders to Revenue Fund		(664 403)	(180 717)
Surrenders to RDP Fund/Donor		-	(2 680)
Voted funds not requested/not received		(88 803)	
Net cash flow generated by operating activities		1 466 278	1 551 744

18. Reconciliation of cash and cash equivalents for cash flow purposes

	Note	2016/17	2015/16
		R'000	R'000
Consolidated Paymaster General account		421 907	173 141
Cash on hand		18	18
Total		421 925	173 159

19. Contingent liabilities and contingent assets

19.1 Contingent liabilities

	Note	2016/17	2015/16
		R'000	R'000
Liable to Nature			
Housing loan guarantees Employees	Annex 2A	-	75
Claims against the Department	Annex 2B	294 459	268 190
Other	Annex 2B	262	3 498
Total		294 721	268 763

19.2 Contingent assets

	Note	2016/17	2015/16
		R'000	R'000
Nature of contingent asset			
Inyameko Trading (Dispute on guarantees payments)		-	1 536
Setheo Investment (Dispute on guarantees payments)		-	1 458
Bahlaping Keep Africa JV (Dispute on guarantees payments)		5 319	5 319
Baiteredi (Dispute on guarantees payments)		4 466	4 466
Karen Kula (Dispute on guarantees payments)		13 674	13 674
Khuthala Consulting (Pty) Ltd (Dispute on guarantees payments)		4 188	4 188
Luengo Enterprises (Pty) Ltd (Dispute on guarantees payments)		15 669	15 669
Mebalabala Holdings (Pty) Ltd (Dispute on guarantees payments)		4 742	4 742
Phumiredi (Dispute on guarantees payments)		3 371	3 371
Shota Engineering (Dispute on guarantees payments)		1 887	1 887
Sivubo Trading & Projects cc (Dispute on guarantees payments)		-	1 457
Tarman BR Tsimba Joint Venture (Guarantee settled to the Development Bank of Southern Africa (DBSA))		-	2 636
Total		53 316	60 403

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 the 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	2016/17	2015/16
		R'000	R'000
Current expenditure			
Approved and contracted		3 077 272	233 047
Approved but not yet contracted		-	-
		3 077 272	233 047
Capital expenditure			
Approved and contracted		2 218 689	1 144 234
Approved but not yet contracted		665 037	1 627 720
		2 883 726	2 771 954
Total Commitments		5 960 998	3 005 001

The commitments exclude operating lease commitments as disclosed on separate notes.

21. Accruals and payables not recognised

21.1 ACCRUALS

			2016/17	2015/16
			R'000	R'000
Listed by economic classification				
	30 Days	30+ Days	Total	Total
Goods and services	172 876	29 980	202 856	303 616
Capital assets	69 389	50 880	120 269	246 643
Other	-	-	-	1 162
Total	242 265	80 860	323 125	551 421

	Note	2016/17	2015/16
		R'000	R'000
Listed by programme level			
Programme 1: Administration		2 658	13 039
Programme 2: Curriculum Policy, Support and Monitoring		156 103	239 057
Programme 3: Teachers, Education HR and Institutional Development		211	15 328
Programme 4: Planning, Information and Assessment		164 057	281 880
Programme 5: Educational Enrichment services		96	2 117
Total		323 125	551 421

Accruals and payables that exceed the payment term of 30 days as required in Treasury Regulation 8.2.3. The bulk of the accruals is in respect of stipends for volunteer educators as well as outstanding invoices for ASIDI project.

24. Employee benefits

	Note	2016/17	2015/16
		R'000	R'000
Leave entitlement		20 505	16 559
Service bonus (Thirteenth cheque)		10 138	9 619
Performance awards		7 000	6 102
Capped leave commitments		21 267	20 523
Other		491	481
Total		59 401	53 284

2016/17: The employee benefit amount excludes the negative leave credits amounting to R214 thousand. 2016/17: Long service awards is estimated at R491 thousand.

23. Lease commitments

23.1 Operating leases expenditure

2016/2017	Buildings and other fixed structures	Machinery and equipment	Total
Not later than 1 year		690	690
Later than 1 year and not later than 5 years		577	577
Later than five years		-	-
Total lease commitments		1 267	1 267

2015/16	Buildings and other fixed structures	Machinery and equipment	Total
Not later than 1 year		987	987
Later than 1 year and not later than 5 years		408	408
Later than five years		-	-
Total lease commitments		1 395	1 395

23.2 Finance leases expenditure

2016/17	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		-	-

2015/16	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		-	-

26. Accrued departmental revenue

	Note	2016/17	2015/16
		R'000	R'000
Sales of goods and services other than capital assets		496	496
Interest, dividends and rent on land		7 890	7 773
Transactions in financial assets and liabilities		3 233	3 233
Total		11 619	11 502

Sales of goods and services other than capital assets:

Tender Document Revenue Due by:	R'000
IDT EC W&S (Batch II)	479
COEGA KZN	<u>17</u>
	<u>496</u>

Interest, dividends and rent on land

Interest Bank Account Due by:	R'000
IDT KZN(2015/16)	108
IDT KZN	13
COEGA EC(2015/16)	1
COEGA KZN	-224
AAS KZN	-1
IDT FS	-1
DBSA (2015/16)	206
DBSA	5 479
IDT LIMPOPO (Phase I)	163
IDT LIMPOPO	2 069
IDT EC (Nat Dept of Public Works)	43
IDT EC W&S (Batch II) (2015/16)	<u>34</u>
	<u>7 890</u>

Transactions in financial assets and liabilities

	R'000
Replacement Contracts Guarantees (DBSA)	<u>3 233</u>
	<u>3 233</u>

24.1 Analysis of accrued departmental revenue

	<i>Note</i>	2016/17	2015/16
		R'000	R'000
Opening balance		11 502	35 101
Less: amounts received		7 425	5 506
Add: amounts recognised		7 542	9 208
Less: amounts written-off/reversed as irrecoverable		-	27 301
Closing balance		<u>11 619</u>	<u>11 502</u>

Accrued Tender fee revenue received in 2016/17

Accrued interest received in	2016/17
	R'000
AAS KZN	27
COEGA EC	260
DBSA	<u>7 138</u>
Total	<u>7 425</u>

25. Irregular expenditure

25.1 Reconciliation of irregular expenditure

Note	2016/17	2015/16
	R'000	R'000
Opening balance	2 207 063	1 641 265
Prior period error	<u>(1 402 090)</u>	<u>(33 865)</u>
As restated	804 973	1 607 400
Add: Irregular expenditure – relating to prior year		194 688
Add: Irregular expenditure – relating to current year	621 314	404 975
Closing balance	1 426 287	2 207 063

Analysis of awaiting condonation per age classification

Current year	(780 776)	404 975
Prior years	2 207 063	1 802 088
Total	1 426 287	2 207 063

- The Department appointed DBSA and Eskom as Implementing Agencies (IA) for the Management of ASIDI projects. The Department signed the MOA with the IAs on inception of the projects. The MOAs of DBSA and ESKOM expired on 30 September 2015 and 31 March 2015 respectively. The extension on the MOAs were not renewed on time for the IAs. Therefore the management expenditure incurred on the IAs were regarded as irregular expenditure.
- 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 2015/16 financial year, it was discovered that the evaluation of stage one (1) was misinterpreted due to site visits that should have been done for all tenders. Based on these, the management fee paid to the service provider was declared as irregular expenditure.
- The Department appointed DBSA, Department of Public Works: Eastern Cape and Coega Development Corporation as an implementing agencies for the building of schools in various provinces. During the audit of the Department, it was discovered that in some cases the DBSA and CDC: Eastern Cape did not comply with the supply chain processes as agreed per the Memorandum of Agreement signed with the Department. Therefore, the expenditure incurred for the appointment of contractors without following the SCM process was declared as irregular expenditure.
- During the construction of schools, the Department experience challenges with contractors that were either not performing or liquidated. As a result their contracts were terminated. In replacing these contractors, the Implementing Agency appointed contractors that were performing to continue with the construction of schools. The SCM process were not followed in the replacement of non-performing contractors.
- The Department appointed the Professional Service Provider (PSP) using the developed framework agreement to assist with professional services for infrastructure projects. During the interim audit of the Department on supply chain process, it was discovered that in the documents of the appointed PSP, Section 8 on page 21 of 67 of the returnable document was not completed. Therefore, the payments made to the PSP was regarded as irregular expenditure.
- The tenders DBE073 and DBE074 with DBE75 were advertised in July 2016 and August 2016 respectively to provide stationery, warehousing and auditing. These tenders were advertised on the eTenders Portal but not on the Government Tender Bulletin. In terms of the Supply Chain processes these tenders were should have been advertise on both the eTenders Portal and Government Tender Bulletin. Therefore, the expenditure incurred has been regarded as irregular expenditure.

25.2 Details of irregular expenditure – current year

Incident	Disciplinary steps taken/ criminal proceedings	2016/17 R'000
COEGA EC (Management fee)		2 584
IDT EC (Management fee)		1 759
COEGA KZN (Management fee)		287
IDT LIMPOPO (Management fee)		149
MHLATHUZE WATER (Management fee)		941
SAB&T (Management fee)		16 127
DBSA (MoA Expired 30/09/2015, renewed 30/06/2016)		10 960
Mvula Trust (MoA Expired 31/03/2016, renewed 30/06/2016)		948
COEGA KZN and EC (MoA Expired 31/03/2016, renewed 30/06/2016)		189
Kha Ri Gude (Stipend and Stationery)		32 066
Adopt a school		19 962
DBSA (JENCE JSS)		3 046
DBSA (TYIYIMELENI PS)		83
DBSA (NGEMA)		12
COEGA EC (NOMZAMO MADIKIZELA MANDELA PS)		742
DBSA (GOBIDOLO)		6 952
DBSA (GOBINAMBA SSS)		43 557
DBSA (TOEVLUG PRIMARY)		1 237
TCN Architects		65 691
DBSA (VREDEFORT PRIMARY)		1 334
BTKM (Appointment of PSP)		3 446
DBSA (Replacement of contractors without following SCM)		115 408
COEGA EC (NKOSINATHI)		263
DBSA (DIKISO)		474
DBSA (HLABATSHANE SSS)		4 439
THE MVULA TRUST (SCM)		1 219
DBSA (FUDUMELE)		396
DRPW EC(MWEZENI SPS)		19 154
SCHOOL FURNITURE (NON-ASIDI SCHOOLS)		183 949
SCHOOL LIBRARIES		63 606
SAB & T (Bongani & Raptoscore)		20 220
MORAR INCORPORATED		114
Total		621 314

25.3 Details of irregular expenditure under investigation (not included in the main note)

	Note	2016/17
		R'000
COEGA KZN		404
COEGA EC		3 045
DoE FS		3 444
DoE NC		10 869
DRPW EC		9 013
IDT EC (Structure)		3 515
IDT EC (W&S)		1 301
Mhlathuze Water		10 736
Mvula Trust EC		62 027
Mvula Trust LP		31 391
Mvula Trust MP		9 248
DBSA		96 956
DoE NW		2 657
Eskom		94 783
IDT KZN		3 058
IDT Limpopo		9 254
Closing balance		351 701

25.4 Prior period error

	Note	2016/17
		R'000
Nature of prior period error		
Relating to 2016/17		(1 404 053)
Incorrect appointment of Implementing Agents (Only Management fee disclosed as Irregular expenditure, construction amount removed on Irregular expenditure)		(1 404 053)
Total		(1 404 053)

	Note	2015/16
		R'000
Nature of prior period error		
Relating to 2015/16		(33 865)
School Library		32 026
School furniture (non-ASIDI schools)		121 851
Total		120 012

26. Fruitless and wasteful expenditure

26.1 Reconciliation of fruitless and wasteful expenditure

	Note	2016/17	2015/16
		R'000	R'000
Opening balance		44 333	28
Prior period error		(42 755)	-
As restated		1 578	28
Fruitless and wasteful expenditure – relating to current year		11 157	44 305
Less: Amount transferred to receivables for recovery		(282)	
Closing balance		12 453	44 333

26.2 Analysis of awaiting resolution per economic classification

Current	12 453	44 333
Capital	-	-
Total	12 453	44 333

26.3. Analysis of Current year's fruitless and wasteful expenditure

Incident	Disciplinary steps taken/ criminal proceedings	2016/17 R'000
Stipend paid to volunteer without offering classes		11 157
Total		11 157

During the 2016/17 financial year, the Department conducted an investigation on the Kha Ri Gude campaign. The investigation was to establish whether volunteers offered classes. The investigation revealed that there were centres where no classes took place and volunteers received stipends. The stipends paid to the affected volunteers and stationery distributed has been disclosed as fruitless and wasteful expenditure.

26.4 Details of fruitless and wasteful expenditure under investigation (not in the main note)

	Note	2016/17 R'000
COEGA KZN		744
COEGA EC		8 005
DoE FS		2 720
DoE NW		112
DRPW EC		29
IDT EC (Structure)		19 492
IDT EC (W&S)		797
Mhlathuze Water		381
Mvula Trust EC		5 731
Mvula Trust LP		277
Mvula Trust MP		677
Kha Ri Gude		10 689
Closing balance		49 654

Expenditure were incurred by the Implementing Agents (IA), however it is alleged that projects have been stopped/terminated. Department is investigating whether fruitless expenditure has been incurred.

27. Related party transactions

List related party relationships

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	2016/17 R'000	2015/16 R'000
Political office bearers (provide detail below)	2	4 211	4 211
Officials:			
Level 15 to 16	11	15 778	14 450
Level 14 (incl. CFO if at a lower level)	17	19 990	17 836
Family members of key management personnel	1	819	-
Total		40 798	36 497

29. Public Private Partnership

	Note	2016/17 R'000	2015/16 R'000
Contract fee paid		167 753	159 672
Fixed component		53 537	61 750
Indexed component		114 216	97 922
Analysis of indexed component		114 216	97 922
Goods and services (excluding lease payments)		114 216	97 922
Interest		-	-
Other		6 806	5 461
Other obligations		6 806	5 461

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 2016/17 unitary fee was therefore calculated using the December 2014 rate.

No availability or performance penalties have been raised in the 2016/17 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.
- The monthly Steering Committee meeting discusses financial issues such as the payment of the unitary fee and penalties. The monthly report is also discussed. Ad hoc operational issues that have not been resolved during the weekly meeting with Tirasano are also discussed.

Usage

DBE head office building also accommodates the examinations unit of the Department of Higher Education and Training. After the split of the Department of Education, the building was not big enough to accommodate the DBE and the Department of Higher Education and Training and it was decided that only the DBE would take over the PPP contract and occupy the building. Since part of the building was custom-designed for the examination section of the Department of Education, the examination sections of both Departments are now being accommodated in the building. This however creates its own difficulties in terms of growth of the DBE, security arrangements and the sharing of the printing facility.

30. Provisions

	<i>Note</i>	2016/17	2015/16
		R'000	R'000
Department of Education- Eastern Cape		55 615	60 615
Old Department of Education		181	196
Total		55 796	60 811

30.1 Reconciliation of movement in provisions – 2016/17

	DOE-EC	Old DoE	Total provisions
	R'000	R'000	R'000
Opening balance	60 615	196	60 811
Settlement of provision without cost to the Department	(5 000)	(15)	(5 015)
Closing balance	55 615	181	55 796

Reconciliation of movement in provisions – 2015/16

	DoE-EC	Fever Tree	Old DoE	Total provisions
	R'000	R'000	R'000	R'000
Opening balance	60 615	88	504	61 207
Settlement of provision	-	(88)	(308)	(396)
Closing balance	60 615	-	196	60 811

Department of Education-Eastern Cape province

A service was rendered on behalf of the Eastern Cape Provincial Department in respect of National Technical Examinations and The South African centre for Educational Technology (SACET) as well as agency service during the process of provincialisation of education. Department of Basic Education is intending to write-off this debt however outflow of economic benefit is unknown due to financial constraints experienced by the Department although savings will be utilised if they occur.

Old Department of Education

Department is intending to write off old debts which occurred before separation of Department of Basic Education and Department of Higher Education and Training. This debt will be written off upon experiencing savings

33. Movable Tangible Capital Assets

MOVEMENT IN MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 March 2017

	Opening balance	Value adjustment	Additions	Disposals	Closing Balance
	R'000	R'000	R'000	R'000	R'000
MACHINERY AND EQUIPMENT	53 381	(42)	6 806	(1 760)	58 385
Transport assets	3 599		1 010	(1 022)	3 587
Computer equipment	40 270	(42)	4 590	(671)	44 147
Furniture and office equipment	4 109		811	(40)	4 880
Other machinery and equipment	5 403		395	(27)	5 771
TOTAL MOVABLE TANGIBLE CAPITAL ASSETS	53 381	(42)	6 806	(1 760)	58 385
Capital Work-in-progress	36 280				36 280
TOTAL MOVABLE TANGIBLE CAPITAL ASSETS	89 661	(42)	6 806	(1 760)	94 665

31.1 Additions

ADDITIONS TO MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 March 2017

	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	6 928		-	(122)	6 806
Transport assets	1 010				1 010
Computer equipment	4 645	-	-	(55)	4 590
Furniture and office equipment	811		-	-	811
Other machinery and equipment	462	-	-	(67)	395
TOTAL ADDITIONS TO MOVABLE TANGIBLE CAPITAL ASSETS	6 928		-	(122)	6 806

31.2 Disposals

DISPOSALS OF MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 March 2017

	Sold for cash	Non-cash disposal	Total disposals	Cash Received Actual
	R'000	R'000	R'000	R'000
MACHINERY AND EQUIPMENT	(106)	(1 654)	(1 760)	15
Transport assets	(106)	(916)	(1 022)	15
Computer equipment	-	(671)	(671)	-
Furniture and office equipment	-	(40)	(40)	
Other machinery and equipment		(27)	(27)	
TOTAL DISPOSAL OF MOVABLE TANGIBLE CAPITAL ASSETS	(106)	(1 654)	(1 760)	15

31.3 Movement for 2015/16

MOVEMENT IN TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 March 2016

	Opening balance	Prior period error	Additions	Disposals	Closing Balance
	R'000	R'000	R'000	R'000	R'000
MACHINERY AND EQUIPMENT	52 149	-	3 718	(2 486)	53 381
Transport assets	3 768		681	(850)	3 599
Computer equipment	39 457		2 330	(1 517)	40 270
Furniture and office equipment	3 944		275	(110)	4 109
Other machinery and equipment	4 980		432	(9)	5 403
TOTAL MOVABLE TANGIBLE CAPITAL ASSETS	52 149	-	3 718	(2 486)	53 381

31.4 Minor assets

MOVEMENT IN MINOR ASSETS PER THE ASSET REGISTER FOR THE YEAR ENDED AS AT 31 March 2017

	Intangible assets	Machinery and equipment	Total
	R'000	R'000	R'000
Opening balance	213	8 269	8 482
Value adjustment	-	(6)	(6)
Additions	-	199	199
Disposals	-	(66)	(66)
TOTAL MINOR ASSETS	213	8 396	8 609

	Intangible assets	Machinery and equipment	Total
Number of R1 minor assets	52	4 212	4 264
Number of minor assets at cost	79	5 806	5 885
TOTAL NUMBER OF MINOR ASSETS	131	10 018	10 149

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	-	-
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MOVEMENT IN MINOR ASSETS PER THE ASSET REGISTER FOR THE YEAR ENDED AS AT 31 March 2016

	Intangible assets	Machinery and equipment	Total
	R'000	R'000	R'000
Opening balance	213	7 977	8 190
Prior period error		-	-
Additions		416	416
Disposals	-	124	124
TOTAL MINOR ASSETS	213	8 269	8 482

	Intangible assets	Machinery and equipment	Total
Number of R1 minor assets	52	4 227	4 279
Number of minor assets at cost	79	5 752	5 831
TOTAL NUMBER OF MINOR ASSETS	131	9 979	10 110

34. Intangible Capital Assets

MOVEMENT IN INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 March 2017

	Opening balance	Value Adjustment	Additions	Disposals	Closing Balance
	R'000		R'000	R'000	R'000
SOFTWARE	6 623	19 203	6 502	-	32 328
PATENTS, LICENCES, COPYRIGHT, BRAND NAMES, TRADEMARKS	60		-	-	60
TOTAL INTANGIBLE CAPITAL ASSETS	6 683	19 203	6 502		32 388
Capital Work-in-progress					
TOTAL INTANGIBLE CAPITAL ASSETS	-		-		-

32.1 Additions

ADDITIONS TO INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 March 2017

	Cash	Non-Cash	(Development work in progress – current costs)	Received current year, not paid (Paid current year, received prior year)	Total
	R'000	R'000	R'000	R'000	R'000
SOFTWARE	6 502	-	-	-	6 502
PATENTS, LICENCES, COPYRIGHT, BRAND NAMES, TRADEMARKS	-				-
TOTAL ADDITIONS TO INTANGIBLE CAPITAL ASSETS	6 502	-	-	-	6 502

32.2 Movement for 2015/16

MOVEMENT IN INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 March 2016

	Opening balance	Prior period error	Additions	Disposals	Closing Balance
	R'000	R'000	R'000	R'000	R'000
SOFTWARE	6 623		-	-	6 623
PATENT, LICENCES, COPYRIGHT	60	-	-		60
TOTAL INTANGIBLE CAPITAL ASSETS	6 683	-	-	-	6 683

33. Immovable Tangible Capital Assets

MOVEMENT IN IMMOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 March 2017

	Opening balance	Value adjustments	Additions	Disposals	Closing Balance
	R'000	R'000	R'000	R'000	R'000
BUILDINGS AND OTHER FIXED STRUCTURES	4 287 918	603 040	636 768	-	5 524 706
Non-residential buildings	3 594 952	480 455	510 001	-	4 585 408
Other fixed structures	692 966	122 585	123 747	-	939 298
HERITAGE ASSETS	3 600				3 600
Heritage assets	3 600				3 600
Capital Work-in-progress	1 972 933	(505 196)	296 751		1 764 488
TOTAL IMMOVABLE TANGIBLE CAPITAL ASSETS	6 264 451	97 844	930 499		7 292 794

33.1 Additions

ADDITIONS TO IMMOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 March 2017

	Cash	Non-cash	(Capital Work in Progress current costs and finance lease payments)	Received current, not paid (Paid current year, received prior year)	Total
	R'000	R'000	R'000	R'000	R'000
BUILDING AND OTHER FIXED STRUCTURES	1 056 751	760 000	(1 056 751)	(126 252)	636 748
Non-residential buildings	779 899	602 159	(779 899)	(92 158)	510 001
Other fixed structures	276 852	157 841	(276 852)	(34 094)	123 747
TOTAL ADDITIONS TO IMMOVABLE TANGIBLE CAPITAL ASSETS	1 056 751	760 000	(1 056 751)	(126 252)	633 748

33.2 Movement for 2015/16

MOVEMENT IN IMMOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 March 2016

	Opening balance	Prior period error	Additions	Disposals	Closing Balance
	R'000	R'000	R'000	R'000	R'000
BUILDINGS AND OTHER FIXED STRUCTURES	2 778 713	253 704	1 255 501	-	4 287 918
Non-residential buildings	2 228 318	235 722	1 130 912	-	3 594 952
Other fixed structures	550 395	17 982	124 589	-	692 966
HERITAGE ASSETS	3 600				3 600
Heritage assets	3 600				3 600
TOTAL IMMOVABLE TANGIBLE CAPITAL ASSETS	2 782 313	253 704	1 255 501	-	4 291 518

33.2.1 Prior period error

	2015/16
Nature of prior period error	R'000
BUILDINGS AND OTHER FIXED STRUCTURES	253 704
Total	253 704

S42 Immovable Assets

33.3 Assets subjected to transfer of S24 of the PFMA-2016/17

	No of Assets	Value of Assets
	R'000	R'000
BUILDING AND OTHER FIXED STRUCTURE		
Non-residential building	-	-
Other fixed structures	73	20 454
Total	73	20 454

Assets subjected to transfer of S42 of the PFMA-2015/16

	No of Assets	Value of Assets
BUILDING AND OTHER FIXED STRUCTURE	R'000	R'000
Non-residential building	-	-
Other fixed structures	73	20 454
Total	73	20 454

34. Agent-principal arrangements

34.1 Department acting as the principal

	2016/17	2015/16
	R'000	R'000
Adopt-a-School Foundation	-	4 618
Coega Development Corporation	2 871	3 388
Council for Scientific and Industrial Research	-	1 155
Development Bank of Southern Africa	46 259	78 809
The Independent Development Trust	1 920	15 593
The Mvula Trust	8 020	1 594
Mhlathuze Water	941	1 055
SAB & T	16 127	23 756
Total	76 138	129 968

All the above mentioned Entities and Departments entered into a Memorandum of Agreement with the National Department of Basic Education to act as Implementing Agents for the Department of Education to execute the National ACCELERATED SCHOOLS INFRASTRUCTURE DELIVERY INITIATIVE (ASIDI). The objective of the Initiative is addressing the backlogs in the eradication of inappropriate school structures and the provision of basic services (water, sanitation and electricity) to schools that do not have such services in all Provinces significant judgment applied, significant terms and conditions, any significant risks and benefits relating to the arrangements with the agents

The service provider, SAB&T delivers professional service for Human Resource, Procurement and Financial Management services for the Kha Ri Gude Project based on a 4.99% management fee.

35. STATEMENT OF CONDITIONAL GRANTS PAID TO THE PROVINCES

NAME OF PROVINCE / GRANT	GRANT ALLOCATION				TRANSFER			SPENT		2015/16 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	
	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	%
Summary by province										
Eastern Cape	2 665 759	-	11 022	2 676 781	2 676 781	-	-	1 788 039	2 649 552	148%
Free States	1 076 526	-	6 529	1 083 055	996 165	-	(86 890)	707 860	923 098	130%
Gauteng	2 180 951	-	4 344	2 185 295	2 185 295	-	-	1 261 612	2 252 995	179%
KwaZulu-Natal	3 429 117	-	8 536	3 437 653	3 524 543	-	86 890	1 958 912	3 410 729	174%
Limpopo	1 991 826	-	185 511	2 177 337	2 170 675	6 662	-	1 101 147	2 083 192	189%
Mpumalanga	1 423 433	-	6 439	1 429 872	1 429 872	-	-	614 369	1 317 212	214%
Northern Cape	665 138	-	2 125	667 263	667 263	-	-	431 058	664 691	154%
North West	1 426 161	-	4 511	1 430 672	1 430 672	-	-	934 1 278	1 470 191	157%
Western Cape	1 354 086	-	144 216	1 498 302	1 498 302	-	-	799 980	1 442 730	180%
	16 212 997	-	373 233	16 586 230	16 579 568	6 662	-	9 597 654	16 214 390	15 856 485

NAME OF PROVINCE / GRANT	GRANT ALLOCATION				TRANSFER			SPENT		2015/16 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										
Maths, Science and Technology	362 44	-	-	362 444	362 444	-	-	181 221	373 771	206%
Education Infrastructure Grant	9 613 692	-	319 590	9 933 282	9 933 282	-	-	5 811 520	9 817 412	169%
HIV and Aids(Life Skill Education) Grant	230 849	-	-	230 849	224 187	6 662	-	92 338	220 821	239%
National School Nutrition Programme Grant	6 006 012	-	53 643	6 059 655	6 059 655	-	-	3 512 575	5 793 971	165%
Occupation Specific Dispensation	-	-	-	-	-	-	-	-	-	-
	16 212 997	-	373 233	16 586 230	16 579 568	6 662	-	9 597 654	16 214 390	-
										15 856 485

DEPARTMENT OF BASIC EDUCATION VOTE 14
NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2017

NAME OF PROVINCE / GRANT	GRANT ALLOCATION			TRANSFER				SPENT		2015/16
	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	Division of Revenue Act
L. Maths, Science and Technology										
Eastern Cape	46 898	-	-	46 898	46 898	-	-	23 449	58 241	45 059
Free State	33 466	-	-	33 466	33 466	-	-	16 733	39 167	32 145
Gauteng	49 810	-	-	49 810	49 810	-	-	24 905	49 810	47 842
KwaZulu-Natal	62 453	-	-	62 453	62 453	-	-	31 226	63 468	59 998
Limpopo	42 553	-	-	42 553	42 553	-	-	21 544	34 544	40 979
Mpumalanga	41 539	-	-	41 639	41 639	-	-	20 819	41 376	39 136
Northern Cape	23 030	-	-	23 030	23 030	-	-	11 515	23 214	22 113
North West	34 754	-	-	34 754	34 754	-	-	17 377	36 176	33 378
Western Cape	27 841	-	-	27 841	27 841	-	-	13 921	27 841	26 535
	362 444	-	-	362 444	362 444		-	181 221	373 771	347 185

NAME OF PROVINCE / GRANT	GRANT ALLOCATION			TRANSFER				SPENT		2015/16	
	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	Division of Revenue Act
2. Education Infrastructure Grant											
Eastern Cape	1 505 088	-	-	1 505 088	1 505 088	-	-	940 680	1 552 637	165%	1 703 877
Free State	695 122	-	-	695 122	608 232	-	(86 890)	434 452	532 778	123%	762 552
Gauteng	1 385 737	-	-	1 385 737	1 385 737	-	-	866 085	1 494 839	173%	935 725
KwaZulu-Natal	1 958 321	-	-	1 958 321	2 045 211	-	86 890	1 223 950	2 049 578	167%	1 978 684
Limpopo	830 532	-	177 098	1 007 630	1 007 630	-	-	519 083	938 072	181%	805 128
Mpumalanga	788 153	-	-	788 153	788 153	-	-	295 557	684 646	232%	857 247
Northern Cape	486 538	-	-	486 538	486 538	-	-	304 087	487 154	160%	446 998
North West	971 989	-	-	971 989	971 989	-	-	607 493	1 011 251	166%	995 107
Western Cape	992 212	-	142 492	1 134 704	1 134 704	-	-	620 133	1 079 173	174%	1 032 237
	9 613 692	-	319 590	9 933 282	9 933 282	-	-	5 811 520	9 825 761		9 517 555

NAME OF PROVINCE / GRANT	GRANT ALLOCATION			TRANSFER				SPENT		2015/16	
	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	Division of Revenue Act
3. HIV and Aids (Life Skills Education) Grant											
Eastern Cape	39 591	-	-	39 591	39 591	-	-	15 836	38 706	244%	37 086
Free States	12 967	-	-	12 967	12 967	-	-	5 186	12 036	232%	10 462
Gauteng	32 449	-	-	32 449	32 449	-	-	12 978	32 423	250%	29 945
KwaZulu-Natal	53 096	-	-	53 096	53 096	-	-	21 238	55 074	259%	50 588
Limpopo	33 310	-	-	33 310	26 648	6 662	-	13 324	23 486	176%	30 875
Mpumalanga	18 798	-	-	18 798	18 798	-	-	7 520	19 145	255%	19 631
Northern Cape	5 281	-	-	5 281	5 281	-	-	2 112	5 133	243%	5 281
North West	16 629	-	-	16 629	16 629	-	-	6 652	16 101	242%	17 531
Western Cape	18 728	-	-	18 728	18 728	-	-	7 492	18 717	250%	19 631
	230 849	-		230 849	224 187	6 662	-	92 338	220 821		221 030

NAME OF PROVINCE / GRANT	GRANT ALLOCATION			TRANSFER				SPENT		2015/16	
	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	Division of Revenue Act
I. National School Nutrition Programme Grant											
Eastern Cape	1 074 182	-	11 022	1 085 204	1 085 204	-	-	808 074	999 968	124%	1 020 116
Free States	334 971	-	6 529	341 500	341 500	-	-	251 489	339 117	135%	317 157
Gauteng	712 955	-	4 344	717 299	717 299	-	-	357 644	675 923	189%	678 974
KwaZulu-Natal	1 355 247	-	8 536	1 363 783	1 363 783	-	-	682 498	1 246 976	183%	1 287 034
Limpopo	1 085 431	-	8 413	1 093 844	1 093 844	-	-	54 464	1 087 090	199%	1 030 799
Mpumalanga	574 843	-	6 439	581 282	581 282	-	-	290 473	572 045	197%	545 910
Northern Cape	150 289	-	2 125	152 414	152 414	-	-	113 344	149 190	132%	142 724
North West	402 789	-	4 511	407 300	407 300	-	-	303 155	406 663	134%	381 566
Western Cape	315 305	-	1 724	317 029	317 029	-	-	158 434	316 999	200%	299 435
	6 006 012	-	53 643	6 059 655	6 059 655	-	-	3 512 575	5 793 971		5 703 715

NAME OF PROVINCE / GRANT	GRANT ALLOCATION			TRANSFER				SPENT		2015/16		
	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	Division of Revenue Act
5. Occupation Specific Dispensation												
Eastern Cape	-	-	-	-	-	-	-	-	-	-	-	2 067
Free State	-	-	-	-	-	-	-	-	-	-	-	5 775
Gauteng	-	-	-	-	-	-	-	-	-	-	-	29 442
KwaZulu-Natal	-	-	-	-	-	-	-	-	-	-	-	13 079
Limpopo	-	-	-	-	-	-	-	-	-	-	-	-
Mpumalanga	-	-	-	-	-	-	-	-	-	-	-	337
Northern Cape	-	-	-	-	-	-	-	-	-	-	-	2
North West	-	-	-	-	-	-	-	-	-	-	-	446
Western Cape	-	-	-	-	-	-	-	-	-	-	-	15 852
	-	-	-	-	-	-	-	-	-	-	-	67 000

The Department hereby certify that all transfers were deposited into the primary bank account of the provinces for the 2016/17 financial year. The over expenditure in respect of some conditional grants will be covered through the provincial allocations.

ANNEXURE 1A: STATEMENT OF TRANSFERS TO DEPARTMENTAL AGENCIES AND ACCOUNTS

DEPARTMENT/ AGENCY/ ACCOUNT	TRANSFER ALLOCATION			TRANSFER		2015/16
	Adjusted Appropriation	Roll Overs	Adjustments	Total Available	Actual Transfer	Appropriation Act
	R'000	R'000	R'000	R'000	R'000	%
Education Training and Development Practices-SETA	195	-	-	195	170	87%
National Student Financial Aid Scheme	1 043 611	-	-	1 043 611	1 043 611	100%
Umalusi	118 678	-	-	118 678	118 678	100%
SA council for educators	-	-	5 000	5 000	5 000	100%
	1 162 484	-	5 000	1 167 484	1 167 459	1 103 974

In terms of the directive from DPSA, 30% of the training budget has to be transferred to the ETDP SETA. The amount transferred to the entity was higher than projected.

ANNEXURE 1B: STATEMENT OF TRANSFERS TO FOREIGN GOVERNMENT AND INTERNATIONAL ORGANISATIONS

FOREIGN GOVERNMENT/ INTERNATIONAL ORGANISATION	TRANSFER ALLOCATION				EXPENDITURE		2015/16 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							
Association for the Development of Education in Africa (ADEA)	35	-	100	135	130	96%	33
Guidance, Counselling and Youth Development Centre for Africa: Malawi	124	-	-	124	131	106%	118
United Nations Educational, Scientific and Cultural Organisations (UNESCO)	13 890	-	1 714	15 604	15 587	100%	13 191
South and East African Consortium for monitoring Educational quality (SACMEQ)	3 265	-	-	3 265	3 348	103%	3 136
Total	17 314	-	1 814	19 128	19 196		16 478
	17 314	-	1 814	19 128	19 196		16 478

Department is required to annually transfer membership fees to UNESCO and ADEA. UNESCO and ADEA are foreign transfers which are influenced by the fluctuation of the Rand/
Dollar exchange rate. The payment of UNESCO and ADEA are made in Dollars and Euros. At the time of transfers, the value of SA rand was low.

ANNEXURE 1C: STATEMENT OF TRANSFERS TO NON-PROFIT INSTITUTIONS

NON-PROFIT INSTITUTIONS	TRANSFER ALLOCATION				EXPENDITURE		2015/16 Appropriation Act R'000
	Adjusted Appropriation Act R'000	Roll overs R'000	Adjustments R'000	Total Available R'000	Actual Transfer R'000	% of Available funds transferred %	
Transfers							
Childline South Africa	58	-	-	58	58	100%	55
National Education Collaboration	72 120	-	4 000	76 120	76 120	100%	60 000
	72 178	-	4 000	76 178	76 178		60 055
Total	72 178	-	4 000	76 178	76 178		60 055

ANNEXURE 1D: STATEMENT OF TRANSFERS TO HOUSEHOLDS

HOUSEHOLDS	TRANSFER ALLOCATION				EXPENDITURE		2015/16
	Adjusted Appropriation Act	Roll overs	Adjustments	Total Available	Actual Transfer	% of Available funds transferred	
	R'000	R'000	R'000	R'000	R'000	%	R'000
Transfers							
Employee Social Benefits	-	-	1 493	1 493	1 489	100%	1 299
Claims against State (cash)	-	-	1 900	1 900	1 873	99%	1
Reimbursement as Act of Grace	-	-	-	-	-	-	6
	-	-	3 393	3 393	3 362		1 306
Total	-	-	3 393	3 393	3 362		1 306

ANNEXURE 1E: STATEMENT OF GIFTS, DONATIONS AND SPONSORSHIPS RECEIVED

NAME OF ORGANISATION	NATURE OF GIFT, DONATION OR SPONSORSHIP	2016/17	2015/16
		R'000	R'000
Received in kind			
Pearson Group	Mathematics Self-Diagnostic Assessment	-	58
Vodacom foundation	National Senior Certificate Exams	286	-
MTN Foundation	National senior certificate exams	-	50
Huawei	National Senior Certificate Exams	20	-
Road Accident Fund (RAF)	National Senior Certificate Exams	150	-
Optima Trust	National Senior Certificate Exams	30	-
Avbob Foundation	National Senior Certificate Exams	44	45
Massmart	National Senior Certificate Exams	-	90
SABC Education	National Senior Certificate Exams	-	3 521
SABC Foundation	National Senior Certificate Exams	-	300
Vodacom	National Senior Certificate Exams	-	800
Industrial Development Corporation	National Senior Certificate Exams	45	60
South African Airlink	National teacher Awards	-	209
Gallagher Contention Centre	National teacher Awards	630	-
Vodacom	National teacher Awards	675	500
Massmart	National Teacher Awards	72	49
Novus Holding	National teacher Awards	400	-
Legacy Hotel and resorts	National teacher Awards	94	96
Road Accident Fund (RAF)	National teacher Awards	-	120
School net SA	National Teacher Awards	100	100
Avbob Foundation	National Teacher Awards	390	360
Airports company South Africa (ACSA)	National Teacher Awards	470	480
Unicef	Managing and leading education with digital technologies	1 004	-
Vodacom	Managing and leading education with digital technologies	993	-
Microsoft	Managing and leading education with digital technologies	783	-
SETA	School leadership and management qualification	100 000	-
Via Africa	South African School Choral Eisteddfod (SASCE)	-	350
Avbob Foundation	South African School Choral Eisteddfod (SASCE)	-	317
Subtotal		106 186	7 505
TOTAL		106 186	7 505

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	(39 439)	145 000	69 884	35 677
Subtotal		(39 439)	145 000	69 884	35 677
TOTAL		(39 439)	145 000	69 884	35 677

ANNEXURE 1G: STATEMENT OF GIFTS, DONATIONS AND SPONSORSHIPS MADE AND REMISSIONS, REFUNDS AND PAYMENTS MADE AS AN ACT OF GRACE

NATURE OF GIFT, DONATION OR SPONSORSHIP	2016/17	2015/16
	R'000	R'000
Made in kind		
Compensation made to volunteers who sustained injuries on duty as Seababaleng Secondary School	-	6
Total	-	6

ANNEXURE 2A: STATEMENT OF FINANCIAL GUARANTEES ISSUED AS AT 31 March 2017 – LOCAL

Guarantor institution	Guarantee in respect of	Original guaranteed capital amount R'000	Opening balance 1 April 2015 R'000	Guarantees draw downs during the year R'000	Guarantees repayments/ cancelled/ reduced/ released during the year R'000	Revaluations R'000	Closing balance 31 March 2017 R'000	Guaranteed interest for year ended 31 March 2017 R'000	Realised losses not recoverable i.e. claims paid out R'000
Housing									
Standard Bank	Employee	485	66		66		-		
First Rand Bank	Employee	47	9		9		-		
	Subtotal	532	75		75		-		
	TOTAL	532	75		75		-		

ANNEXURE 2B: STATEMENT OF CONTINGENT LIABILITIES AS AT 31 March 2017

Nature of Liability	Opening Balance 1 April 2015 R'000	Liabilities incurred during the year R'000	Liabilities paid/ cancelled/reduced during the year R'000	Liabilities (Provide recoverable (Provide details hereunder) R'000	Closing Balance 31 March 2017 R'000
Claims against the Department					
Magna FS vs the Minister of Basic Education (interest at 15.5% as from 28/11/2011)	6 567	-	-	-	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
Sanhyyaa Learning Private Ltd v Minister of Basic Education and two Others	95 720	-	-	-	95 720
Fever Tree Consulting v Minister of Basic Education and Others	4 478	-	-	-	4 478
Komape v Minister of Basic Education and Other	2 988	-	-	-	2 988
Bvelela Engineering v Basic of Education	725	-	-	-	725
Isaac Shabangu Publishers v Minister of Basic Education	1 071	-	-	-	1 071
Kgoro Sipho v Minister of Basic Education	1 300	-	-	-	1 300
Tywaku v Minister of Basic Education	4 000	-	-	-	4 000
Petrus Van Heerden vs Minister of Basic Education	64	-	64	-	-
Konani v Minister of Basic Education	29 640	-	-	-	29 640
M nyatukiri v Minister of basic Education	68	-	-	-	68
CVB Trading v Minister of Basic Education	189	-	-	-	189
Prestige Academy vs Minister of Basic Education	-	609	-	-	609
Tintswalo Mercy Ngobeni vs Minister Of Basic Education & Another	-	13 624	-	-	13 624
Mabasa RA vs Minister of Basic Education and another	-	12 100	-	-	12 100
Subtotal	268 190	26 333	64	-	294 459
Other					
Sivubo Trading & Projects cc VS DBSA (DBE)	262	-	-	-	3 498
Subtotal	262	-	-	-	3 498
TOTAL	268 452	26 333	64	-	294 1

ANNEXURE 3: CLAIMS RECOVERABLE

Government Entity	Confirmed balance outstanding		Unconfirmed balance outstanding		Total		Cash in transit at year end 2016/17 *	
	31/03/2017	31/03/2016	31/03/2017	31/03/2016	31/03/2017	31/03/2016	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 Higher Education and Training	-	-	695	650	695	650		
National Department of Education (Former)	-	-	181	197	181	197		
National Department of International Relations and Co-operation	-	-	-	34	-	34		
Education, Training and Development Practices – SETA	-	-	-	1 212	-	1 212		
National Department of Justice	-	-	2 562	1 511	2 562	1 511		
National Department of Public Works	-	-	138	-	138	-		
KwaZulu-Natal Department of Education	-	-	123	243	123	243		
Limpopo Department of Education	-	-	1 939	1 939	1 939	1 939		
Eastern Cape Department of Education	-	-	55 615	60 614	55 615	60 614		
Gauteng Department of Education	-	-	46	55	46	55		
	-	-	61 299	66 455	61 299	66 455		
Other Government Entities								
South African Revenue Services	-	-	7 687	4 431	7 687	4 431		
			7 687	4 431	7 687	4 431		

DEPARTMENT OF BASIC EDUCATION VOTE 14
ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2017

Government Entity	Confirmed balance outstanding		Unconfirmed balance outstanding		Total		Cash in transit at year end 2016/17 *
	31/03/2017	31/03/2016	31/03/2017	31/03/2016	31/03/2017	31/03/2017	Receipt date up to six (6) working days after year end
	R'000	R'000	R'000	R'000	R'000	R'000	Amount
Private Enterprises							R'000
Adopt A School KZN	-	-	15 605	29 361	15 605	29 361	
Coega Development Corporation EC	-	-	4	31	4	31	
Coega Development Corporation KZN	-	-	1 020	85	1 020	85	
Drake and Schull	-	-	-	5	-	5	
Fedics	-	-	-	4	-	4	
Independent Development Trust EC Structure	-	-	2 221	69	2 221	69	
Independent Development Trust EC Structure (ACT)	-	-	2 478	-	2 478	-	
Independent Development Trust EC W/S	-	-	10 571	-	10 571	-	
Independent Development Trust EC (NDPW)	-	-	9 615	-	9 615	-	
Independent Development Trust FS	-	-	2 633	2 633	2 633	2 633	
Independent Development Trust KZN	-	-	7 732	4 317	7 732	4 317	
Independent Development Trust Limpopo (Batch I)	-	-	1 063	4 448	1 063	4 448	
Independent Development Trust Limpopo (Batch II)	-	-	1 450	68	1 450	68	
Mhlathuze Water KZN	-	-	1 679	-	1 679	-	
Public Works EC	-	-	242	242	242	242	
SAB & T	-	-	-	1 759	-	1 759	
Taste of Africa	-	-	2	6	2	6	
Eskom	-	-	36	36	36	36	
Nexus	-	-	5	-	5	-	
Tsebo	-	-	3	3	3	3	
	-	-	56 359	43 067	56 359	43 067	
TOTAL	-	-	125 345	113 953	125 345	113 953	

ANNEXURE 4: INVENTORIES

Inventory	Note	Quantity	2016/17 R'000	Quantity	2015/16 R'000
Opening balance		684 880	9 042	974 882	6 430
Add/(Less): Adjustments to prior year balance		1	1	(21)	4 976
Add: Additions/Purchases - Cash		62 652 403	817 227	63 291 075	696 247
Add: Additions - Non-cash		-	-	-	-
(Less): Disposals		-	-	-	-
(Less): Issues		(62 505 724)	(813 385)	(63 566 232)	(699 721)
Add/(Less): Adjustments		5 785	840	(14 824)	1 109
Closing balance		837 345	13 724	684 880	9 042

ANNEXURE 5: MOVEMENT IN CAPITAL WORK IN PROGRESS

MOVEMENT IN CAPITAL WORK IN PROGRESS FOR THE YEAR ENDED 31 March 2017

	Opening balance	Prior year adjustment	Current Year Capital WIP	Completed Assets	Closing balance
	R'000	R'000	R'000	R'000	R'000
MACHINERY AND EQUIPMENT	36 280	-	-	-	36 280
Furniture and office equipment	36 276	-	-	-	36 276
Other machinery and equipment	4	-	-	-	4
BUILDINGS AND OTHER FIXED STRUCTURES	1 972 933	(505 196)	1 056 751	(760 000)	1 764 488
Non-residential buildings	936 852	(480 455)	779 899	(602 159)	634 137
Other fixed structures	1 036 081	(24 741)	276 852	(157 841)	1 130 351
Total	2 009 213	(505 196)	1 056 751	(760 000)	1 800 768

MOVEMENT IN CAPITAL WORK IN PROGRESS FOR THE YEAR ENDED 31 March 2016

	Opening balance		Current Year Capital WIP	Completed Assets	Closing balance
	R'000		R'000	R'000	R'000
MACHINERY AND EQUIPMENT	28 528		7 752	-	36 280
Furniture and office equipment	28 524	-	7 752	-	36 276
Other machinery and equipment	4	-	-	-	4
BUILDINGS AND OTHER FIXED STRUCTURES	2 328 784	(253 704)	1 374 762	(1 476 909)	1 972 933
Non-residential buildings	1 274 789	(235 722)	1 227 235	(1 329 450)	936 852
Other fixed structures	1 053 995	(17 982)	147 527	(147 459)	1 036 081
Total	2 357 312	(253 704)	1 382 514	(1 476 909)	2 009 213

ANNEXURE 6A: INTER-ENTITY ADVANCES PAID (note 11)

ENTITY	Confirmed balance outstanding		Unconfirmed balance outstanding		TOTAL	
	31/03/2017 R'000	31/03/2016 R'000	31/03/2017 R'000	31/03/2016 R'000	31/03/2017 R'000	31/03/2016 R'000
NATIONAL DEPARTMENTS						
Department of International Relations and Co-operation	-	-	679	1 211	679	1 211
Government Communication Information System	-	-	-	269	-	269
Subtotal	-	-	679	1 480	679	1 480
PROVINCIAL DEPARTMENTS						
Department of Roads and Public Works EC	-	1 722	11 112	-	11 112	1 722
Subtotal	-	1 722	11 112	-	11 112	1 722
OTHER INSTITUTIONS						
Adopt A School KZN	-	1 626	-	-	-	1 626
Coega Development Corporation EC	-	855	10 837	-	10 837	855
Coega Development Corporation KZN	-	3 239	8 841	-	8 841	3 239
DBSA	-	-	39 236	24 914	39 236	24 914
Independent Development Trust - EC STRUCTURE(Batch I)	-	10 608	14	-	14	10 608
Independent Development Trust - EC STRUCTURE ACT(Batch II)	-	49 803	11 296	-	11 296	49 803
Independent Development Trust - EC Water & Sanitation	-	9 084	87	-	87	9 084
Independent Development Trust – EC (national Department of Public Works)	-	-	25 155	-	25 155	-
Independent Development Trust Free State	-	1 487	7 097	-	7 097	1 487
Independent Development Trust - LIMPOPO(Batch I)	-	2 533	2 301	-	2 301	2 533
Independent Development Trust - LIMPOPO (Batch II)	-	32 682	28 747	-	28 747	32 682
Mhlathuze Water KZN	-	50	4 163	-	4 163	50
SAB&T Business Innovation Group	-	1 377	4 836	-	4 836	1 377
NAPTOSA	-	-	-	1 776	-	1 776
NATU	-	-	-	3 000	-	3 000
PEU	-	-	-	1 485	-	1 485
SADTU(JET)	-	-	-	9 000	-	9 000
SAOU	-	-	-	1 585	-	1 585
Subtotal	-	113 344	142 609	41 760	142 609	155 104
Total	-	115 066	154 400	43 240	154 400	158 306

ANNEXURE 6B: INTER-ENTITY ADVANCES RECEIVED (note 12)

ENTITY	Confirmed balance outstanding		Unconfirmed balance outstanding		TOTAL	
	31/03/2017	31/03/2016	31/03/2017	31/03/2016	31/03/2017	31/03/2016
	R'000	R'000	R'000	R'000	R'000	R'000
OTHER INSTITUTIONS						
United Nations Educational, Scientific and Cultural Organisation (UNESCO)	-	-	523	876	523	876
Independent Development Trust KZN	121	107		-	121	107
Adopt A School KZN	-	-	2 395	-	2 395	-
Subtotal	121	107	2 918	876	3 039	983
Total	121	107	2 918	876	3 039	983



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